

The interplay of interpersonal relationship on job satisfaction of newly-hired public elementary teachers in Davao city division

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CHAPTER 1

The Problem and Its Setting

Job satisfaction is an indispensable factor in the teaching profession, as it directly impacts educators' ability to create a nurturing and effective learning environment. Unfortunately, many institutions fail to recognize the significance of job satisfaction, leading to a host of challenges in the education system. Even before the pandemic, teaching was known to be a demanding profession, but recent surveys indicate that the stress levels of teachers have reached unprecedented heights since its onset. The sudden shift to online and hybrid teaching, along with the need to manage socially distanced classrooms, has placed immense pressure on teachers, leaving them overwhelmed and stretched thin. Compounding the situation, staff shortages have further burdened educators, reducing the support they need to excel in their roles.

In the Philippines, about 25% agreed that they were not fairly compensated for their work during the pandemic while only about 20% had considered changing jobs. In fact, a few numbers of the suicide of teachers in the Philippines provides alarming results in the education sector in the Philippines (*Business Mirror*). Based on several media reports, the Department of Education is mourning over the death of a teacher and say that they will look into it and it is non-work related. The Department also clarifies that the workload should not be blamed for the teacher's suicide because there are other factors that may contribute (Mateo, 2018; Reyes, 2018). While The Teachers' Dignity Coalition (TDC) met with DepEd officials to discuss concerns over the supposed workload, it cited that the heavy burden of paperwork is one among the reasons of the teacher who hanged herself in one case of teachers' suicide in 2018. (Mateo, 2018).

Ragma and Legaspi (2017) concluded that the job satisfaction of teachers also deteriorates. This can be observed on different institutions as teachers complain about low wages, too much workload, lack of school facilities and the like. The same situation was observed in the Division of Davao City. However, no formal studies could validate the situation.

With this, the researcher was motivated to conduct a study about the interpersonal relationship and job satisfaction of newly-hired teachers in Davao City. It explored the extent and the relationship of the involved variables. Also, it investigated the influence of interpersonal relationship on job satisfaction. The researcher shed light about the involved variables and provided more insights about interpersonal relationship and job satisfaction considering those newly-hired public servants specifically in Davao City. More so, the researcher aimed to present this academic journey in the international conferences and be able to publish it in the Scopus-indexed journal.

Review of Significant Literature

The related literature and studies of this study provided inputs about interpersonal relationship and job satisfaction of newly hired public elementary teachers. The independent variable is interpersonal relationship. It has five indicators, such as: assertion of needs; bidirectional communication; conflict; disclosure and interpersonal closeness; and emotional experience and expression (Callaghan, 2014). Meanwhile, the dependent variable is job satisfaction. It has eleven indicators, namely, achievement, advancement, work itself, recognition, growth, good feelings about organization, relationship with co-workers, relationship with supervisor, work security, and pay satisfaction (Alhumaidhi, 2015).

Interpersonal Relationship of Teachers

Interpersonal relationships are connections or associations that form between two or more individuals within a shared environment, such as a school setting. These relationships can vary in intensity, ranging from casual acquaintanceships to deep, long-lasting connections, such as those among teachers working together throughout an academic session. According to Juneja (2015), interpersonal relationships within an organization, especially among colleagues, play a crucial role in fostering a positive work environment. For individuals to

perform at their best, it is essential to establish a strong bond characterized by honesty and mutual respect. Cultivating a harmonious connection with fellow coworkers not only contributes to a positive atmosphere at the workplace but also nurtures healthy and meaningful relationships among individuals.

Principals must be accessible to their teachers, and lend a sympathetic ear to their problems. Teachers must be able to fall back on the principals at times of crisis. Principals need to intervene immediately in case of conflicts among their teachers, guide them and reduce the chances of a major conflict. Minor issues should never be ignored because one problem left unattended can become a major concern later. Principals should delegate responsibilities and ask teachers to take charge individually. This way they start believing in the principals and the school and eventually share a healthy relationship with all (Kapur, 2018).

