

Interpersonal Intelligence as Predictor of Communication Skills: Basis for Proposed Intervention Program

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Abstract

This study investigated the connection between communication skills and interpersonal intelligence among first-year English majors pursuing a Bachelor of Secondary Education (BSEd). Utilizing quantitative methods, the research revealed a significant positive correlation between the two variables, leading to the rejection of the null hypothesis. Results show that students with better interpersonal intelligence, especially in empathy, social awareness, and relationship management, have excellent verbal, written, and listening communication skills. The strongest correlation between empathy and all communication domains was found, highlighting its critical role in effective interpersonal relationships. While the students generally exhibited strong interpersonal and communication competencies, the study identified specific areas for improvement. Although empathy exists, it requires further deepening to enhance emotional connection and compassion. Students' ability to read nonverbal clues, sustaining focused conversations, and practicing reflective writing. These domains underscore the potential for targeted interventions. Based on the results, the study recommends incorporating focused training in educational programs to develop empathy, social awareness, and relationship management alongside practical communication exercises. Such programs should include activities promoting emotional understanding, perspective-taking, and social skills, coupled with exercises in clear verbal expression, active listening, and organized writing. The purpose of these strategies is to fully improve students' preparedness for meaningful interaction and successful instruction. Further research is encouraged to create and assess intervention programs that focus on empathy and nonverbal communication, as well as to determine long-term effects on teaching performance, more study is required. The understanding of how communication skills and interpersonal intelligence support the overall development of future educators will be strengthened by expanding the focus to include a variety of educational situations.

Keywords: Communication Skills; Interpersonal Intelligence; Empathy; Educational Programs; Nonverbal Communication

Background of the Study

Communication skills were an essential tool for teachers in the teaching and learning process. Effective communication skills enabled teachers to manage classroom dynamics effectively and build a positive relationship with others. According to Howard Gardner's Theory of Multiple Intelligences in 1983, it emphasized the significance of interpersonal intelligence, which had a direct influence on communication

skills. Similarly, the Social Interactionist Theory of Vygotsky in 1978 asserted that communication developed through social interaction. Ideally, teachers should have been equipped with professional training that enhanced their communication abilities to maintain student engagement and promote academic success. Despite their importance, many teachers worldwide lacked sufficient training in communication skills. Many struggled with delivering lessons, involving students, and handling classroom challenges effectively. Research by Andersson et al. (2022) showed that professional development could greatly improve teachers' communication, yet these opportunities were often limited. Mahdi (2023) pointed out that poor communication strategies could negatively impact student motivation and understanding. Furthermore, Luhombo et al. (2023) discovered that internal communication problems added to teacher stress, leading to dissatisfaction.

Despite their importance, many teachers worldwide lacked sufficient training in communication skills. Many struggled with delivering lessons, involving students, and handling classroom challenges effectively. Research by Andersson et al. (2022) showed that professional development could greatly improve teachers' communication, yet these opportunities were often limited. Mahdi (2023) pointed out that poor communication strategies could negatively impact student motivation and understanding. Furthermore, Luhombo et al. (2023) discovered that internal communication problems added to teacher stress, leading to dissatisfaction.

In the Philippines, communication problems among teachers also existed, and they affected teachers and students. Pontillas (2021) discovered that Filipino teachers suffered from communication apprehension, which impacted their classroom confidence. Likewise, Velasco (2024) found out that Batangas practice teachers suffered from using conversational English, which restricted them from communicating efficiently with students.

The same problems had been observed among BSEd English students, especially in effective communication in the classroom. Most first-year students exhibited challenges in conveying ideas clearly, engaging in active listening to others, and facilitating classroom interactions. Others struggled to articulate responses to discussions, and some lacked self-confidence in verbal and non-verbal communication strategies. These results indicated a lack of interpersonal intelligence, which had implications for their future ability to communicate and their teaching effectiveness.

This study aimed to examine the level of interpersonal intelligence and communication skills of the selected BSEd English students and determine how the two were related. Understanding the relationship between interpersonal intelligence and communication skills could provide knowledge of the variables influencing teaching effectiveness and student engagement. The findings of the study were used as a guide for the development of an intervention program that would help future teachers in enhancing these necessary skills. This study could help future educators to better engage with students in the classroom, promote meaningful learning opportunities, and improve instructional effectiveness.

Statement of the Problems

This study aimed to evaluate the level of interpersonal intelligence and communication skills of selected Bachelor of Secondary Education (BSEd) English students and to explore the relationship between the two.

Specifically, the study sought to answer the following questions:

1. What is the level of interpersonal intelligence of first-year BSEd English students in terms of:
 - 1.1. social awareness;
 - 1.2. social skills;
 - 1.3. empathy; and
 - 1.4. relationship management?
2. What is the level of communication skills of first-year BSEd English students in terms of:
 - 2.1. verbal communication;

- 2.2. listening communication skills; and
- 2.3. written communication skills?
3. Is there a significant relationship between interpersonal intelligence and communication skills of the first-year BSEd English students?
4. What program may be proposed to enhance interpersonal intelligence and communication skills of the respondents?

Hypothesis

This study tested the null hypothesis that there is no significant relationship between interpersonal intelligence and communication skills of the first-year BSEd English students.

Significance of the Study

This study holds significant value for a range of stakeholders by highlighting the importance of interpersonal and communication skills in effective teaching.

Students. The study helps students gain a deeper understanding of how interpersonal and communication skills contribute to successful teaching. It encourages them to enhance their teamwork and social competencies, equipping them with valuable tools for both academic and personal growth.

Teachers. Educators benefit from insights into their students' communication abilities. These findings enable them to tailor their teaching strategies to better support the development of these essential skills within the classroom environment.

Parents and Guardians. The study raises awareness among parents and guardians about the challenges students face in developing interpersonal and communication skills. This understanding motivates them to actively foster effective communication and social interaction at home.

Future Researchers. The study provides a foundational basis for further research in the field of teacher training. It supports the development of innovative approaches aimed at equipping future educators with the interpersonal and communication proficiencies necessary for effective teaching.

Scope and Delimitation of the Study

The study examined the communication and interpersonal intelligence levels of a group of English majors pursuing a Bachelor of Secondary Education. It investigated the relationship between communication skills, the ability to express ideas verbally and nonverbally, and interpersonal intelligence—the ability to understand and relate to people effectively. The research specifically targeted BSEd English students at Laguna University to develop a targeted enhancement program. Data was gathered through surveys to analyze these skills, and the findings informed strategies for improving interpersonal intelligence and communication skills within this population.

The research was limited to BSEd English students at Laguna University, excluding other programs, departments, or institutions. It focused only on interpersonal intelligence and communication skills, neglecting other types of intelligence or skills. The study did not examine the effects of certain teaching strategies on the development of these skills. The conclusions were applicable only to Laguna University and could not be assumed to hold for any other university or academic setting. Additionally, the study evaluated the effectiveness of the enhancement program within the same context, thereby restricting its applicability to other populations or environments.

Definition of Terms

The following key terms are defined to provide proper context to the study.

Communication Skills. These refer to the ability to convey information effectively through

appropriate language, clear speech, body language, and active listening. This study assessed the ability of first-year BSED English students to express themselves clearly and examined its relationship with interpersonal intelligence.

Empathy. It is the capacity to understand and share the feelings of others. In this study, it was considered a crucial component of interpersonal intelligence and a predictor of effective communication.

Interpersonal Intelligence. It refers to the ability to understand and interact effectively with others. In this study, it served as the independent variable and was used to predict students' communication skills, including empathy, relationship management, and social awareness.

Listening Communication Skills. These involve the ability to listen attentively, comprehend messages, and respond appropriately. This skill is essential for effective interpersonal interactions.

Relationship Management. This pertains to the ability to establish and maintain positive relationships. In the context of this study, it was a key element of interpersonal intelligence, vital for future educators to connect meaningfully with others.

Social Awareness. It is the ability to recognize and understand the emotions and needs of others, and to respond appropriately in social situations. In this study, it was identified as a core aspect of interpersonal intelligence, important for fostering effective relationships in educational settings.

Verbal Communication. This involves the clear and effective use of spoken language. In this study, it was examined as a component of communication skills, essential for delivering instructions and engaging students in the classroom.

Written Communication Skills. These refer to the ability to express ideas clearly and effectively in writing. In this study, they were considered a vital part of communication skills, particularly important for tasks such as writing lesson plans and providing feedback.

Literature Review

This chapter underscored the importance of enhancing interpersonal intelligence and communication skills to address societal demands and promote progress. These competencies are vital for effective interaction, collaboration, conflict resolution, and professional success. In education, they foster empathy and prepare students for roles requiring strong communication. As technological change outpaces societal adaptation, innovative solutions to communication challenges become essential. This study evaluated the interpersonal intelligence and communication skills of selected BSED English students to design an intervention program that improves academic and social performance, offering valuable insights into the advancement of these competencies.

Interpersonal Intelligence

The exploration of interpersonal intelligence encompasses various dimensions, each providing unique insights into its relevance across personal, professional, and educational contexts. Herpertz (2022) grounded the discussion in Gardner's theory of multiple intelligences, presenting interpersonal intelligence as encompassing both metacognitive and emotional components. Although these abilities were predominantly learned during early childhood, they remain essential throughout an individual's life, facilitating the understanding and sharing of emotions. Furthermore, the study elucidated the practical applications of interpersonal intelligence in professional environments, particularly within medical fields, and proposed empathy training as an effective intervention for addressing psychological disorders that disrupt interpersonal functioning.

Similarly, Han et al. (2020) broadened the scope by investigating the impact of cooperative learning, particularly problem-based learning (PBL), on promoting interpersonal competence among university students. Through rigorous statistical analyses, the researchers demonstrated significant improvements in students' interpersonal skills following their participation in PBL activities. Additionally, qualitative feedback from participants highlighted positive experiences, including enhanced teamwork and problem-solving

abilities. Hence, the study advocated for the incorporation of cooperative learning strategies into educational settings, emphasizing their potential to foster interpersonal competencies and support students' academic achievements.

On the other hand, Ganesan (2022) examined the development of interpersonal skills within the framework of English language teaching, emphasizing their critical role in preparing students to navigate contemporary challenges. By presenting a practical approach to integrating interpersonal skills into language education, the study showcased how effective communication fostered collaboration and mutual understanding. Moreover, it underscored the transformative influence of these skills on students' academic, professional, and social lives. Thus, the research provided actionable recommendations for educators seeking to cultivate both technical knowledge and interpersonal competencies in their students.

In addition, Abid et al. (2022) explored the relationship between interpersonal skills and academic achievement among secondary school students, uncovering notable gender and geographic differences. Although a weak negative correlation was observed between interpersonal skills and academic performance, the study underlined the broader significance of these skills for personal growth and development. Furthermore, the authors emphasized the value of cooperative and collaborative learning strategies in enhancing interpersonal skills, suggesting their integration into teaching practices to address the diverse needs of learners.

