



RESEARCH ARTICLE

PERTINENCE OF INTERPERSONAL SKILLS AND MOTIVATIONAL SKILLS OF TEACHERS IN THE TEACHING-LEARNING PROCESS

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ABSTRACT

Low self-esteem of the learners because of the fears and hesitations to be given unpleasant marks needs to be addressed in the classroom setting. Assessment to teachers in terms of interpersonal skills and motivational skills is very relevant to determine its impact to the of teaching and learning process inside the classroom. With the use of the researcher-made questionnaire, learners were able to rate their teachers simultaneously after vernacular translation of the instrument, based on their observations and experiences. It used descriptive-correlational to describe the impact of the interpersonal skills and motivational skills of teachers in the field of teaching. Findings revealed that emotional intelligence, listening skills, classroom management skills and relationship with the students of the teachers have impact to the reward system, verbal appreciation and feedbacking approach as motivational skills of teachers in the class. Furthermore, interpersonal skills have no significant relationship to motivational skills of teachers. The high-performance rate of teachers in their interpersonal skills did not support the idea of having high performance rate in their motivational skills and vice versa.

INTRODUCTION

Building confidence towards the learners in learning is very important in the teaching-learning process. The feeling of self-assurance to be well facilitated by the teachers regardless of the status of mental capacity would possibly dispatch the fear of participating any class activities inside the classroom. Hesitation can probably be a learning barrier to students instead of raising correct answers, learners would sometimes resort to be silent because of the fear to be given unpleasant comments or feedbacks by the teachers. This barrier, teachers would somehow have an attribution of interpersonal skills and motivational skills to make learning very interesting because of the established fiduciary to the learners. Teachers should make learning more fun and interactive by means of communicating the learners, having emotional attachments, listening to their learning needs, managing them well, and having good rapport to them. Respect, politeness, appreciation, motivation, commendation, advice and words of encouragement are important things to be felt by the learners. Issues and concerns must be addressed with high respect. Asking favor from the learners with politeness would somehow enlighten and boost their self-esteem. Achievements of the learners be it big or small must be appreciated to motivate them to do much better.

The importance of these interpersonal skills of teachers was being reiterated in the study of McConnell(2018). It emphasized that these skills are very essential in the teaching-learning process. These are helpful in motivating and encouraging the learners to do better in school since their self-confidence is being developed. Another aspect to be considered is the motivational skills of teachers as determinants of students' confidence in learning. As teachers, valuing the efforts exerted by the learners must be rewarded in order for them to have positive outlook in every performance task given to them.

Active participation of the learners inside the classroom must be praised verbally to boost their confidence in learning. Results of the authentic assessments of the learners must be given feedbacks so that learners have the idea of the status of their performance in school. Feedbacks about their learning status could be one of the reasons to strive more in their studies. Anjomshoa and Sadighi (2015) confirmed that teaching the students without motivation, the class is lifeless. Teaching and learning will be become more fun and interactive if the learners are well motivated to perform their learning tasks and responsibilities. This study aims to determine the impact of the interpersonal skills and motivational skills of the teachers as important factors in the teaching-learning process. It intends also to determine whether there is correlation between the two major variables.

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REVIEW OF RELATED LITERATURE

Having self-confidence is very significant in learning because this motivates the learners to actively and interactively engage themselves in learning. This confidence can somehow be practiced by the learners to teachers who have interpersonal skills. In the study of McConnell (2018) reiterated that interpersonal skills are those essential skills applied in dealing with and relating to learners. The interpersonal communication behavior of many teachers suggests that the ability to communicate effectively is necessary in the classroom setting. One must work conscientiously to develop interpersonal competence by doing the right things at all times and doing them repeatedly until they become ingrained. Interpersonal competence of teachers can be attained through constant communication to learners. Khan *et al* (2017) cited that communication skills involve listening and speaking as well as reading and writing. For effective teaching, a teacher needs to be highly skilled in all these areas. Teacher with good communication always makes the things easier and understandable.

Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students, a teacher needs to adopt such skills of communication which motivate the students toward their learning process. In communicating with the learners inside the classroom, teachers need also to use emotions to see real situations of the learners in their learning struggles. Serrat (2017) emphasized that emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of students. Teachers who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Knowing the situations of the learners, teachers need also to listen to every detail because this could be an avenue to strategize plans in coping up the issue relative to the learning status of the students. The study of Hadijah and Shalawati (2016) defined that good ability in listening means having competence to comprehend information in listening the learning needs of the students in school. The importance of the information from the students could be used also in imposing appropriate classroom management where learning issues can be addressed. Korpershoek *et al* (2016) affirmed that effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. Aside from conducive learning environment, learners should be motivated and encouraged to do better in their studies. Koca (2016) cited on the importance of young children's motivation to learn in their academic competencies, the effects of the quality of teacher-student relationships on their motivation to learn, and the implications for students who exhibit poor motivation at school. One of the important motivations to learners is the reward system. According to the study of Anderson (2016) defined that reward plays an important role in the control of attention of learners inside the class. Until recently, reward was thought to influence attention indirectly by modulating task-specific motivation in learning and its effects on voluntary control on active class participation. In the study of Silver (2021), reward is enough to drive behavior that exhibits abilities studied in

natural intelligence, including knowledge, learning, perception, and language. Learners will be more motivated if they will be appreciated by their teachers. Their confidence to do more will be increased. The study of Groeneveld (2018) suggested that an authentic teacher partly stimulates students' learning engagement through appreciation. Expressing the importance of feeling appreciated on all accomplished learning activities and performance tasks can boost students' confidence. For the students to be aware of the status of their learning accomplishments, they need to know the status of their learning progress and development. Deeva *et al* (2021) confirmed that teacher feedback is a crucial factor for their knowledge and skills' acquisition. Providing real-time feedback at an individual level gives the learners an awareness on their status of learning progress and development in school. The importance of motivation was supported by the study of Anjomshoa and Sadighi (2015). It emphasized that without teacher motivation to students, there is no pulse; there is no life in the class. When we learn to incorporate direct approaches to generating student motivation in our teaching, we will become happier and more successful teachers.

Objectives of the Study

This study ventures on the importance of interpersonal skills and motivational skills of teachers as bases of having confidence of the learners in learning. This seeks to answer queries specifically on the following:

- What is the level of interpersonal skills of teachers in relation to:
 - communication skills
 - emotional intelligence
 - listening skills
 - classroom management skills
 - relationship with the students?
- What is the level of motivational skills of teachers in terms of:
 - reward system
 - verbal appreciation
 - feedbacking approach?
- Is there a significant difference between interpersonal skills and motivational skills of teachers in the teaching-learning process?
- Is there a significant relationship between interpersonal skills and motivational skills among the teachers in the teaching-learning process?

Research Design: The study used the descriptive-correlational design which aimed to describe the relationship of the interpersonal skills of the teachers and their motivational skills in the conduct of their day-to-day classes in school as vital factors in the teaching-learning process. It intended also to find out the significant relationship of the two major variables of the study.

Participants of the Study: Participants of the study were the 140 out of the 190 total population from grade-7 to grade-12 of Nasipit National High School-Main Campus. The study used purposive sampling because it aimed only to include respondents who were present during the actual conduct of the survey.

Research Instrument: The study used the researcher-made questionnaire in elucidating the level of the interpersonal skills of the teachers in terms of communication skills, emotional intelligence, listening skills, classroom management skills and

Table 1. Mean Distribution on the Level of Communication Skills

Communication Skills	Mean	Verbal Description
• The teacher talks the learners with high respect.	4.85	Outstanding
• The teacher uses polite words in addressing concerns to learners.	4.42	Very Satisfactory
• The teacher praises the learners in their active participation inside the class.	4.59	Outstanding
• The teacher motivates the learners to study their lessons.	4.70	Outstanding
• The teacher commends the hard work of the learners.	4.29	Very Satisfactory
• The teacher gives advices to students.	4.71	Outstanding
• The teacher encourages the learners to achieve their dreams in life.	4.66	Outstanding
Total	4.60	Outstanding

Table 2. Mean Distribution on the Level of Emotional Intelligence

Emotional Intelligence	Mean	Verbal Description
1.The teacher feels the needs of the learners.	4.17	Very Satisfactory
2.The teacher establishes emotional attachment to learners in terms of their educational needs.	4.25	Very Satisfactory
3.The teacher institutes good rapport to learners.	4.52	Outstanding
4.The teacher extends sympathy to the difficult and sorrowful moments of the learners.	4.32	Very Satisfactory
5.The teacher shows concerns to the status of the learners.	4.56	Outstanding
6.The teacher acts as second parent to the learners.	4.66	Outstanding
7.The teacher shows great love and affection to learners in pursuing their dreams in life.	4.65	Outstanding
Total	4.45	Very Satisfactory
Total	4.60	Outstanding