Teachers performing well must be appreciated and suitably rewarded for them to deliver results every time. Good interpersonal relationship among the teachers, between the teachers and administrators and between the teachers not only boosts teachers' job satisfaction but also enhances the achievement of educational goals (Kapur, 2018). Koula (2015) concluded that good interpersonal relations contribute to the school's effectiveness by creating a healthy and friendly school climate and a learning environment that allows the all-around development of the students' personality.

Interacting with other people shapes an apparent and stable psychological bond known as an interpersonal relationship. Individual conduct is undoubtedly influenced by interpersonal interactions. However, the importance of interpersonal connections as well as an individual's own traits determine the extent of the influence (Wang & Wang, 2015). The term "interpersonal relationship" has been used to refer to a broad range of relationships between every individual involved in education, including teachers and parents, students in a class, teachers and other teachers, and school administrators. Martin (2014) emphasized the significance of the bonds that are created between a teacher and student.

Interpersonal relationships play an important role in regulating individual well-being (Antonucci, Ajrouch, & Birditt, 2014). They can differ in their closeness, quality, and structure, and may have different impacts on mental health. Zolnierek (2014) performed an extensive literature review. The review revealed the concept of knowing that it is an imperative to establish interpersonal relationships. Relationships are fostered through connectedness: a meaningful personal relationship with another person.

At the same time, Qin (2016) pointed out that the individual's empathy level greatly influences the quality of interpersonal relationship. From the perspective of cognitive neuroscience, Balconi and Me (2017) examined the differences in empathy during positive and negative interpersonal interaction respectively. Brain imaging results showed that scenarios activated the right prefrontal cortex, and positive interpersonal interaction under induced activation in the left prefrontal cortex. This study proved the importance of empathy in human interaction from the perspective of neurophysiology.

A study also revealed that the similarities and high mental resources did not initiate the transference effect. Researchers found that the activated schema may or may not activate and depend upon the individual processing mental resources. The interpersonal values predict the relationship outputs affecting the maintenance of relationship (Lemay & Spongberg, 2015). Among middle school students, interpersonal relationship is significantly correlated with imagination and personal suffering (Kou et al., 2015).

There is a substantial body of empirical research which shows how social interactions can influence financial- decision making in a wide variety of contexts and that those with less financial sophistication tend to use this social learning mechanism more (Frydman, 2014). In relationships between teachers and their superiors, it is worth mentioning some of the most relevant variables, such as: overwork, role conflict, and the lack of participation in decision making (Khan, Yusoff & Khan, 2014).

Callaghan (2014) has mentioned five indicators of interpersonal relationship, namely: assertion of needs (identification and expression); bidirectional communication (impact and feedback); conflict; disclosure and interpersonal closeness; and emotional experience and expression. These indicators have been included in the interpersonal relationship questionnaire.

Assertion of needs. Assertion is at the core of interpersonal communication, making assertion tactics the most important for building successful interpersonal relationships. These are techniques that allow you to treat people with respect, meet your needs, and uphold your rights without stifling, oppressing, or abusing them. You must become familiar with these techniques if you want to improve your capacity for persuasive interpersonal communication.

Bidirectional communication. It is one of the markers of a social connection. Giving feedback is a component of this bidirectional connection. According to Callaghan (2014), feedback is information from others that helps us understand how we are doing and is not merely information given in formal evaluations (i.e., in a work setting). It can be expressed through words or nonverbally, such through facial expressions. Appropriate and constructive criticism fosters an open and motivating workplace culture, which in turn encourages an eagerness to interact with one another. In contrast, an impersonal or competitive workplace may cause most people to be reluctant to communicate or offer their thoughts (Centre for English Language Communication, 2014).

Conflict. Open disputes between one or more people should be the definition. Conflict can

undoubtedly cause or occur concurrently with a number of other issues in interpersonal relationships, such as bullying or a lack of support. Conflicts at work result from differences in mindset, attitude, and perception. Nobody has ever trained anything through conflict. Conflict must be prevented since it breeds negativity and degrades the workplace's atmosphere (Patricia, 2015). *Disclosure and interpersonal closeness.* It is simply another sign of a strong interpersonal connection. Being "connected to," "close with," or "good friends with" another person is all that is meant when we talk about interpersonal proximity. Relationships that are interpersonally close require the ability to express one's emotions, receive understanding from others, and be considerate of others' needs (Callaghan, 2014).