Similarly, Klinkosz et al. (2021) delved into the correlation between interpersonal competencies and emotional intelligence, focusing on university psychology students' capacity to establish meaningful relationships and adapt to new environments. Not only did the research confirm positive correlations between these attributes, but it also identified key aspects such as self-disclosure, emotional support, and conflict resolution as critical components of effective interpersonal competence. Consequently, the study provided a comprehensive framework for understanding social and emotional development during pivotal stages of personal growth and underscored the value of these skills for future professional success.

Communication Skills

The integration of communication skills and interpersonal intelligence revealed their profound significance across various domains, including education, professional development, cross-cultural adaptation, and digital communication. Initially, Guo et al. (2024) highlighted the development of communication skills in synchronous online English as a Foreign Language (EFL) learning environments. Their research emphasized the value of real-time interactions in promoting intercultural communication, which emerged as a crucial skill in today's globalized educational landscape. Furthermore, the study underscored the importance of interactive learning strategies in enhancing students' communication abilities, illustrating how these approaches supported broader educational goals and prepared individuals for multicultural contexts. The findings resonated with broader discussions regarding the role of communication skills in facilitating understanding and collaboration across diverse environments.

In parallel, Abdallah et al. (2024) expanded this discourse by focusing on the interplay between communication skills and digital platforms, particularly in the context of social media. Their study demonstrated that individuals with robust communication skills effectively navigate online relationships and utilize social media for professional growth, such as career development and self-promotion. Additionally, the study introduced cultural restraint as a critical moderating factor, highlighting how cultural norms influenced the application of communication skills within online settings. The findings highlighted Jordan as a restrained society, where cultural expectations moderated self-expression on social media, offering an illustrative case study on the complexities of digital communication in culturally influenced settings.

Meanwhile, Wilczewski et al. (2022) investigated language and communication as pivotal components of cross-cultural adaptation, emphasizing second-language proficiency and host-country interactions as significant determinants of success. Their comprehensive review underscored the importance of refining theoretical models to better integrate linguistic and interactional variables, providing a foundation

for understanding how communication skills contributed to adaptation processes. Moreover, the study's focus on the challenges of remote communication aligned with Abdallah et al. (2024) exploration of social media use in Jordan, where cultural restraint influences online behavior. Both studies underscored the role of communication as a bridge between cultural contexts and individual adaptability, illustrating the multifaceted implications of communication skills in diverse scenarios.

Similarly, Sonnenschein et al. (2020) extended the discussion to professional contexts, analyzing the role of communication skills in career readiness and workplace success. Their findings emphasized the importance of structured interventions, such as work-integrated learning and professional training, to address gaps in intercultural communication competencies, particularly for international graduates. In alignment with this, Abdallah et al. (2024) underscored the professional utility of communication skills in digital spaces, emphasizing their role in enhancing visibility, promoting connections, and creating opportunities for career advancement. Thus, both studies converged on the critical relationship between communication skills and professional preparedness, albeit through distinct lenses, reinforcing their significance in achieving career-related goals.

Guo et al. (2024) examined strategies for synchronous English as a Foreign Language (EFL) learning, emphasizing their role in improving communication skills within educational settings. Their study highlighted how interactive, real-time learning methods not only enhanced language proficiency but also promoted greater confidence in language use among learners. Similarly, Abdallah et al. (2024) investigated the influence of cultural factors on online communication, exploring how societal norms and values shaped individuals' self-expression and interactions in digital environments. Collectively, these studies underscored the interconnectedness of educational methodologies, cultural frameworks, and technological advancements in shaping communication practices in both academic and virtual spheres.

Altogether, these studies collectively underscored the indispensable role of communication skills and interpersonal intelligence in navigating diverse and complex environments. Whereas Asmawi et al. (2024) focused on synchronous learning to develop intercultural communication skills, Wilczewski et al. (2022) explored the adaptation challenges faced by international students, emphasizing the linguistic and cultural factors that shaped their experiences. In contrast, Sonnenschein et al. (2020) examined professional communication as a tool for workplace success, highlighting the need for structured interventions to foster intercultural competence. Meanwhile, Abdallah et al. (2024) bridged these perspectives by incorporating the lens of cultural restraint, providing a comprehensive understanding of how societal norms influenced the application of communication skills, particularly in the digital realm.

Consequently, these interconnected studies contributed to a comprehensive framework for understanding the multifaceted role of communication skills, addressing their application in educational, professional, cross-cultural, and digital contexts. By examining the interplay between cultural dimensions and communication dynamics, they offered critical insights into how individuals and organizations could effectively navigate the challenges of increasingly globalized and technologically mediated environments. These findings not only emphasized the theoretical significance of communication skills but also highlighted their practical implications, paving the way for informed strategies to enhance interpersonal intelligence and digital communication across diverse cultural settings.

Social Awareness

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2020), social awareness was a fundamental aspect of emotional and social development. It involved the ability to understand and empathize with others, particularly those from different backgrounds and cultures. Social awareness was not only about recognizing the emotions and perspectives of others but also developing meaningful interactions and connections within various social contexts. It encouraged individuals to take the focus off themselves and actively consider those around them. This skill played a critical role in creating a more inclusive and compassionate society, where people engaged with empathy, respect, and understanding.

Social awareness was an essential competency that we must all strive to cultivate, as it broadened our perception of the world and deepened our interpersonal relationships (Straw 2024).

The development of social awareness encompassed a range of interconnected skills that enabled individuals to navigate social interactions effectively and compassionately. These skills included identifying verbal and physical social cues to determine how others felt, taking others' perspectives, demonstrating empathy and compassion, and showing genuine concern for their feelings. Additionally, social awareness involves understanding and expressing gratitude, recognizing strengths in others, and identifying diverse social norms including unjust ones. It also required the ability to recognize situational demands and opportunities, as well as caring about and being motivated to contribute to the well-being of one's family, friends, schools, communities, the environment, and society as a whole. Together, these abilities served as the foundation for maintaining inclusivity, cooperation, and meaningful connections in both personal and professional settings.

With the advancement of communication technologies, people could now connect with individuals across the globe, transcending cultural, linguistic, and generational boundaries. The ability to share thoughts, beliefs, and ideas on a global scale has significantly influenced the social awareness of individuals, promoting a broader understanding of diverse perspectives. Khalifa (2021) highlighted that these new forms of relationships, enabled by technological innovations, played a pivotal role in shaping social awareness. By facilitating interactions among people from various backgrounds, communication technologies not only promoted inclusivity but also encouraged individuals to reflect on societal norms and challenges.

Innovation had further transformed the way social awareness was fostered, particularly in educational settings. Fubara (2020) emphasized that innovation could facilitate social awareness through goal-directed relationships between educators and students. By understanding the talents, skills, emotions, and feelings of students, educators could create a supportive environment that encouraged empathy, critical thinking, and active participation. Innovation in education provided opportunities for students to engage with diverse ideas and perspectives, enabling them to develop the social awareness needed for meaningful contributions to society.

Social awareness was a core component of Social Emotional Learning (SEL), which pertained to the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It also involved understanding social and ethical norms for behavior and recognizing the resources and support available within family, school, and community contexts. According to CASEL (2020), social awareness encompassed four sub constructs: perspective-taking, empathy, appreciating diversity, and respect for others. These sub constructs highlighted the complexity and depth of social awareness as a skill that integrated emotional intelligence, interpersonal competence, and active citizenship.

Social Skills

According to Vanta (2025), socializing was a fundamental aspect of life, involving interactions with others in various settings such as home, school, work, social events, or casual get togethers. According to Bryant (2024), social competence referred to our ability to effectively navigate and interact with others in a social setting. It involved the skills and behaviors we used to communicate, understand, and connect with people around us. On the other hand, emotional competence refers to our ability to recognize, understand, and manage our own emotions as well as understand and influence the emotions of others.

Holmes (2024) stated that social skill development in the classroom was a multifaceted and crucial aspect of a child's overall education. Unlike academic skills, social skills were less tangible and involved navigating complex interpersonal dynamics, including communication, empathy, and cooperation. The classroom, as a microcosm of broader society, presented a rich but challenging environment where students had to learn to interact effectively with peers and teachers.

School served as the primary environment where children began to develop the social skills essential for success in life. According to Suman et al. (2023), the lack of social skills among students had become a

growing concern, as it led to increasing isolation and distance from their peers. Without these skills, students struggled to engage in meaningful communication, hindering their ability to form connections and navigate social interactions effectively. Social skills encompassed both verbal and non-verbal methods of communication, such as gestures, body language, and outward appearance.

These elements played an important role in how individuals interacted with others and adhered to established social conventions. Suman et al. (2023) emphasized that these skills were necessary for expressing oneself and building relationships, making them fundamental to personal and social development. As the saying went, "man is a social animal." This highlighted the importance of interaction and communication in everyday life. Developing social skills enabled individuals to connect with others, adapt to social norms, and thrive in various environments. By fostering these abilities, schools equipped students with the tools they needed to succeed, not only academically but also in their interpersonal relationships.

With social skills implemented in schools, it helped students to develop social competence for a lifetime of healthier connections in all aspects of their life. Social-emotional skills/learning could be defined as the progression that children gained and utilised knowledge, abilities, and attitudes associated with relationship skills, social awareness, self-awareness, self-management, and responsible decision-making (Blewitt et al., 2021). Quality social skills were essential to functioning within society. These were displayed through manners, effective communication, empathy, and communication which were all vital components of strong social skills (Blewitt et al., 2021). These skills did not come naturally to all; we needed to help students to develop these required skills, which entailed various strategies within each stage of development.

Empathy

Empathy played an integral role in building effective teacher-student relationships, having a significant impact on students' emotional health, motivation, and academic performance. Aldrup et al. (2021) emphasized empathy as an important aspect of improving the quality of teacher-student interactions, especially through emotional support. Teachers who showed empathy made students feel appreciated, resulting in increased participation and a better learning experience. In the Philippines, De Luna & Canet (2021) and Jocson (2022) emphasized the need for more research on empathy to create a supportive educational environment as the system recovered from the effects of the COVID-19 pandemic.

Similarly, Cai et al. (2023) found that teacher empathy strengthened students' sense of belonging in school, which in turn improved their academic performance. Sarwer et al. (2023) also emphasized that an empathetic teaching approach increased student motivation and contributed to better learning outcomes. Furthermore, Xie et al. (2023) proposed a model that incorporated affective contagion, cognitive evaluation, and behavioral prediction in teacher-student interactions, illustrating the complex yet vital role of empathy in education.

According to Santiago (2023), empathy played an important role in promoting positive teacher-student relationships. The research highlighted that empathy significantly impacted students' academic performance and motivation by promoting meaningful interactions and stronger connections in the educational setting. This underscored the importance of integrating empathy in teaching practices to enhance learning outcomes. Moreover, another study by Obenza and Tanudtod (2023) found that teacher-student interaction significantly predicted student learning engagement, emphasizing the importance of promoting meaningful connections between teachers and students to enhance academic outcomes. This aligned with the role of empathy and positive teacher-student relationships in improving engagement and motivation.