Table 3. Mean Distribution on the Level of Listening Skills

Listening Skills	Mean	Verbal Description
1.The teacher acknowledges the issues and concerns of the learners.	4.30	Very Satisfactory
2.The teacher listens the complaints and suggestions of the learners.	4.24	Very Satisfactory
3.The teacher welcomes the opinions or ideas of the learners.	4.49	Very Satisfactory
4.The teacher listens both sides of the story of the learners with issues and concerns.	4.21	Very Satisfactory
5.The teacher includes the learners in formulating classroom policies and regulations.	4.36	Very Satisfactory
6.The teacher perceives the needs of the learners and takes immediate actions.	4.23	Very Satisfactory
Total	4.31	Very

Table 4. Mean Distribution on the Level of Classroom Management Skills

Classroom Management Skills	Mean	Verbal Description
1.The teacher maintains the classroom conducive for learning.	4.74	Outstanding
2.The classroom is clean.	4.31	Very Satisfactory
3.The classroom is smoke-free.	4.45	Very Satisfactory
4.The classroom is free from bullying.	3.57	Very Satisfactory
5.The teacher sets harmonious relationship among the learners.	4.54	Outstanding
6.The teacher and learners formulate consensus norms and standards inside the classroom.	4.31	Very Satisfactory
7. The teacher settles the misbehavior of the learners in a diplomatic way.	4.56	Outstanding
8. The teacher provides mental health awareness to learners.	4.49	Very Satisfactory
9. The teacher gives guidance and counselling every day.	4.46	Very Satisfactory
10. The teacher provides holistic approach to learners.	4.64	Outstanding
Total	4.41	Very Satisfactory

Table 5. Mean Distribution Table on the Relationship with the Students

Relationship with the Students	Mean	Verbal Description
1.The teacher establishes good rapport to the learners.	4.67	Outstanding
2.The teacher responds always to the greetings of the learners.	4.70	Outstanding
3. The teacher gives high respect to the learners.	4.71	Outstanding
4.The teacher is responsive to the needs of the learners.	4.22	Outstanding
5.The teacher is concerned always to the learning progress and development of the learners.	4.59	Outstanding
6.The teacher shows great love and affection to learners.	4.67	Outstanding
7. The teacher gives disciplinary actions to misbehavior of the learners.	4.69	Outstanding
8. The teacher is very approachable.	4.56	Outstanding
9. The teacher has a deep understanding to the learners' situations.	4.57	Outstanding
Total	4.60	Outstanding

Table 6. Mean Distribution on the Reward System

Reward System	Mean	Verbal Description
1.The teacher gives additional points to participative learners inside the classroom.	4.89	Outstanding
2.The teacher gives awards to deserving learners.	4.66	Outstanding
3. The teacher institutes commendations to learners who bring honor and prestige to the school.	4.56	Outstanding
4.The teacher gives in kind rewards to learners who excel in class.	4.06	Very Satisfactory
5.The teacher gives prizes to learners who are winners in any contests.	4.06	Very Satisfactory
Total	4.45	Very Satisfactory

relationship with the students relative to motivational skills of teachers vis-à-vis to reward system, verbal appreciation and feedback approach. The instrument used was validated by Dr. Alvic A. Arnado, Dean of the College of Education, Caraga State University. It used the likert scale of 5- outstanding, 4- very satisfactory, 3- satisfactory, 2- unsatisfactory and 1- poor. In adherence to the ethical standards, the researchers handed in the letter of permission to the school principal to conduct a study on the level of interpersonal skills and motivational skills of teachers in the school. After its approval, the researchers sent letter of consent to parents allowing their students to be the subject of the study. They were being oriented as to the purpose of the study.

RESULTS AND DISCUSSION

This table presents on the status of communication skills of teachers to students relative to their interpersonal skills. On the aforementioned table, data show that communication plays an outstanding important role in the teaching-learning process in school. This skill in communication gives the learners the confidence to actively participate in any performance tasks or activities because of the respect, politeness, appreciation, motivation, commendation and encouragement expressed to them by their teachers inside the classroom. Result of the study was being supported by the study of Khan *et al* (2017) which reiterated that communication skills are highly important for teachers in listening and understanding the needs of the learners inside the classroom. This skill is vital in imparting content knowledge, supervising and facilitating learning and making learning active and interactive. Mean Distribution on the Level of Emotional Intelligence. This table presents results of the survey to learners on the level of emotional intelligence of teachers towards to their learners. Based from the above results, data show that emotional intelligence got a very satisfactory verbal description. This further explains that almost of the important actions of the teachers relating to emotional intelligence like establishing emotional attachments to learners, instituting good relationship and sympathizing learners' situations are attained.