Emotional experience and expression. The phrase "emotional experience" refers to a wide range of feelings and emotions, not just "negative" emotions as melancholy, worry, loneliness, etc. These emotions also include love, pleasure, pride, and levity. Feelings might happen immediately after an event or encounter, like while recalling something, or they can happen afterwards. Effective communication and comprehension among employees will be made possible through good interpersonal interactions (The Ohio University, 2019). According to Lachowski et al. (2018), satisfying interpersonal relationships at work—both with coworkers in related professions and, most importantly, with superiors—are a key component of overall job satisfaction.

Job Satisfaction of Teachers

While the role of teachers' work for student outcomes is widely recognized, the question whether teachers are content with their working environment is often overlooked (Liang & Akiba, 2017). Teacher job satisfaction has many important and far-reaching implications. First, it contributes to teacher well-being as satisfied teachers are less susceptible to stress and burnout (Skaalvik & Skaalvik, 2011). In addition, there is evidence that students of teachers who are content with their job also feel better (Collie, Shapka, & Perry, 2012; Spilt, Koomen, & Thijs, 2011). Finally, content teachers demonstrate stronger job commitment and are less prone to leave the profession (Blömeke, Houang, Hsieh, & Wang, 2017), which is especially crucial in times when teacher turnover is high.

Job satisfaction is multidimensional, whether it comes to job satisfaction by itself or in wages, workplace safety, to promotion possibilities, recognition and appreciation, decision-making power and influence and of course carry a sense of productive work, useful and well done. Each of these dimensions may contribute to varying degrees, in shaping their sense of job satisfaction (Bota, 2016). As far as career advancement, a number of past studies have identified the lack of opportunities for advancement as one of the most important sources of dissatisfaction for the employees in the specific field (Tsounis, Niakas & Sarafis, 2017).

Teacher-principal relationship, provision of instructional materials, attitude towards the teaching profession and belief in the social contribution of teaching were the factors as Korb and Akintunde (2013) found that have a significant positive relationship with the job satisfaction of teachers. To enhance optimism amongst teachers, university administrators should help teachers obtain a positive attribution style towards success and failure. For resilience, university administrators should motivate teachers to seek more solutions in order to overcome obstacles (Luthans et al., 2008; Viseu et al., 2016). In short, by adopting various measures to modify these associated factors, we would be able to increase teachers' enthusiasm in work and job satisfaction.

Factors for job satisfaction are professional development, interpersonal relations, economic expectations and working conditions (Goetz et al., 2016). In the other study, extrinsic factors are named as "extrinsic job value" and refer to the gains introduced from outer world for the job (Wu & Ye, 2017). These are pay, monetary rewards and working conditions. These factors are also defined as external means influencing emotions of an individual. If management utilizes these means on time, in place and at required levels, it will make positive contributions to job satisfaction. Moreover, Singh and Jaiswal (2016) found the positive relationship between job satisfaction and employees' commitment, work values, and employees' commitment.

Boiral, Baron and Gunnlaugson (2014) pointed out that job satisfaction is an individual emotional orientation to current work role; positive attitudes towards the job stood for job satisfaction, while negative attitudes revealed job dissatisfaction. Similarly, Dubey, Gunasekaran and Ali (2015) defined job satisfaction as individual emotional reaction to the working environment. Such reaction or satisfaction relied on individuals measuring the objective environment and various factors and comparing past experiences with reference of other groups. Studies shown that individuals with high self- efficacy are likely to deal more effectively with difficult problems, and they are also inclined to attain valued outcomes through persistence, which in turn generates intrinsic satisfaction from their works (Peng & Mao, 2015). They believed that demonstrated that individuals with higher self- efficacy were more confident to deal with the job tasks and then job satisfactions were easier acquired through this process. Therefore, self- efficacy positively to be associated with teachers' job satisfaction.

Lin et al. (2014) employed a longitudinal approach on 123 students and suggested that proactive personality had a direct effect on their academic self-efficacy. Depending on these implications, it seems plausible to assume that proactive personality is one antecedent of teachers' self- efficacy. Furthermore, considering the associations between the proactive personality, self- efficacy and job satisfaction, proactive

teachers would be expected to trigger high self- efficacy, which in turn lead to high level of job satisfaction.