Beyond the academic setting, empathy also promoted prosocial behaviors such as cooperation and community involvement. Jiang et al. (2021) investigated the influence of college students' empathy on prosocial behavior during the COVID-19 pandemic and found that empathy significantly predicted prosocial actions, with social responsibility serving as a mediating factor. Similarly, Luo et al. (2023) examined the relationship between school climate, perceived social support, resilience, and prosocial behavior, concluding that a positive school climate fostered prosocial behavior through enhanced social support and resilience.

These findings suggested that empathy, when nurtured within a supportive educational environment, not only enhanced academic performance but also strengthened social responsibility and civic engagement.

Despite its recognized advantages, integrating empathy into education presented certain challenges. Zhou (2022) pointed out the lack of a consistent definition of empathy, which complicated its assessment and implementation in educational settings. Varying interpretations of the term had led to inconsistencies in research, making it difficult to develop effective pedagogical strategies centered on empathy. Some scholars argued that these conceptual differences had hindered meaningful discussions on the role of empathy in education.

Additionally, some researchers suggested that placing too much focus on empathy could have unintended consequences. Zhou (2022) noted that placing too much focus on empathy in teaching could lead to emotional exhaustion, particularly for educators working with students facing significant socio-emotional difficulties. Similarly, Campos et al. (2025) emphasized the importance of balancing empathy with structured teaching strategies to enhance learning outcomes and maintain teacher well-being. These findings highlighted the necessity of integrating empathy thoughtfully within educational practices to ensure both effectiveness and sustainability.

Moreover, research indicated that academic stress could reduce students' capacity for empathy. Cleofas et al. (2023) examined the consequences of academic stress among college students in the Philippines during the COVID-19 pandemic, emphasizing its adverse influence on quality of life. Likewise, Zhang et al. (2024) investigated the relationship between academic stress, emotional intelligence, and mindfulness, revealing that students with higher emotional intelligence and mindfulness experienced lower stress levels and demonstrated stronger social interactions. These findings emphasized the importance of institutional support in developing empathy, particularly in academically rigorous environments.

Despite these challenges, many studies affirmed the ongoing importance of empathy in education. Emotional intelligence, particularly empathy, played a vital role in shaping academic success and interpersonal relationships. Research by Kafadar (n.d.) revealed a strong positive correlation between empathy and effective communication skills among future social studies teachers. This indicated that students with higher empathy levels tended to have stronger academic and social abilities, reinforcing the value of empathy in education.

Camacho-Morles et al. (2021) further demonstrated that emotional intelligence significantly contributed to academic engagement and achievement, accounting for nearly half of the variation in students' performance. Similarly, Sánchez-Álvarez et al. (2020) conducted a meta-analysis confirming that emotional intelligence had a significant impact on academic success, with ability-based measures showing a stronger association than self-reported models.

Additionally, empathy played a role in language learning and collaborative education. Nguyen and Tran (2021) explored social-emotional learning in language education and found that students with higher interpersonal intelligence performed better in collaborative writing and discussions. Patel and Sharma (2022) identified a link between emotional intelligence and language proficiency, showing that students with strong interpersonal skills were more confident in speaking tasks and peer interactions. In a related study, Aporbo (2023) emphasized how cooperative learning strategies significantly enhanced both engagement and academic productivity, highlighting the importance of empathy in meaningful communication and collaborative education.

Empathy remained a cornerstone of effective teaching and student engagement. Altavilla et al. (2021) emphasized that empathy promoted positive teacher-student relationships, creating a supportive learning environment that enhanced cognitive and socio-emotional development. Their study found that empathetic teaching methods led to higher student motivation, participation, and overall well-being. Similarly, Jones et al. (2020) highlighted the role of social-emotional learning, with empathy as a key component, in promoting collaboration and active learning.

As Zhang (2022) pointed out, adopting an empathetic approach allowed educators to create inclusive

and supportive learning environments that enhanced students' educational experiences. These findings reinforced the idea that when effectively integrated into teaching, empathy could significantly improve both academic outcomes and personal growth.

Relationship Management

Interpersonal intelligence, as defined by Howard Gardner, referred to the ability to understand and interact effectively with others, making it an essential aspect of relationship management, particularly in educational environments. Gupita et al. (2020) highlighted the importance of developing interpersonal intelligence in early childhood education through the "Desirable Self-Approach," which significantly improved children's social interactions and personal growth. Likewise, Yavich and Rotnitsky (2020) explored the connection between dominant intelligence, including interpersonal intelligence, and students' academic performance in middle schools, emphasizing its influence on social interactions and teamwork.

According to Austero's study, *Effectiveness of Cooperative Learning Strategies to the Test Performance of Grade 11 Senior High School Students in Filipino*, cooperative learning strategies enhanced both students' academic performance and interpersonal skills, demonstrating their importance in fostering relationship management within the classroom. Similarly, Han and Son's research on cooperative learning strategies demonstrated their role in strengthening students' interpersonal skills, which were vital for effective relationship management in the classroom. These studies emphasized the significance of interpersonal intelligence in shaping strong social connections and enhancing academic achievement in educational settings.

However, a study conducted by Hardi et al. (2021) examined the relationship between interpersonal intelligence and students' mathematics learning achievement. The findings indicated a positive correlation, suggesting that students with higher interpersonal intelligence performed better academically. This finding implied that interpersonal skills, such as effective communication and collaboration, contributed significantly to academic success. Similarly, research by Fianko et al. (2020) focused on the interpersonal dimension of Goleman's emotional intelligence model, specifically investigating the relationship between social awareness, relationship management, and leadership effectiveness. The study identified a significant positive correlation, highlighting the role of interpersonal intelligence in achieving successful interactions and favorable outcomes. These findings supported the assertion that interpersonal intelligence, particularly in the context of relationship management, was essential not only for academic success but also for professional and personal development.

In addition, Mursidi et al. (2023) conducted a study examining the effects of collaborative learning on children's interpersonal intelligence. The research findings indicated that collaborative learning environments contributed to the development of students' interpersonal intelligence by encouraging active participation, communication, and cooperation among peers. These results emphasized the significance of interactive learning approaches in enhancing students' ability to manage relationships effectively. Likewise, Frania et al. (2022) explored interpersonal competencies and attitudes toward online collaborative learning. Their study revealed that collaborative environments played a significant role in strengthening interpersonal skills, including relationship management. The research highlighted the importance of active engagement, emotional support, and conflict resolution in promoting effective collaboration and interpersonal intelligence. These findings aligned with the perspective that interactive learning strategies were essential in improving students' capacity to manage relationships effectively.

Furthermore, a study conducted by Chen et al. (2024) emphasized the positive influence of strong interpersonal relationships between students and key figures such as parents, teachers, and peers on learning engagement. The researchers found that students with high interpersonal intelligence were more likely to engage actively in classroom discussions and group activities. Additionally, a study by Li et al. (2023) examined the role of interpersonal relationships in enhancing students' learning engagement. This research, which focused on primary school students, highlighted the mediating role of self-affirmation in relationships

with parents, teachers, and peers. The findings underscored that strong interpersonal relationships significantly promoted learning engagement, with peer and teacher-student relationships exerting a greater impact than parent-child relationships.

Similarly, Loyens (2020) discussed the significant influence of relationship management in higher education on student engagement and commitment. Her findings showed that developing positive relationships between students and faculty encouraged greater involvement, enthusiasm, and focus on academic tasks, resulting in improved educational outcomes.

Nevertheless, research by Zhoc et al. (2020) and Nisar Abid et al. (2022) highlighted the dual-edged nature of emotional and interpersonal intelligence in academic settings. Zhoc et al. (2020) demonstrated that while emotional intelligence positively predicted student engagement and collaborative success, students relying heavily on emotional and social interactions encountered challenges in tasks demanding independence. Similarly, Abid et al. (2022) revealed a weak negative correlation between interpersonal skills and individual academic achievement, suggesting that students who excelled in collaborative environments struggled with self-reliant tasks. These findings complemented each other, underscoring the nuanced implications of social and emotional competencies on academic performance.

Subramanian's (2024) study, *Emotional Intelligence and its Role in Motivation and Stress Management: Insights for Effective Leadership*, supported the claims of Fianko et al. (2020). It highlighted the importance of emotional intelligence, particularly empathy and communication, in improving leadership effectiveness, team motivation, and stress management. Subramanian's findings emphasized the need for context-specific emotional intelligence strategies, reinforcing Fianko et al.'s argument that tailored approaches enhanced relationship management and leadership outcomes.

Verbal Communication Skills

Verbal communication skills were crucial for both professional and personal development. According to Abdikarimova et al. (2021), verbal communication played an essential role in fostering effective interactions and enhancing personal growth. Ganesan (2022) emphasized that interpersonal skills, particularly verbal communication, were vital for promoting meaningful interactions and preparing individuals for career readiness, especially within the context of English language teaching. Pavlovskaya et al. (2022) further supported this idea, showing that speaking and listening activities were effective in boosting students' communicative competence, especially when interactive methods such as group activities and dialogues were employed.

Ganesan (2022) underscored the importance of verbal communication in developing interpersonal skills, noting that it was foundational to creating meaningful interactions. His research highlighted how verbal communication allowed individuals to express their thoughts, emotions, and intentions clearly, which was crucial for career readiness. He suggested that interactive teaching methods—like role-playing, group discussions, and simulations—could significantly improve students' verbal communication abilities by providing real-world applications. These methods offered students opportunities to practice articulation, adapt to diverse conversational contexts, and build confidence in their speaking abilities. Additionally, Ganesan stressed that strong verbal communication skills promoted collaboration and relationship-building, especially in multicultural and professional environments where clarity and cultural sensitivity were vital.

Filiz (2020) found a positive correlation between verbal communication skills and interpersonal intelligence, suggesting that individuals with strong verbal communication abilities were more effective in social interactions and teamwork. This relationship was crucial for enhancing interpersonal effectiveness, problem-solving abilities, and teamwork. Klinkosz et al. (2021) also supported this view, showing that interpersonal competence and emotional intelligence played significant roles in improving relationships and collaboration in both academic and professional settings.

Loureiro et al. (2020) explored gender differences in communication apprehension and found that female students tended to experience higher levels of anxiety in oral communication compared to their male

counterparts. This anxiety might have hindered their ability to participate effectively in discussions and presentations. Schmidt (2023) agreed, emphasizing the importance of creating supportive learning environments that helped address these challenges, particularly among female students.

In a different context, Escobar-Mamani et al. (2020) demonstrated the effectiveness of WhatsApp as an educational tool for improving oral and written communication skills among secondary students in Peru. Their study showed that real-time interactions, collaborative assignments, and immediate feedback through WhatsApp significantly improved students' communication abilities. Guo and Asmawi (2024) echoed these findings, noting that digital platforms such as WhatsApp provided valuable opportunities for collaborative and contextual language practice.