Finding of the survey was being affirmed by the study of Kotsou *et al* (2019) which stated that emotional intelligence is paramount to teachers in identifying the educational struggles of the learners, in managing their learning progress and development and in using emotions to build confidence in participating the learning activities. It further supported the idea that this intelligence of the teachers has provided an impact to their academic performance in school. This table provides data on the level of listening skills of the teachers to their learners inside the classroom. On the abovementioned survey, data show that listening skills of the teachers got a very satisfactory result, meaning almost of the very important actions on adhering the needs of the learners are well-addressed and well-taken cared of. Finding of this survey was being affirmed by the study of Brownell (2015) which cited that only listening can make informed choices. These choices can be best attributed in addressing the issues and concerns of the learners relative to their academic performance in school. This listening skill of the teacher can also be the basis on making wise decisions on providing quality teaching-learning process. And finally, listening the learners' needs, teachers and learners can formulate policies and regulations that are suitable to their felt needs inside the classroom.

This table shows data on the level of classroom managerial skills of the teachers in school. In this table, data show that classroom managerial skills of teachers got a very satisfactory result which means that teachers were able to maintain the learning environment conducive for learning, sustains the harmonious relationship inside the classroom, and out rightly manage the misbehavior of the learners. In addition, teachers also were able to provide mental health awareness to learners and adhere holistic development of the learners. However, bullying inside the classroom is not totally free. There still exists bullying inside the classroom. Result on the importance of the classroom management skills of teachers was supported by the study of Korpershoek(2016) which stated that poorly managed classroom makes teaching-learning process ineffective. The learning environment would be inappropriate for learning due to being to psy turvy that can disturb the focus on learning. It further explained that learning environment should be positive encompassing the good teacher-learner relationships. This table presents data on the results of the survey to teachers relative to their relationship with their students inside the classroom.

Based from the results of the survey, data show that teachers were having a very satisfactory relationship with the learners. This further explains that all the important actions in establishing good rapport to students inside the classroom, giving high respect, showing great love, affection and concerned are met. The result of the survey was being affirmed by the study of Koca (2016), which stated that good teacher-student relationship motivates the learners to do better in school. It gives them the confidence of doing better in their studies and this confidence gives them the encouragement to learn more and to gain more knowledge in school. This table supplements data on the reward system of the teachers as their motivation to learners to do better in their studies. Giving rewards to students inside the classroom like giving additional points to participative learners, giving commendations or even prizes to learners who bring pride and honor to school got very satisfactory result. This means that reward system of the teachers inside the classroom provides positive result to the learning of the students. This further gives them the confidence to do more in their quest of knowledge.

The aforementioned result of the survey was being agreed by the study of Anderson (2016) which stated that reward plays an important role in the control of attention in learning. Learners become attentive in the discussions of the lesson because they are much excited to receive the rewards and this will serve as their motivation to be active and interactive in the class. Another study of Silver *et al* (2021) affirmed that reward helps the learners drive their abilities in learning and acquiring knowledge. Results of the survey show that recognition of the extended efforts, good deeds and progress and development of the learners by the teachers got an outstanding mark. This means that appreciating their efforts boosts their self-confidence in doing better in their studies. It gives them the courage to value education despite the challenges. Result of this survey was agreed by the study of Groeneveld (2018) which cited that appreciation of teachers stimulates the learners to engage into the learning activities and performance tasks intended for them. It boosts their confidence to study and learn better for they will be recognized in which it gives pride and honor to themselves. This table presents results of the survey on giving feedbacks to learners by their teachers inside the classroom.

Table 7. Mean Distribution on Verbal Appreciation

Verbal Appreciation	Mean	Verbal Description
1.The teacher praises the students in their extended efforts in their studies.	4.66	Outstanding
2.The teacher appreciates the innovative and creative works of the learners.	4.59	Outstanding
3. The teacher admires the good deeds of the learners.	4.64	Outstanding
4.The teacher is always thankful to the good values shown by the learners.	4.61	Outstanding
5.The teacher appreciates the progress and development of learning of the learners.	4.71	Outstanding
Total	4.64	Outstanding

Table 8. Mean Distribution on Feed backing Approach

Feed backing Approach	Mean	Verbal Description
1.The teacher informs the results of the summative assessments of the learners.	4.58	Outstanding
2.The teacher encourages the learners to do better in their assessments.	4.71	Outstanding
3. The teacher returns the results of the quarterly exams of the learners.	4.59	Outstanding
4.The teacher provides assessments to the status of learning of the students.	4.56	Outstanding
5.The teacher informs the parents of the status of the learning progress and development of the students.	4.55	Outstanding
6. The teacher informs the parents about the behavior of their students inside the class.	4.50	Outstanding
Total	4.59	Outstanding