Chithambaranathan et al. (2015) indicated that employees' physiological and psychological satisfaction with working environment was the subjective reaction. In this case, the commonest way to measure job satisfaction was to directly inquire employees' job satisfaction, rather than measuring with several dimensions. Huang (2019) regarded job satisfaction as employees' physiological and psychological job satisfaction; employees' psychology being emphasized and needs being satisfied would change the behaviors and enhance the productivity.

When job is inherently satisfying and its incentives are directly tied to performance, the incentives will probably not change the employees' behavior; therefore, they will neither increase extrinsic motivation nor reduce intrinsic motivation. Behavior is change in the direction of the performance- contingent incentive, it probably does so because the incentive is salient; as a result, extrinsic motivation will increase, and intrinsic motivation will decrease. Performance result in a motivational shift toward extrinsic motivation at the expense of intrinsic motivation (Kuvaas et al., 2017). As a result, intrinsic motivation factors and extrinsic motivation factors directly tied to personnel performance.

Referring to Lee and Lam (2016), the definition of job satisfaction is revised with oneself, accomplishment satisfaction, and reward satisfaction are taken as the dimensions, namely: accomplishment satisfaction which is referring to workers performing themselves at work from which to acquire accomplishment satisfaction; satisfaction with oneself which has something to do with workers' satisfaction with the futurity of job, job performance, and evaluated job; reward satisfaction which refers to workers' satisfaction with the relationship between effort to work and salary rewards.

Karimi et al. (2014) referred job satisfaction as employees' feeling of job or the emotional reaction. Such a feeling depended on the gap of employees actually acquired rewards and the expected deserved rewards in specific working environment. The smaller gap would present the higher satisfaction, while the larger gap would appear the lower satisfaction.

Factors that influence job satisfaction are related to a burnout work pattern, work environment, external pressures (commercials), and sector of practice (Higuchi, 2016; Schafheutle, 2011; Moghada, 2014). There was a positive association between workplace spirituality and job satisfaction and job commitment, and a negative association between workplace spirituality and the inclination to leave (Gupta, Kumar & Singh, 2014).

In view of such a situation, it is crucial that management takes care of employee satisfaction, which is a key factor for organizational effectiveness and efficiency and for the successful implementation of the corporate strategy (Bigliardi et al., 2012). In this study, the factors that have been used to determine job satisfaction are achievement, advancement, work itself, recognition, growth, good feelings about organization, relationship with coworkers, relationship with supervisor and work security which have been clearly identified by Alhumaidhi (2015).

Achievement. Building employees' achievement is a good tool to enhance job satisfaction. This can be done through the empowerment to employees or provide autonomy to work which shows the trust of the company to its workers, recognition or reward to ensure the efforts that the employee has put or internal promotion as every employee concern about their career pathway and space of personal development in a company. All these ways help increasing the intrinsic motivation which means the satisfaction as well (Pelit et al., 2011).

Advancement. It is one of the most important elements for employee satisfaction and retention at a company. According to Victor Lipman of Forbes as cited by Louie (2014), clear opportunities for career advancement are an especially powerful employee motivator

Work itself. It is one of the indicators of job satisfaction. The work content which includes the tasks, the working hours or even the workplace environment are affecting the degree of employee satisfaction as the staff can complete the task requirement properly with reasonable working hours under certain supports in the environment help them to build up the job success and motivate staff to take the next challenge in work (Stringer et al., 2011). The work itself refers to the working environment of the workers and their perception about the job itself that they are responsible for. Ayalew (2015) mentioned that the work itself as "what is done by somebody

Cohen et al. (1999; Hettiarachchi, 2014) identified that ability to utilization, achievement, activity, authority, creativity, independence, responsibility and variety are the main indicators of employee work itself.

Recognition. It is another indicator of job satisfaction. It is the very direct way to motivate workers to put more efforts in the job and attract them to stay with the company (Lardner, 2015). company by sharing part of the profits to the employees (Tausif, 2012).