Šerić (2020) conducted a study examining the relationship between teacher verbal communication and student behavior across different cultural contexts. His findings indicated that clear and empathetic verbal communication positively impacted student attention, participation, and learning outcomes. Teachers who engaged students through effective verbal interactions, such as articulate explanations and empathetic communication, created a supportive and inclusive classroom environment, fostering active learning and positive behavior.

Keltner et al. (2025) supported the idea that strong verbal communication skills, including active listening, clear articulation, and empathy-driven dialogue, helped students build meaningful relationships and manage social interactions. By integrating interactive activities like role-playing and group discussions, educators could improve students' verbal communication skills while fostering emotional understanding and empathy. These strategies prepared students to engage confidently and competently in diverse social and academic environments. Moreover, Zhang (2022) emphasized that empathetic verbal communication significantly enhanced learning outcomes. When students felt understood, they were more likely to engage actively in lessons, ask questions, and collaborate with peers, which improved both language proficiency and motivation.

Del Giacco et al. (2020) explored the interplay between verbal and non-verbal communication in psychotherapy, highlighting that verbal communication established the therapeutic alliance, which influenced the success of therapy. This demonstrated the critical role of verbal communication in building rapport and understanding in relational contexts.

Raman (2023) examined the use of Virtual Reality (VR) to improve English verbal communication skills among ESL learners. His research aligned with studies by Huang et al. (2021), who showed that immersive technologies like VR significantly enhanced learning outcomes, motivation, and engagement. VR created interactive environments that simulated real-life situations, enabling learners to practice verbal communication in authentic contexts. Similarly, Hua et al. (2023) found that VR-assisted language learning improved both cognitive and affective aspects of language acquisition, boosting verbal fluency and confidence.

However, some research challenged the overemphasis on verbal communication. Korochentseva and Terekhin (2021) highlighted that non-verbal cues often played a more significant role in effective communication. Their study showed that elements such as facial expressions, gestures, and posture could sometimes convey more meaning than words, especially when there were inconsistencies between verbal and non-verbal messages. This finding called for a more holistic approach to communication training that integrated both verbal and non-verbal skills.

Loureiro et al. (2020) also examined gender differences in communication apprehension, finding that female students experienced higher anxiety in oral communication. However, Wilczewski et al. (2022) argued that factors such as social norms and cultural expectations might have had a more significant impact on communication apprehension than gender alone. This suggested that interventions should have taken a broader perspective, incorporating cultural and contextual factors to reduce communication anxiety effectively.

Similarly, while Escobar-Mamani et al. (2020) advocated for WhatsApp as a tool to enhance

communication skills, Zhang (2022) raised concerns about over-relying on digital platforms. He argued that excessive use of mobile learning tools could have weakened face-to-face communication skills, advocating for a balanced approach that integrated both digital and traditional learning methods.

Listening Communication Skills

Wen and Chen (2023) explored the effectiveness of active listening strategies in multicultural classrooms, demonstrating that such techniques significantly enhance linguistic comprehension and cultural understanding. Active listening allows students to engage more effectively in diverse environments by fostering both language acquisition and respect for cultural differences. This ability to process and respond thoughtfully aligns with Gonzalez and Brown's (2021) findings on the impact of listening skills in collaborative work among university students. Their study highlights how active listening during group tasks promotes mutual understanding, resolves conflicts, and ensures collective goals are met. Such collaboration demonstrates the practical applications of listening beyond language learning, extending into teamwork and interpersonal effectiveness.

The connection between listening and emotional intelligence is further emphasized by Ismail and Ramesh (2022), who revealed that students with strong listening abilities are more adept at managing interpersonal relationships and understanding their peers' emotions. This suggests that listening is not only a cognitive skill but also a crucial component of emotional intelligence, enhancing both academic performance and interpersonal dynamics. Parker and Hayes (2020) build upon this by examining how critical listening improves students' critical thinking skills. Their findings show that active and analytical listening enables students to evaluate arguments, assess credibility, and form well-reasoned conclusions, reinforcing the cognitive benefits of effective listening. This intellectual engagement complements the interpersonal benefits highlighted in earlier studies, creating a holistic view of listening as a multifaceted skill. Hansen and Bloom's (2024) research shifts the focus to virtual learning environments, where listening communication skills take on new importance. Their study underscores the need for teaching listening strategies to students in online classes to help them navigate digital interactions and maintain engagement. In the virtual context, listening becomes crucial for understanding nuanced communication, interpreting tone, and fostering connection despite physical distance. This further supports the idea that listening is an adaptable skill that can enhance communication in both traditional and modern educational settings.

In addition to these contexts, Brown, T., Yu, M., and Etherington (2020) conducted a study examining the influence of listening and interpersonal communication skills on professionalism among undergraduate occupational therapy students. Their findings underscored the critical role of active listening in promoting key professional qualities, such as responsibility, equity, and accountability. Active listening, which involves attentively understanding and responding to verbal and non-verbal cues, was identified as a foundational skill that enables students to effectively engage with peers, educators, and future clients in occupational therapy settings. The study emphasized that by mastering listening communication, students are better equipped to approach situations with empathy and fairness, enhancing their ability to address complex professional scenarios. Additionally, the research advocated for the integration of active listening into occupational therapy curricula, highlighting its significance not only as a communication skill but also as a cornerstone of ethical practice and career preparedness.

In the following study, Brown et. al(2021) expanded their research to explore the impact of listening and interpersonal communication skills on resilience among occupational therapy students. This study identified active-empathetic listening as a key predictor of resilience, emphasizing the importance of this skill in fostering adaptability and emotional strength. Active-empathetic listening goes beyond mere understanding; it involves responding to others with compassion and support, which significantly enhances an individual's ability to cope with challenges and stress. They found that students who demonstrated strong listening and interpersonal communication skills were more likely to exhibit resilience in both academic and professional contexts.

Pavlovskaya et. al (2022) conducted a study that evaluated the effectiveness of listening and speaking activities in enhancing students' communicative competence in foreign language learning. The research emphasizes the critical role of interactive listening exercises in improving language proficiency and fostering confidence among learners. By focusing on activities such as role-playing, dialogue practice, and interactive listening tasks, the study demonstrated that engaging students in dynamic and context-rich scenarios significantly improved their ability to comprehend and respond in the target language. These exercises not only sharpened listening skills but also provided opportunities for learners to practice verbal articulation in a supportive and collaborative environment. Ambubuyog, Laumoc, Mantac, Pagulayan, Sayson, Velasco, and Biray (2023) explored the crucial role of active listening in language acquisition among education students in the Philippines. The research highlighted that active listening is not merely a passive activity but a dynamic process that involves attentively focusing on spoken language, interpreting meaning, and responding appropriately. By emphasizing the integration of active listening into language education, the study revealed its profound influence on enhancing various linguistic aspects, such as phonology, morphology, and pragmatics.

Active listening was shown to improve phonological skills by helping students grasp the nuances of sound patterns, intonation, and pronunciation, which are essential for accurate spoken language comprehension. In terms of morphology, the process enables learners to identify and understand the structure of words, including prefixes, suffixes, and root words, fostering their vocabulary growth. Active listening is a vital skill for effective language learning, as it facilitates a deeper connection between comprehension and practical communication. The researchers advocated for the incorporation of active listening exercises into educational curricula, such as listening to audio recordings, engaging in group discussions, and participating in real-life conversational simulations. These activities were found to significantly boost students' confidence, comprehension, and overall communicative competence.

The study by Namoc et al. (2024) examined the listening comprehension of Filipinos among students pursuing a bachelor's degree in secondary education. They highlighted how various listening techniques, including appreciative, critical, and inner listening, might improve understanding. It was underlined that critical listening is crucial for assessing data, recognizing important details, and determining the validity of concepts put out in research. Appreciative listening was important in understanding cultural and artistic elements, helping students appreciate spoken Filipino's aesthetic aspects like tone and rhythm. Inner listening, which involves self-reflection and personal connection to spoken messages, was identified as a crucial skill for deepening engagement with academic content.

Mihret (2024) reviewed the literature to investigate the relationship between students' listening skills and academic achievement. According to research, pupils who have good listening skills are better able to understand directions, absorb information correctly, and interact with academic content. By improving comprehension of difficult ideas, active listening helps students succeed in both solo and group learning environments. Additionally, the ability to listen helps one remember and recall specific information that is offered during lectures and debates.

Similarly, Ketty Andersson et al. (2022) emphasized the role of active listening in effective teacher-student communication. In order to provide teachers with stronger communication tools, the study promoted the inclusion of active listening strategies in teacher preparation programs.

Li Wei and Sarah Thompson (2023) examined the importance of listening strategies in enhancing second-language learners' proficiency. They noted that listening directly influences comprehension and speaking skills, making it a foundational aspect of language acquisition. Strategies such as active listening, note-taking, predicting content, and summarizing significantly improve students' ability to process spoken language. These techniques also boost confidence in verbal communication, helping learners develop fluency. The study further explored barriers to listening skills, including limited exposure to authentic speech and challenges in maintaining focus, and emphasized the need for targeted interventions.

Written Communication Skills

Written Communication Skills (WCS) served as a vital modality for students to disseminate ideas, data, and findings effectively (Shivni et al., 2021). This process involved careful consideration of content and communication context by examining the "who," "why," "what," and "how" aspects (Wack et al., 2021). Specifically, "who" focused on analyzing the target audience's initial knowledge level, "why" revolved around understanding the communication goals and expected results, "what" entailed interpreting factual and socially relevant content, and "how" addressed audience engagement by tailoring language style appropriately (Shivni et al., 2021). Additionally, students emphasized the clarity and completeness of their messages to ensure effective delivery (Diana, 2020).

Gender, often defined by biological characteristics, was represented through responses from men and women (Lindqvist et al., 2021). Research showed that pre-service science teachers utilized WCS to develop alternative solutions to problems using logical and structured strategies. Their ability to write informative, clear, and effective content, along with crafting main ideas through nuanced word choices and coherent sentence structures, demonstrated a strong alignment with scientific concepts and truths. Importantly, findings revealed that gender did not influence pre-service science teachers' proficiency in WCS.

Despite the valuable insights, the study presented certain limitations. The unequal proportion of male and female samples restricted the possibility of generating more comprehensive conclusions, although the data sufficiently explained gender's non-impact on WCS among pre-service science teachers. Parental education, another influential factor, shaped students' awareness, attention, and habituation patterns, with implications tied to the education level of pre-service science teachers. Individual experience also played a role, as those with greater exposure tended to possess broader knowledge. Future studies were encouraged to explore the effects of gender proportions, parental education levels, and prior experiences on students' communication skills.

English increasingly became a global means of communication in social, political, commercial, and professional contexts. With the rapid advancement of information technology, English was regarded as the language of the world. In Romanian military academies, English was taught as a core subject throughout the educational journey. However, challenges persisted, as students often struggled to develop comprehensive productive skills, particularly in writing (Dragomir & Niculescu, 2020).