Table 9. Significant Difference between Interpersonal Skills and Motivational Skills

Interpersonal skills	Reward System			Verbal Appreciation			Feedbacking Approach		
	F	p	Sig.	F	p	Sig.	F	p	Sig.
Communication skills	1.76	0.082	not significant	3.68	0.001	significant	1.69	0.090	Not significant
Emotional Intelligence	3.21	0.002	significant	5.10	0.000	significant	2.38	0.013	significant
Listening Skills	4.11	0.000	significant	6.20	0.000	significant	5.09	0.000	significant
Classroom Management Skills	2.73	0.006	significant	4.30	0.000	significant	4.64	0.000	significant
Relationship with the students	3.26	0.001	significant	9.15	0.000	significant	2.06	0.032	significant

Table 10. On the Significant Relationship between Interpersonal Skills and Motivational Skills of Teachers

INTERPERSONAL SKILLS	MOTIVATIONAL SKILLS		
	r	p	Sig.
	-0.725	0.48	not significant

In the above table, data show that letting the learners inform of their status of learning in school got an outstanding result. This means that all the important actions on giving feedbacks to learners are met. It further explains that the learners as well as their parents are aware of their learning progress and development in school. The study of Deeva *et al* (2021) agreed that teacher feedback is very significant to the acquisition of knowledge and skills of the learners. This feedback provides them guide on the things that need to be improved in learning and support the idea of being aware of their learning status. This table supplements the results of the significant difference of the interpersonal skills and motivational skills of teachers in the teaching-learning process. Based from the results, only communication skills and feed backing approach got insignificant results to rewards system and feed backing approach.

This means that verbal expression in giving rewards to students in performing extra mile in their learning activities and tasks as well as giving feedbacks without taking appropriate actions has no impact to the part of the learners in the teaching-learning process. These results of the study were being opposed in the study of Khan *et al* (2017) which highlighted that effective communication is very important in giving feedbacks to learners in terms of their learning progress and development in school as well as in boosting their learning interests inside the classroom by giving them corresponding rewards. Result revealed that interpersonal skills of teachers have no significant relationship to the motivational skills of teachers in the teaching-learning process. This further explains that having high interpersonal skills of teachers would not definitely mean that they have high also motivational skills and vice versa.

This result of the study was being negated by the study of Zhang (2018) which emphasized that effective interpersonal skills are very crucial part to teachers in dealing with the students in the teaching-learning process. Teachers should build good relationship with them in order to establish confidence that would lead to better learning where fears and hesitations are free.

CONCLUSION

Findings of the study reveal the following driving statements:

- Interpersonal skills of teachers got an outstanding result. This is a manifestation that teachers possessed excellent skills in communication, in listening, in classroom management, in emotional intelligence and in relationship with the learners relative to the teaching-learning process inside the classroom. These skills help the learners to eliminate the barrier of fear and hesitation to actively participate the learning activities and tasks in school.
- Motivational skills of teachers got also an outstanding result. This supports the idea that in teaching, boosting the learning interest of the learners is a great factor to make learning active and interactive. It further pacifies the context that students would have the great desire to engage themselves in all activities once they are well-motivated.
- Being verbally expressive in terms of giving rewards and feedbacks without taking initiatives and actions would become irrational and impractical for these would not give significant impact to the learners. Words coupled with actions could be an effective way for the learners to be motivated to do better in school.

- Interpersonal skills have no significant correlation to the motivational skills of teachers in the teaching-learning process. It means that having high interpersonal skills would not mean of having high motivational skills of teachers in the process of teaching and learning and vice versa. It is a matter of appropriate approach and proper handling of the learners by the teachers that would lead of having them the confidence of learning.

Recommendation

Establishing the important aspect of the interpersonal skills and the motivational skills of teachers in the process of teaching and learning inside the classroom is the ultimate objective of the study. The researchers may suggest or recommend to the Department of Education to include the interpersonal skills and motivational skills of teachers to be part of the components in the hiring of teachers in the department. These skills of teachers are benignant in stimulating the learning interests of the learners. These would give also the learners the courage to actively and interactively engage themselves in the learning process because of the confidence built between the teachers and the students. The researchers also may recommend the study to the higher educational institutions both private and public, private secondary and elementary learning institution to give importance of these skills as vital components in their selection of teachers.

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