Growth. It encompasses career advancement and career development. Research has shown that career growth opportunities are important determinant of employee-organizational relationships. *Having good feelings*

about organization. It is also an indicator of job satisfaction. Job satisfaction is typically directly linked to an employee's emotions and overall morale. McFarlin (2019) mentioned that if an employee is displaying negative emotions in the workplace, chances are she is either going through a difficult personal period or may be dissatisfied with her job.

An employee's emotions and overall temperament have a significant impact on his job performance, decision making skills, team spirit, leadership, turnover and job satisfaction. It is believed that employees bring their feelings of anger, fear, love and respect with them when they come to work.

Positive moods or emotions increase creativity, encourage helping behavior and cooperation and reduce aggression both against the organization and against people. Research suggests that positive people have better cognitive abilities and tend to do better in the workplace and with accuracy (Nakasi, 2019).

Relationship with coworkers. It is another indicator of job satisfaction. In fact, coworkers' relationship affects job satisfaction (Lin & Lin, 2011). It is indicated that coworkers' relationship has a positive correlation to the relationship between job satisfaction and organizational commitment and "organizational commitment" entails how much an employee identifies to his/her organization (Jackson, 2018).

Relationship with supervisors. It is found to be important indicator of job satisfaction. In fact, getting along with supervisors can be more important than pay or benefits when it comes to job satisfaction. Employees are most productive when they feel their contributions are valued and their feedback is welcomed by management. Supervisor support plays a substantial role in increasing employee job satisfaction (Kleiman, 2004; Tran et al., 2018).

Work security. The definition of work security is the probability of an employee to keep his/her job. It is believed that the higher the probability of keeping employment, the higher the job security (Jimenez, 2015). Work security is an important extrinsic reward positively affecting job satisfaction. It means finding a good job with a good company and settling in for life.

Interpersonal Relationship and Job Satisfaction of Teachers

Job satisfaction is defined as a positive personal perception of work or work-related experiences (Unanue et al., 2017; Weiss, 2002). It is a multidimensional experience influenced by several aspects, such as: salary, working conditions, workload, career development, interpersonal interactions, incentives, responsibilities and the nature of the work (Ding et al., 2013). It is one of the most frequently studied variables in organizational research (Astraukitem et al., 2011), and is related to good organizational functioning (Murphy et al., 2002; Saifi & Shahzad, 2017).

Based on these functional values of interpersonal relationship, previous empirical research in psychology, sociology, and management commonly revealed that interpersonal relationship can influence employees' work-related attitudes, intentions, and behaviors such as job satisfaction, organizational citizenship behaviour, job performance, turnover intention, and absenteeism (Reich & Hershcovis, 2011). A number of different studies has been undertaken in order to determine influence that interpersonal relationships at the workplace have on overall job satisfaction. Romig, O' Sullivan, and Denmark (2011) and Birx, Lasalla, and Wagstaff, (2011) confirmed interpersonal relationships with coworkers to be one of the main factors influencing job satisfaction of the faculty members. Research has shown that group cohesion and positive interpersonal relationships at the workplace have direct effect on employee job satisfaction and on individual's overall well-being. Inadequate social support and negative interpersonal relationships at the workplace are related to counterproductive work behaviours, negative attitudes toward the job, and a decreased level of overall job satisfaction (Landy & Conte, 2007; Selakovic & Ljepava, 2014).

The basic premise of many of these researches was that both interpersonal relationships with coworkers and managers have certain impact on job satisfaction. As mentioned before, collegial relationships are found to be based on two types of relationships: leader-member relationship (exchange) and coworker's interactions (Sherony & Green, 2002; Selakovic & Ljepava, 2014). It is believed that job satisfaction of young workers is highly correlated with both the interpersonal relationship with the supervisor /manager and the interpersonal relationships that an individual has with his or her coworkers (Abun et al., 2019).

A larger part of an individual's life is at workplace and it is natural to develop interpersonal relationship with the colleagues. Friendship at workplace is naturally develop from personal desire to have a close relationship with others. Khaleel et al. (2016) reported that it is significant to study interpersonal relationship at workplace as it belongs to several positive organizational outcomes such as increased job satisfaction, organizational commitment, information sharing, reduced turnover intention and job performance. As Gallup survey claimed that interpersonal relationship enhances employee engagement.