Writing as a form of communication extended beyond the mechanical reproduction of letters, words, or simple sentences. It involved creating a writing product that required active and critical engagement with the target language, employing advanced cognitive skills, analyzing information, and producing original content. Furthermore, writing was distinctively challenging due to the absence of direct audience interaction, which complicated the communicative event (Dragomir & Niculescu, 2020). Developing writing skills necessitated teaching students how to write coherently, use proper grammar and lexical structures, apply acceptable spelling, and select the appropriate language register.

Effective writing, regardless of academic level, required a structured process involving discovery, planning, idea development, creativity, and revision. To achieve mastery in writing, students needed to acquire techniques that enabled them to approach and complete writing tasks successfully. A systematic teaching approach was essential for motivating students to express themselves effectively in writing and for helping them recognize the steps involved in producing quality work (Dragomir & Niculescu, 2020).

This research focused on observing the development of students' written narrative skills, utilizing survey instruments and questionnaires for data collection, alongside statistical methods for analysis. A total of 100 students participated, excluding those who contributed fewer than seven texts. The findings revealed that students demonstrated significant linguistic development in written communication. Their ability to produce richer texts was marked by increased lexical diversity in both nominal and verbal areas, as well as improved use of sentence-connecting devices. However, variations emerged between students using their mother tongue and those using a second language, particularly regarding lexis and syntax.

Students who relied on their mother tongue tended to use less diverse and less varied lexical items

compared to their second-language peers. Additionally, they exhibited higher linguistic uncertainty, especially in cases of inflection and syntax. Despite these disparities, no significant differences were evident between the two groups in the global structure of their texts. These results highlighted the complexity of language acquisition and usage in written tasks, offering valuable insights into how linguistic backgrounds influenced narrative writing (Muhammadiyah, Wariunsora, Ridhwan, Souisa, & Luhulima, 2024).

The study underscored critical considerations for language education at the primary school level. It demonstrated that students using their mother tongue possessed comparable abilities to those using a second language when engaging in narrative tasks. However, their language development required more time and specialized attention in teaching approaches. These findings emphasized the need for tailored strategies to support students' unique linguistic needs and ensure effective language learning outcomes.

Theoretical Framework

Interpersonal Intelligence

The interpersonal intelligence theory, as developed by Howard Gardner, emphasized an individual's capacity to understand and interact effectively with others. This theoretical framework identified social awareness, social skills, empathy, and relationship management as essential components in the development and application of interpersonal intelligence. Social awareness involves the ability to interpret social cues, understand the emotions and motivations of others, and recognize group dynamics, enabling individuals to navigate social environments with precision. Social skills pertained to proficiency in communication and collaboration, facilitating productive interactions and the establishment of meaningful connections. Central to interpersonal intelligence was empathy, which allowed individuals to comprehend and share another person's emotional experiences, fostering mutual understanding and deeper interpersonal bonds. Relationship management was another critical aspect, focusing on the ability to nurture and sustain positive relationships through effective leadership, teamwork, and conflict resolution. Gardner's interpersonal intelligence theory underscored the importance of these variables in cultivating harmonious relationships and achieving collective success. Individuals with well-developed interpersonal intelligence were often skilled leaders, mediators, and collaborators, excelling in roles that required emotional engagement and social competence. This theory provided valuable insights into the dynamics of human relationships and highlighted the significance of interpersonal skills in both personal and professional development.

Communication Skills

Communication was a very important feature of all aspects of life. Every human being, regardless of occupation, responsibility, authority, station in life, age, or gender, needed to communicate. It was, therefore, necessary that people were able to communicate effectively. According to Carl Rogers' Person-Centered Theory (1951), verbal communication played an essential role in expressing ideas and emotions, aligning with the use of Ego Supportive Language to build confidence and self-esteem. Listening skills, rooted in Active-Participatory Listening, were fundamental for promoting empathy and mutual understanding, as emphasized by Rogers (1959). Written communication complemented these skills by structuring ideas clearly and permanently, promoting self-awareness, empathy, and constructive dialogue through principles such as "I-language." Together, Rogers' theory integrated these elements of communication—verbal, listening, and written—underscoring their importance in promoting understanding, empathy, and meaningful relationships in both personal and professional contexts.

Significant Relationship Between Interpersonal Intelligence and Communication Skills

The Social Penetration Theory, developed by Irwin Altman and Dalmas Taylor in 1973, offered a comprehensive framework for understanding the progression of interpersonal relationships through layers of self-disclosure. This theory highlighted the central role of communication in building, maintaining, and deepening interpersonal connections. It emphasized the dynamic and reciprocal nature of relational

development, wherein self-disclosure gradually unfolded over time, enabling individuals to build trust and establish meaningful bonds.

According to the Social Penetration Theory, relationships evolved through distinct stages: orientation, exploratory affective exchange, affective exchange, and stable exchange. Each of these stages required critical communication skills, including empathy, active listening, and social awareness, which were fundamental components of interpersonal intelligence. Verbal communication played a vital role in facilitating the exchange of personal information, articulating thoughts, and expressing emotions, thereby strengthening relational ties and encouraging mutual understanding.

Empathy, as an essential skill within this framework, enabled individuals to genuinely understand and respond to the emotions of others, fostering trust and emotional intimacy. Active listening, characterized by attentiveness and engagement, further supported effective communication. Social awareness, which involved perceiving and understanding the social dynamics and emotional states of others, was critical for navigating the relational stages described in the theory. Moreover, the Social Penetration Theory underscored the importance of reciprocity and mutual understanding in relational development. The gradual exchange of information and emotions built a foundation of trust, allowing relationships to progress toward stability and emotional depth.

Conceptual Framework

Figure 1 illustrates the conceptual framework guiding this study, which aims to investigate the influence of interpersonal intelligence on the communication skills of individuals. The framework is composed of two primary components: the independent variables, representing interpersonal intelligence, and the dependent variables, representing communication skills. This model underscores the theoretical relationship that interpersonal intelligence, comprising various socio-emotional competencies, can significantly affect how individuals express and understand communication in different forms.

Interpersonal intelligence is delineated into four key dimensions: social awareness, social skills, empathy, and relationship management. Social awareness involves the ability to recognize and understand the emotions and perspectives of others, while social skills pertain to effectively interacting and building rapport with others. Empathy refers to the ability to emotionally connect and share feelings with others, and relationship management involves maintaining and nurturing positive relationships. These aspects are believed to contribute to the development and enhancement of communication behaviors.

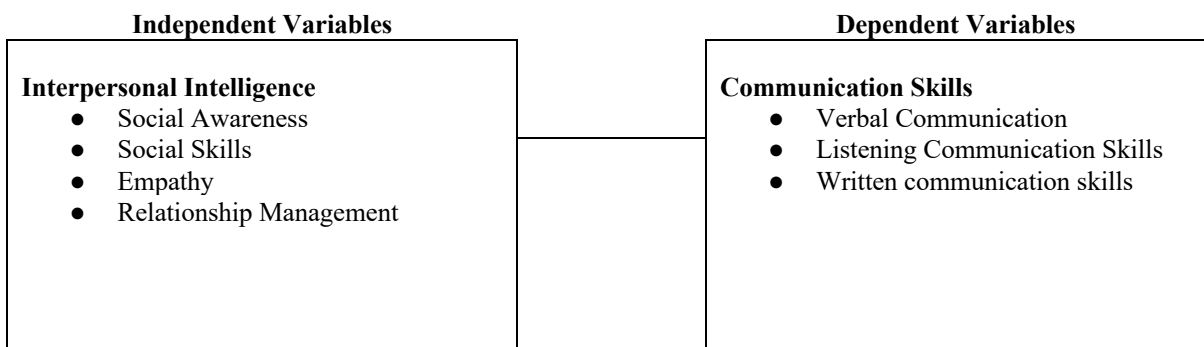


Fig. 1. The Research Paradigm of the Study

On the other hand, communication skills serve as the dependent variables and are categorized into three main areas: verbal communication, listening communication skills, and written communication skills. Verbal communication involves the ability to articulate thoughts clearly and effectively in spoken form. Listening communication skills refer to the capacity to actively and accurately interpret spoken messages.

Written communication skills involve the ability to express ideas clearly and appropriately in writing. The conceptual framework posits that the development of interpersonal intelligence among individuals can lead to improved communication in all three modalities, thus forming the central focus of the research.

Methodology

Research Design

This study employed a quantitative research approach focuses on collecting and analyzing numerical data to identify relationships and patterns between variables using statistical methods, making the results objective and generalization (Barroga et al., 2023), utilizing a descriptive research design to explore the relationship between interpersonal intelligence and communication skills among first-year English major students enrolled in the Bachelor of Secondary Education program at Laguna University.

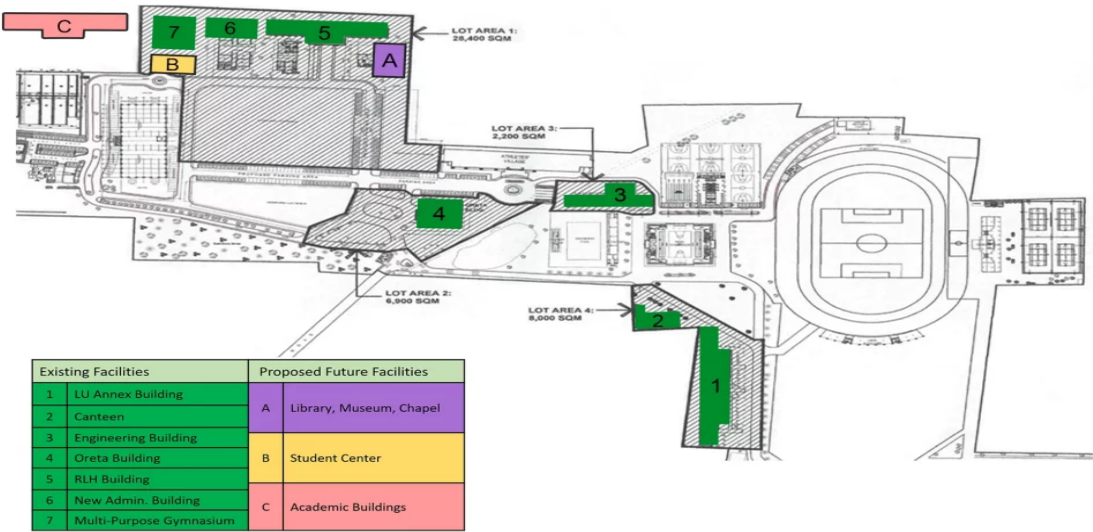
The descriptive design facilitated the identification and evaluation of participants' levels of interpersonal intelligence and communication competencies. Specifically, the study assessed dimensions such as social awareness, social skills, empathy, relationship management, and communication abilities—including written, verbal, and non-verbal communication.

To determine whether a statistically significant relationship existed between interpersonal intelligence and communication skills, the study employed Simple Linear Regression analysis. This statistical method was used to evaluate the predictive power of interpersonal intelligence on students' communication abilities. Additionally, the analysis provided insights into the variables influencing these competencies and the nature of their interrelationships.

Research Locale

The study was conducted at Laguna University, a local university located in Sta. Cruz, in the province of Laguna. Known for its commitment to providing quality education, Laguna University offered various programs designed to cater to the needs and interests of every student.

Laguna University was also recognized for its excellence in producing board passers and topnotchers, particularly in the field of education. With its well-structured programs, student-centered approach, and dedicated faculty, Laguna University served as an ideal environment for intellectual development and academic research.



Population of the Study

This study focused on first-year students enrolled in the Bachelor of Secondary Education (BSEd) program, majoring in English, at Laguna University during the academic year 2024–2025. The research aimed to examine the relationship between interpersonal intelligence and communication skills, both of which are considered essential components of the academic and professional development of future educators. These students were selected as the target population because they are in the formative stage of developing foundational skills that are critical for effective teaching and classroom interaction.

A purposive sampling technique was employed to ensure that the participants were directly relevant to the study’s objectives. Only students officially enrolled as first-year BSEd English majors were included, thereby aligning the sample with the intended focus of the research. From a total population of 77 students, the sample consisted of individuals from two sections: Section 1A, which included 50 regular and 3 irregular students, and Section 1B, which comprised 15 regular and 9 irregular students. To ensure diverse representation, a proportional sample was drawn, consisting of 84% regular students and 16% irregular students. Overall, the College of Education registered a total of 163 first-year enrollees across the majors in English, Science, and Mathematics.

This sampling approach facilitated the collection of meaningful and representative data, which contributed to a deeper understanding of the participants’ interpersonal intelligence and communication skills. The findings are expected to inform the development of targeted intervention programs aimed at enhancing these competencies in similar academic contexts. First-year students were chosen specifically because they are actively engaged in the process of acquiring and refining the interpersonal and communication skills that will be vital to their success as future educators.

Research Instrument

This study employed a standardized questionnaire survey aimed at assessing the levels of interpersonal intelligence and communication skills among first-year BSEd English students. The questionnaire had two significant sections. The first section assessed interpersonal intelligence and had four major domains: social awareness, social skills, empathy, and handling relationships. The second section

examined the communication skills, including verbal communication skills, listening communication skills, and written communication skills.

All the seven variables were assessed with the help of five duly created statements, which summed up to provide a total of 35 statements in the whole questionnaire. The statements were adapted from valid and well-established sources to ensure content validity and relevance of the instrument to the measures being obtained. The questionnaire was closed-ended in order for respondents to select their response from a pre-determined four-point Likert scale, which was defined below:

- 5 – Always (the behavior is always demonstrated in all situations),
- 4 – Often (the behavior is regularly demonstrated in most situations),
- 3 – Rarely (the behavior is occasionally demonstrated and requires improvement), and
- 2 – Never (the behavior is not demonstrated at all).

The four-point scale allowed for a formalized and standardized way to measure students' communication skills and interpersonal intelligence. This format also minimized ambiguity and facilitated accurate data collection for statistical analysis.

Data Gathering

First, the researchers prepared a formal letter addressed to the respective professors, seeking permission to conduct the study. Upon receiving approval, the researchers obtained consent from the respondents to participate in the survey. They then administered the questionnaires, analyzed the responses, and carefully documented the necessary data. This process also included the collation, verification, and organization of the information required to complete the study.

The research process involved three main steps. The first step, creating the questionnaire, involved the researchers adapting questions from various studies that aligned with the study's objectives to ensure the collection of relevant and accurate data. Second step, questionnaire distribution: the survey was administered to first-year BSEd English students, ensuring that all targeted participants were effectively reached. The data collection for Block 1A began on May 3 with 29 responses, followed by 41 responses on May 4, and was completed on May 5 with a total of 55 responses. For Block 1B, there were no responses on May 3, followed by 17 responses on May 4, and an additional 5 responses on May 5. And the final step, tallying and analysis: once the questionnaires were completed, the researchers tallied the responses to draw insights relevant to the study's goals.

Treatment of Data

The gathered data were analyzed using descriptive and inferential statistical methods to determine the level of interpersonal intelligence and communication skills among first-year BSEd English students at Laguna University. The following statistical treatments were employed: mean, standard deviation, frequency and distribution, and Pearson Product-Moment Correlation (r).

Mean ($\bar{X}$) and Standard Deviation (SD) were used to determine the level of interpersonal intelligence and communication skills of the respondents. These measures provided an overall understanding of how students scored in each category.

- **Mean** - is used to measure central tendency.

Where:

- $\bar{X}$ = mean score
- $\sum x$ = sum of all scores
- N = number of respondents
- $\bar{X} = \frac{\sum x}{N}$

- **Standard Deviation** - is a statistical measure that describes the dispersion or spread of data points around the mean (average) of a dataset.
where:

$$SD = \sqrt{\sum \frac{(X - \bar{X})^2}{N}}$$

- X = individual score
- $\bar{X}$ = mean score
- N = total number of responses

2. Inferential Statistic

- **Simple Linear Regression** - Used to make predictions and understand relationships between one independent variable and one dependent variable.
- **Formula for Linear Regression:**

$$Y = a + bX$$

Where:

Y = Dependent variable

X = Independent variable

a = Intercept (value of Y when X = 0)

b = Slope (how much Y changes for each 1-unit change in X)

Results and Discussion

Level of Interpersonal Intelligence of First-Year BSED English Students

To determine the level of interpersonal intelligence of first-year BSED English students in terms of social awareness, social skills, empathy, and relationship management, the data were statistically treated using the mean and standard deviation, as presented in Tables 1 to 4.

Social Awareness

Social awareness, a key component of interpersonal intelligence, involves accurately perceiving and understanding others' emotions, needs, and perspectives. The data offer insights into students' capacity to recognize and respond to others' emotional states. This skill is essential for future teachers, as it affects their ability to build relationships and respond to diverse emotional cues in the classroom.

Table 1 presents the level of interpersonal intelligence of first-year Bachelor of Secondary Education (BSED) English students, specifically in terms of social awareness.

The highest mean scores, both at 3.61, were observed in the statements "I understand and appreciate the feelings of others" and "I am concerned about what happens to others and can empathize with them." These results indicate that students possess a strong capacity for empathy and emotional appreciation, an important trait for future educators who need to connect with and respond compassionately to their students.

Table 1

Level of Interpersonal Intelligence of First-Year BSED English Students in Terms of Social Awareness

	Statements	Mean	sd	Verbal Interpretation
1.	I can tell how people are feeling by looking at their facial expressions.	3.47	0.55	High
2.	I am sensitive to other people's emotions, needs,	3.49	0.74	High

and sufferings.

3.	I understand why people react in specific ways	3.49	0.54	High
4.	I understand and appreciate the feelings of others.	3.61	0.52	High
5.	I am concerned about what happens to others and can empathize with them.	3.61	0.66	High

Overall				High
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Legend:

Mean Range	Interpretation
1.00 - 1.74	Low
1.75 - 2.49	Moderately Low
2.50 - 3.24	Moderately High
3.25 - 4.00	High

The next highest scores, both at 3.49, were for “I am sensitive to other people’s emotions, needs, and sufferings” and “I understand why people react in specific ways.” These still fall within the high category, reflecting consistent interpersonal awareness among the students. The lowest score, at 3.47, was for “I can tell how people are feeling by looking at their facial expressions,” suggesting a relative lack of confidence in interpreting non-verbal cues compared to other aspects of social awareness.

Overall, the results reflect a commendable level of interpersonal intelligence among the first-year BSED English students. Their strong empathy and emotional understanding are promising traits for future educators, who must navigate diverse classroom dynamics and student needs. However, the slightly lower score in interpreting facial expressions may point to an area for further development, possibly through targeted training in non-verbal communication. Enhancing this skill could further strengthen their ability to respond effectively to students’ unspoken emotional cues.

These findings align with CASEL’s (2020) framework, which defines social awareness as including perspective-taking, empathy, appreciation of diversity, and respect for others. The students show strong interpersonal intelligence, though their slightly lower skill in reading facial expressions points to an area for development. Targeted training in non-verbal communication could enhance their ability to recognize unspoken emotional cues, further strengthening their social awareness as emphasized by CASEL.

Social Skills

Social skills were essential components of effective interpersonal communication and were especially important for students preparing to become educators. These skills enabled individuals to build relationships, work collaboratively, and respond appropriately to social cues in various situations. For first-year BSED English students, developing strong social skills was crucial as they prepared to engage with diverse learners and build positive classroom environments in their future teaching careers.

Table 2

Level of Interpersonal Intelligence of First-Year BSED English Students in Terms of Social Skills

	Statements	Mean	sd	Verbal Interpretation
1.	I really enjoy getting to know new people.	3.68	0.73	High
2.	I prefer to spend time with a large group of friends rather than a group of two or three people.	3.68	0.90	High
3.	When someone is sad, I see it immediately, even if he tries to hide it.	3.53	0.74	High
4.	I am good at identifying other people's emotions.	3.53	0.69	High
5.	When I talk to someone, I also pay attention to their body challenge.	3.30	0.75	High
Overall		3.54	0.76	High

Table 2 illustrates the level of interpersonal intelligence among first-year BSED English students, focusing on their social skills. Paragraph 2: Discussion of Highest Mean Scores

The highest mean scores, both at 3.68, were found in the statements “I really enjoy getting to know new people” and “I prefer to spend time with a large group of friends rather than a group of two or three people.” This indicates that students are highly sociable and feel at ease in larger group settings.

The next highest scores, both at 3.53, were for “When someone is sad, I see it immediately, even if he tries to hide it” and “I am good at identifying other people's emotions.” These results show that students are quite capable of recognizing emotional cues, although this ability is slightly less developed than their sociability.

The lowest mean score, 3.30, came from the statement “When I talk to someone, I also pay attention to their body language.” While this score still falls within the “High” range, it suggests that students may be less observant of non-verbal cues compared to other social skills. This could be a potential area for improvement to further strengthen their interpersonal abilities.

Overall, the findings show that first-year BSED English students have strong social skills, especially in sociability and emotional awareness. They are comfortable in social settings and can recognize others' emotions well. However, their lower score in observing body language suggests a need to improve non-verbal communication skills to further enhance their effectiveness in the classroom.

The study by Suman et al. (2023) supports the findings on social skills by emphasizing the negative effects of poor social skills, such as isolation and difficulty in forming connections. It highlights the importance of both verbal and non-verbal communication for effective social interaction and stresses the need for structured social skills development in schools to help students succeed personally and socially.

Empathy

Empathy was the ability to emotionally understand what other people felt, see things from their point of view, and imagine oneself in their place. In the context of teacher education, empathy played an important role in establishing supportive learning environments and nurturing inclusive classroom relationships. This section showed the students' ability to demonstrate empathic behaviors such as emotional resonance, compassion, and patience—traits essential for effective communication and student engagement in educational settings.