Synthesis

The gathered relevant literature and studies firmly validated the

relationship of the variables in this study. It also provided varied inputs for each variable. It was presented in this section that interpersonal relationship is linked to job satisfaction as supported by several studies. The presentations and discussions of related studies offered essential information which would be valuable in the professional discussion of the findings of the study and in the sound formation of the recommendations.

Theoretical and Conceptual Framework

This study was mainly anchored on the concept of Li, Wang and Chen (2015) who mentioned that one of these influencing factors of job satisfaction is interpersonal relationships. He clearly noted that interpersonal relationship is positively related to job satisfaction.

Another theory that supported this study is the Herzberg Two Factor Theory. Relationship with the supervisor and peers is also an important factor influencing the employees job satisfaction. According to Herzberg et al. (1959), people’s job satisfaction depends on two kinds of factors, namely: factors for **satisfaction** (motivators/satisfiers) and factors for **dissatisfaction** (hygiene factors/ dissatisfiers). In this theory, interpersonal relationship with the supervisors and colleagues is one of the factors leading to satisfaction. Improving hygiene factors decreases job dissatisfaction. Hence, improving interpersonal relationship which is a hygiene factor lessen job dissatisfaction.

Also, this study was supported by the Spector’s Nine – Facet Theory of Job Satisfaction. Spector (1985) developed the Nine – Facet theory of job satisfaction especially for human service, public and non – profit organizations. He defined job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. In this theory, there are nine identified facets that lead to job satisfaction. One of the facets is the coworker which is defined as people working in an organization (besides supervisors) that can affect job satisfaction. It also focuses on the interpersonal relationship of the employees in an organization.

The social exchange theory was also one of the theories that supported the study is the. According to this theory as proposed by Homans (1958), “give and take” forms the basis of almost all relationships though their proportions may vary as per the intensity of the relationship. In a relationship, every individual has expectations from his/her partner. A relationship without expectations is meaningless. This theory put emphasis on feelings and emotions which ought to be reciprocated for a successful and long-lasting relationship. Relationships can never be one sided. An individual invests his time and energy in relationships only when he gets something out of it. There are relationships where an individual receives less than he gives. This theory became necessary to organizations because it takes two or more people to form a team and a team cannot exist without “give and take” which is the core of any relationship. Therefore, this theory emphasizes the need for positive interpersonal relationship among organization’s members in other to achieve its goals.

Figure 1 shows the conceptual model of the study. It focuses on the extent of interpersonal relationship and job satisfaction. The independent variable is the