Table 3

Level of Interpersonal Intelligence of First-Year BSED English Students in Terms of Empathy

Statements		Mean	sd	Verbal Interpretation
1.	I am joyful when other people feel joyful.	3.30	0.52	High
2.	I feel compassionate toward people who haven't had many good breaks in life.	2.51	0.58	Moderately High
3.	I care about other people's feelings.	2.51	0.55	Moderately High
4.	I try to think about the other person's feelings before giving them feedback.	3.30	0.69	High
5.	I am patient with people and their questions.	3.30	0.69	High
Overall		2.98	0.61	Moderately High

Table 3 presents the level of interpersonal intelligence of first-year BSED English students, specifically focusing on empathy. With an overall mean score of 2.98 under the "Moderate High" category, students show a fair level of empathy, though there is still room for improvement compared to their social awareness and social skills.

The highest mean scores, all at 3.30, were for the statements: "I am joyful when other people feel joyful," "I try to think about the other person's feelings before giving them feedback," and "I am patient with people and their questions." These reflect emotional resonance, thoughtful communication, and patience—key traits in educational settings.

The lowest mean scores, both at 2.51, were for: "I feel compassionate toward people who haven't had many good breaks in life" and "I care about other people's feelings." Though still rated "Moderate High," these are relatively low, suggesting difficulty in expressing compassion in more abstract or impersonal contexts.

Overall, the results indicate that while students show some empathetic tendencies, their empathy is not as developed as other interpersonal skills. This gap may be addressed through reflective exercises, role-playing, or community engagement, which are essential in preparing empathetic educators.

These findings contrast with studies by Aldrup et al. (2021), Cai et al. (2023), and Santiago (2023), which emphasize the benefits of high empathy in education. Instead, they support De Luna & Canet (2021) and Jocson (2022), who call for strengthening empathy in the Philippine educational context, especially after the COVID-19 pandemic.

Relationship Management

Relationship management was an important aspect of interpersonal intelligence, encompassing the ability to navigate social interactions, cultivate collaboration, and maintain positive connections with others. It involved essential skills such as conflict resolution and effective communication, all of which contributed to successful interpersonal dynamics. This skill was particularly vital for educators, as it enabled them to guide students in developing constructive interactions and teamwork. By mastering relationship management, individuals were able to create supportive and inclusive spaces that enhanced both personal and professional growth, ultimately contributing to a more cohesive and productive learning environment.

Table 4*Level of Interpersonal Intelligence of First-Year BSED English Students in Terms of Relationship Management*

	Statements	Mean	sd	Verbal Interpretation
1.	Even when I don't agree with someone, I express my opinion clearly and in a manner that will not insult or hurt others.	3.21	0.58	<i>Moderately High</i>
2.	During group activities, I know how to explain what other group members did and how they contributed to the group's success	3.21	0.66	<i>Moderately High</i>
3.	During a disagreement or argument, I also listen to the other side.	3.48	0.55	<i>High</i>
4.	When working in a group, I make an effort so the group will succeed. I participate, and I also let others express themselves (e.g., I read the directions out loud, make suggestions, and listen to other group members' ideas).	3.48	0.51	<i>High</i>
5.	I contribute socially (e.g., I remind everyone to phone a sick classmate who was absent from school).	3.60	0.66	<i>High</i>
Overall		3.39	0.59	<i>High</i>

Table 4 examines the interpersonal intelligence of first-year BSED English students in the domain of relationship management. The highest mean score (3.60) was recorded for students' proactive social contributions, indicating strong group cohesion and responsibility. High scores (3.48) were also observed in listening during disagreements and promoting group success, highlighting their balance of assertiveness and empathy—key attributes for a positive classroom environment.

Conversely, the lowest mean scores (3.21) were associated with assertive yet respectful communication and recognizing peers' contributions, suggesting areas for improvement. While these skills fall within the "Moderately High" range, they may benefit from structured guidance and practice.

Overall, the results indicate that first-year BSED English students possess a solid foundation in relationship management, particularly in terms of group participation and social responsibility. Their ability to listen during disagreements and contribute meaningfully to group efforts is commendable. However, the slightly lower scores in assertive yet respectful communication and acknowledgment of others' roles suggest areas for further development. Strengthening these skills through collaborative projects, peer evaluations, and communication workshops could help students become more effective and inclusive educators.

The findings align with Mursidi et al. (2023), who emphasized the role of collaborative learning in enhancing interpersonal intelligence. Their study underscores the value of structured discussions and teamwork-oriented activities in refining communication and cooperation, further supporting the development of students' relationship management competencies for academic and professional success.

Level of Communication Skills of First-Year BSED English Students

To determine the level of communication skills of first-year BSED English students in terms of verbal communication, listening communication skills, and written communication skills the data were statistically treated using the mean and standard deviation, as presented in Tables 5 to 7.

Verbal Communication

Verbal communication was a critical aspect of human interaction, playing a crucial role in both academic and professional success. It encompassed the ability to articulate thoughts clearly, engage in meaningful conversations, and promote connections through spoken language. For first-year BSED English students, strong verbal communication skills were essential in their development as future educators, as they contributed to classroom presence, student engagement, and effective teaching. The ability to maintain appropriate volume, make direct eye contact, and use familiar language enhanced their confidence and ensured clarity in conveying ideas.

Table 5

Level of Communication Skills in terms of Verbal Communication Skills

Statements		Mean	sd	Verbal Interpretation
1.	Uses easily understood everyday words and expressions that everyone is familiar with.	3.60	0.52	High
2.	Uses silence rather than interrupts when listening to others.	3.52	0.55	High
3.	Pronounce words clearly so that they are understood for the first time.	3.52	0.63	High
4.	Speaks at an appropriate volume level – not too loud and not soft.	3.68	0.59	High
5.	Has direct eye contact when they speak to people.	3.68	0.66	High
Overall		3.60	0.59	High

Table 5 shows that first-year BSED English students have strong verbal communication skills, with an overall mean score of 3.60, which falls under the "High" category. This indicates that they generally perform well in this area.

The highest scores, both at 3.68, were in speaking at an appropriate volume and maintaining eye contact. These results reflect the students' confidence and ability to engage an audience effectively—important skills for teaching and classroom communication.

The next highest mean score, 3.60, was recorded for using clear and familiar language, highlighting students' mindfulness of clarity and accessibility in speech. Slightly lower, but still within the "High" range, were scores in respectful listening and pronunciation ($M = 3.52$), suggesting a strong foundation in articulation. However, further refinement in these areas could enhance consistent clarity and active listening across different communication contexts.

Overall, the results indicate that first-year BSED English students possess commendable verbal communication skills. Their ability to maintain appropriate volume, make eye contact, and use clear language suggests they are well-prepared for roles that require public speaking and interpersonal interaction. The slightly lower scores in pronunciation and listening behavior highlight areas where continued practice and feedback could further enhance their effectiveness. As future educators, refining these skills will be crucial in fostering clear, respectful, and engaging communication with students, colleagues, and the wider school community.

The findings support Filiz's (2020) study, which showed a positive link between verbal communication and interpersonal intelligence. The students' strong scores confirm that good verbal skills enhance social interaction and teamwork

Listening

Listening communication skills are essential for effective communication, requiring active engagement, cue interpretation, and emotional awareness. They strengthen relationships, support collaboration, and enhance clarity. For educators, they help assess student needs, guide discussions, and create inclusive classrooms.

Table 6

Level of Communication Skills in terms of Listening Communication Skills

	Statements	Mean	sd	Verbal Interpretation
1.	People tend to come to me with their feelings and concerns because I listen well	3.60	0.55	<i>High</i>
2.	I attend well to the other non-verbally in ways that actively encourage their sharing – being present, appropriate eye contact, open body posture, smiles, head-nodding and encouraging words or noises like “un-huh” that show I’m interested.	3.60	0.55	<i>High</i>
3.	I can sustain my ability to listen attentively for long, deep conversations.	3.38	0.55	<i>High</i>
4.	I don’t interrupt. I do allow space before responding, helping others to feel relaxed and comfortable in communicating with me.	3.38	0.65	<i>High</i>
5.	I really stay focused on what the other is saying.	3.52	0.55	<i>High</i>
Overall		3.49	0.57	<i>High</i>

Table 6 evaluates the listening communication skills of first-year BSED English students, emphasizing its role in understanding perspectives and emotions. The overall mean score of 3.49 "High" indicates strong listening abilities.

The highest scores (3.60) suggest students are perceived as supportive listeners, effectively using non-verbal cues to build trust. A score of 3.52 reflects strong focus, while slightly lower scores (3.38) indicate some difficulty in sustaining attentiveness and managing conversational pacing. Despite this, students demonstrate proficient listening skills that can be further refined with experience.

Overall, the results indicate that first-year BSED English students possess commendable listening communication skills. Their ability to listen attentively, respond non-verbally, and create a welcoming space for dialogue provides a strong foundation for effective teaching and relationships. However, slightly lower scores in sustained attention and conversational pacing suggest areas for development. Encouraging reflective listening exercises, peer feedback, and mindfulness practices could help them remain fully present and responsive in longer, more complex conversations.

The results in Table 6 align with Brown, Yu, and Etherington (2020), highlighting active listening as vital for professionalism and effective interpersonal engagement. High scores for approachability and supportive non-verbal cues demonstrate trust-building behaviors, while lower scores in sustained attention and pacing support the need for structured listening strategies in education.

Written Communication

Written communication was an essential skill that enabled individuals to express ideas clearly, structure information effectively, and engage their audience through well-organized text. For first-year BSED English students, proficiency in written communication was essential for academic success and professional readiness, as it ensured clarity in conveying concepts and arguments. Strengthening these skills through peer review, reflective writing exercises, and structured writing workshops helped students develop a more confident and polished approach to academic and professional writing.

Table 7

Level of Communication Skills in terms of Written Communication Skills

Statements		Mean	sd	Verbal Interpretation
1.	I can use appropriate vocabulary and word forms to effectively communicate with the reader.	3.52	0.57	<i>High</i>
2.	I can identify problems in my writing and see what should be improved.	3.34	0.61	<i>High</i>
3.	I try to write in a comfortable, quiet place where I can concentrate.	3.34	0.61	<i>High</i>
4.	I make a timetable for when I will do my writing.	3.58	0.63	<i>High</i>
5.	I can use appropriate spelling, capitalization, and punctuation.	3.58	0.82	<i>High</i>
Overall		3.47	0.65	<i>High</i>

Table 7 presents the assessment of first-year BSED English students' written communication skills. This aspect of communication is essential for academic success and professional development, particularly in the field of education. The overall mean score of 3.47, interpreted as "High," indicates that students generally demonstrate strong written communication skills.

The highest mean scores, both at 3.58, were observed in students' ability to schedule their writing tasks and apply proper spelling, capitalization, and punctuation. These results suggest that students are organized in their writing process and attentive to technical accuracy, which are essential for producing clear and polished written work. Their disciplined approach reflects a strong foundation for effective academic writing.

The next highest score, 3.52, was recorded for using appropriate vocabulary and word forms, indicating a solid grasp of language use. However, slightly lower scores of 3.34 in self-editing skills and maintaining a distraction-free writing environment suggest areas for further development. Improving these aspects would help students refine their work more effectively, leading to higher-quality written communication.

Overall, the findings indicate that first-year BSED English students possess a solid foundation in written communication. Their strengths in planning, mechanics, and vocabulary use are promising indicators

of their readiness for academic writing and professional documentation. However, the slightly lower scores in self-assessment and writing environment suggest areas for growth. Encouraging students to engage in peer review, reflective writing, and structured writing workshops could help enhance their ability to critically evaluate and improve their own work.

The results in Table 7 were most aligned with the research of Dragomir and Niculescu (2020), which highlighted the importance of organized planning, linguistic accuracy, and active language use in writing. Dragomir and Niculescu concluded that effective writing required organization and attention to detail was supported by the high mean scores in maintaining a writing schedule and using proper spelling, capitalization, and punctuation, indicating that first-year BSED-ENG students exhibited discipline in their writing process. These findings underscored the significance of continual growth in self-assessment and writing techniques for both professional and academic achievement by showing that students with strong written communication abilities were more likely to produce well-structured and polished academic work.

Significant Relationship between Interpersonal Intelligence and Communication Skills of the First Year BSED English Students

Interpersonal intelligence and communication skills are closely linked and essential for effective social interactions in academic and professional settings. Interpersonal intelligence involves understanding, empathizing, and engaging with others, while communication skills support clear expression, active listening, and conflict resolution. For first-year BSED English students, developing these competencies is important for collaboration, group dynamics, and meaningful discourse. Examining their relationship offers insights into how students navigate interactions, express ideas clearly, and build connections that support success.

Table 8 presents the correlation analysis between the components of interpersonal intelligence and the three domains of communication skills—verbal, listening, and written—among first-year BSED English students. The Pearson correlation coefficients and their corresponding significance values (p-values) are shown to determine the strength and significance of these relationships. A double asterisk (**) indicates that the correlation is significant at the 0.01 level (2-tailed), meaning the results are statistically significant and unlikely due to chance.

Table 8

Significant Relationship between Interpersonal Intelligence and Communication Skills of the First Year BSED English Students

Interpersonal Intelligence		Communication Skills		
		Verbal	Listening	Written
Social Awareness	Pearson Correlation	1.000**	.515**	.371**
	Sig. (2-tailed)	0.000	0.000	0.001
Social Skills	Pearson Correlation	.561**	0.215	0.194
	Sig. (2-tailed)	0.000	0.061	0.091
Empathy	Pearson Correlation	.692**	.453**	.478**
	Sig. (2-tailed)	0.000	0.000	0.000
Relationship Management	Pearson Correlation	.572**	.610**	.473**
	Sig. (2-tailed)	0.000	0.000	0.000

** . Correlation is significant at the 0.01 level (2-tailed).

The data shows that empathy has the strongest positive correlation with verbal communication skills ($r = .692$, $p < .01$), indicating that more empathetic students express themselves more effectively. Likewise, relationship management correlates strongly with both listening ($r = .610$, $p < .01$) and verbal communication ($r = .572$, $p < .01$), suggesting that students skilled in managing relationships are also effective

communicators. These findings emphasize the vital role of emotional and relational competencies in improving communication effectiveness.

Social awareness shows significant correlations with all three communication domains—verbal ($r = 1.000$), listening ($r = .515$), and written ($r = .371$)—with the strongest in verbal communication. This indicates that socially aware students are more effective in expressing themselves and understanding others across various modes. In contrast, social skills show a significant but moderate correlation only with verbal communication ($r = .561$, $p < .01$), and weaker, non-significant correlations with listening and written communication. This suggests that while sociability supports verbal expression, it may not directly enhance listening or writing skills.

The results from Table 8 highlight a strong link between interpersonal intelligence and communication skills, with empathy and relationship management significantly shaping students' verbal and listening abilities. This suggests that enhancing interpersonal competencies such as emotional understanding, group management, and compassion can greatly improve communication performance. For educators and curriculum developers, these findings underscore the importance of integrating interpersonal skill-building into communication training to support the holistic development of future teachers.

These results support Social Penetration Theory, which emphasizes empathy, active listening, and social awareness in forming meaningful relationships. The study shows that interpersonal intelligence—especially empathy and relationship management—strongly correlates with verbal and listening skills, suggesting interpersonal competencies are key to relationship-building and communication effectiveness. Enhancing emotional understanding and social awareness can improve communication and deepen connections. For educators and curriculum developers, this highlights the need to integrate interpersonal skill-building into communication training for holistic development of future teachers.

Summary of Findings

The research was conducted to determine the interpersonal intelligence and communication competence of First-Year Bachelor of Secondary Education (BSEd) English majors and its relationship with the two variables. The findings also served as the basis for proposing key components of an intervention program aimed at enhancing these competencies. The significant findings of the research in the context of the research questions are the following:

1. Level of Interpersonal Intelligence of First-Year BSEd English Students

The results showed that first-year BSEd English students generally possess high levels of interpersonal intelligence regarding social awareness, social skills, and relationship management. They can sense the moods of others, understand their point of view, willingly socialize, and contribute positively to group dynamics. These characteristics are very important for future educators who need to create meaningful relationships and inclusive learning environments. However, responses indicated some degree of empathy but not as strongly or consistently as other dimensions in this study. This situation points to the possibility that the students show caring and helping behaviors, but there remains an opportunity to expand the emotional key on empathy in their hearts, particularly towards people in the line of life challenges. Lower indicators in interpreting body language and assertive but respectful communication point to areas for development. All in all, students appear to show promise in their interpersonal capabilities yet stand to strengthen their skills after being trained and engaged in reflective activities from time to time.

2. Level of Communication Skills of First-Year BSEd English Students

This shows that there is a very high positive correlation between interpersonal intelligence and

communication competencies among first-year BSEd English students. The three facets in interpersonal intelligence empathy, social awareness, and relationship management were highly correlated with all aspects of communication. Empathy was most highly correlated with verbal, listening, and written communication, implying that students who possess the ability to empathize are more effective communicators. Relationship management also showed strong correlations, particularly with listening and verbal communication, indicating that students able to manage social interactions are most likely to be good listeners and communicators. Social awareness was strongly correlated with all three communications channels, with verbal communication showing the highest correlation, while social skills displayed a high correlation with verbal communication only. The results suggest that students having higher interpersonal intelligence tend to perform better on communication-related tasks. Therefore, this means that interpersonal intelligence plays an important role in how effectively students express themselves, listen to others, and write their ideas.

3. Relationship Between Interpersonal Intelligence and Communication Skills

The findings revealed that there was a positive significant correlation between the interpersonal intelligence and the communication skills among the first year BSEd English students. Namely, interpersonal intelligence factors (empathy, social awareness, relationship management) were related to almost all aspects of communication. Empathetic showed the highest strength with verbal, listen and written communication and this explains that individuals who are able to sense what other people feel and express these are the good communicators. Relationship management also had strong associations, especially with listening and verbal communication, suggesting that students who deal with others well will tend to be envoys who listen and express themselves with relative skill. Social awareness showed significant correlations with all three the communication fields with the strongest correlations within verbal skills, and social skills had significant associations with only verbal communication. Inference from these results is that students with greater interpersonal intelligence are better in communications. Therefore, interpersonal intelligence is very important in organizing students on speaking to present themselves well, listening to others, and writing an ideas.

4. Key Components for an Intervention Program

Results shows that an effective program to develop interpersonal intelligence and communication competence toward 1st year BSEd English students may concentrate on the development of empathy, understanding the social, and relationship management of the components which are strongly related to better communication orally, listening, and written. More specifically, promoting activities that support emotional understanding and compassion (empathy), enhance the capacity to read social cues and perspectives (social awareness), and develop skills in managing social interactions (relationship management) is key. Finally, attention should be paid to the development of practical communication skills: clear verbal expression, active and patient listening, organized and reflective writing. Together, these factors may lead to an overall benefit of both social and communication competence of students of teaching and learning in a real social context

Conclusion

This study examined the correlation between interpersonal intelligence and the communication abilities of first-year BSEd English students. The serious of the positive correlation demonstrate a significant positive relationship and thus reject the null hypothesis that there is no relationship between these two variables. The students who showed a strong interpersonal intelligence, particularly in empathy, social awareness, and relationship management, also displayed a better verbal, listening and written communication skills. This positive relationship between emotional intelligence and communication underscores the significance of interpersonal intelligence in facilitating effective communication that is crucial for the next generation of teachers in communicating effectively with learners and colleagues.

Despite the fact that the students tended to present with a high degree of interpersonal intelligence

and communication skills, the investigation also pinpointed areas of limitation. There was some evidence of host empathy, with strength of empathy less uniformly strong than other interpersonal components, indicating scope for increased emotional involvement and sympathy. In addition, several students displayed room for improvement in decoding non-verbal cues, maintaining meaningful conversations, and writing reflectively. If these areas are addressed through focused activities, it can deliver more well-equipped students in terms of general interpersonal and communication competency, enabling inclusive and effective teaching.

Based on the results, it is recommended that BSEd English students be given specialized training to enhance their interpersonal intelligence and communication skills. Such activities that promote emotional awareness, perspective-taking, and social interaction skills, as well as opportunities for practice in clear verbal expression, active listening, and structured writing, can serve to better prepare students as a whole. Finally, by enhancing these competencies we can work toward the overall well-roundedness of aspiring teachers, to ensure that they emerge as confident communicators and empathetic leaders in their classrooms and community.

Recommendations

In line of the findings from the study, the following recommendations are put forward:

For the Students:

It is recommended that students continue to improve their interpersonal intelligence and communication skills by taking part in activities that strengthen their empathy and emotional connection with others, especially individuals facing challenges. They should also practice interpreting non-verbal cues more effectively and develop confident yet respectful communication habits. Regular self-assessment and reflection on their speaking, listening, and writing skills will help them improve their competence and readiness as future educators.

For the Teachers:

It is recommended to include specific training and reflective activities in the learning plan in order to build empathy, social consciousness, and relationship management. Including exercises that build verbal communication effectiveness, active listening, and writing structure will allow for full student growth. Teachers should also provide feedback that encourages deeper emotional understanding and effective communication strategies to better prepare students for professional and social interactions.

For the Parents:

It was recommended that parents helped their children by encouraging open communication at home and creating a friendly environment where they could practice showing empathy and social skills more often. Parents played a role in helping students understand the importance of emotional understanding and respectful interaction, which were important for both academic success and personal growth. Supporting habits like self-reflection and giving feedback continued to contribute positively to their interpersonal and communication development.

For the Future Researchers:

It is recommended that the intervention programs that have a specific focus on increasing the interpersonal intelligence and communication skills among education students should be developed in the future. More research could explore the sustained impact of combined people-smart and communication training on teaching effectiveness and student achievement. Moreover, as more research can be conducted on various student populations or educational levels, there should be the potential for a more comprehensive understanding of the evolution of holistic teacher competencies.

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