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

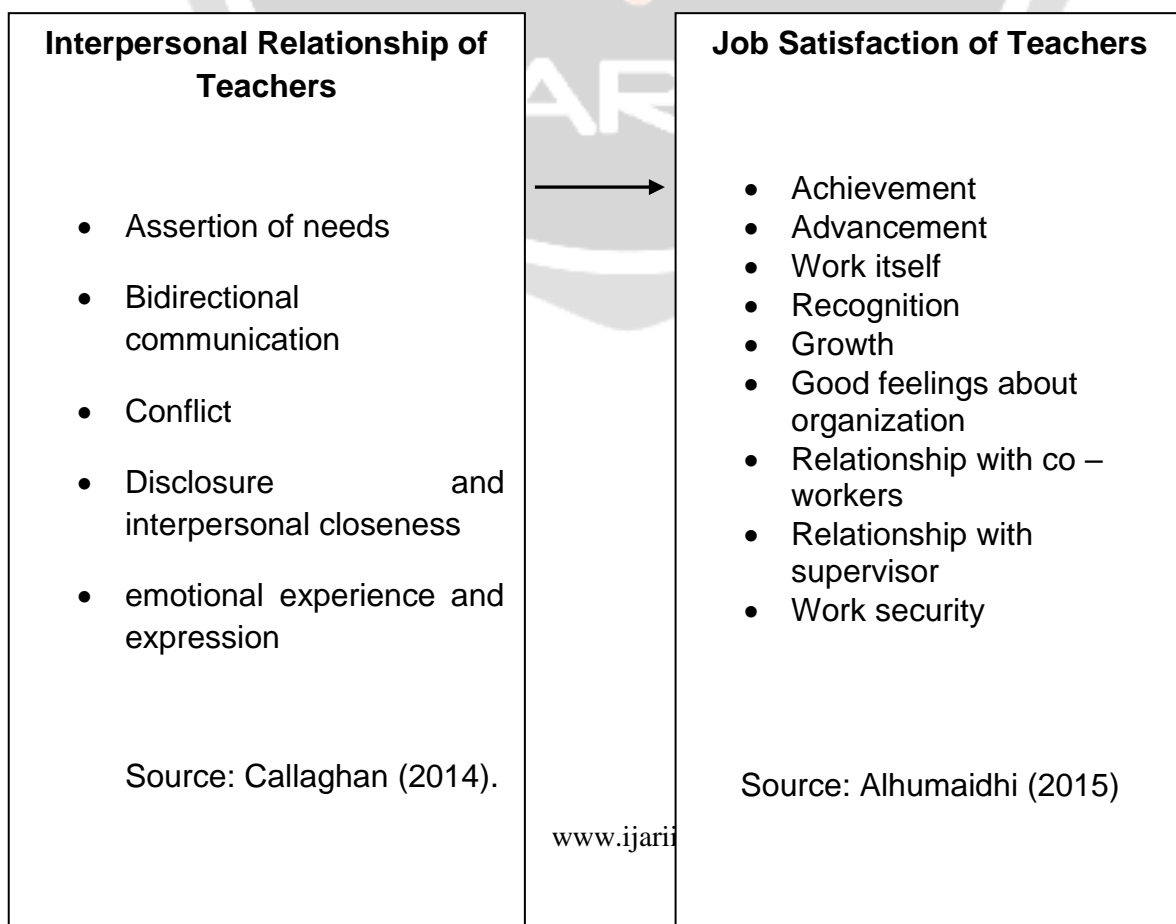


Figure 1. The Conceptual Framework of the Study

interpersonal relationship which has the following indicators, such as: assertion of needs; bidirectional communication; conflict; disclosure and interpersonal closeness; and emotional experience and expression (Callaghan, 2014). Assertion of needs is used to stand for anything that you want including making requests for social support, or other needs you may have that are more practical. Bidirectional communication describes how one gives impact or affects other people, how one gives and responds to feedback. Conflict refers to how one identifies or deals disagreement, or an uncomfortable interaction with someone else. Disclosure and interpersonal closeness describe how one may disclose, or talk about, oneself or one's experiences with other people. Emotional experience and expression describe how one may express all types of emotions or feelings.

Advancement refers to the actual change in upward status in the company. Increased opportunity changes with no increase in status are considered under or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding. Recognition is the recognition by others for a job well done or personal accomplishment. Growth includes the actual learning of new skills, with greater possibility of advancement within the current occupational specialty as well as personal. Good Feelings about Organization refers to the thoughts, feelings and opinions that the employee has about the organization for which they work. Relationship with Coworkers refers to relationships between the worker and his or her superiors, subordinates and peers. Relationship with Supervisor includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Work Security is the employee's job tenure and/or the company's stability or instability.

Statement of the Problem

This study determined the relationship between interpersonal relationship and job satisfaction of selected newly-hired public elementary teachers in Davao City Division. More specifically, it sought to answer the following questions:

1. What is the extent of interpersonal relationship of newly-hired public elementary teachers in terms of:

- 1.1 assertion of needs (identification and expression),
- 1.2 bidirectional communication (impact and feedback),
- 1.3 conflict,
- 1.4 disclosure and interpersonal closeness, and
- 1.5 emotional experience and expression?

2. What is the extent of job satisfaction of newly-hired public elementary teachers in terms of:

- 2.1 achievement,
- 2.2 advancement,
- 2.3 work itself,
- 2.4 recognition,
- 2.5 growth,
- 2.6 good feelings about organization
- 2.7 relationship with coworkers
- 2.8 relationship with supervisor; and
- 2.9 work security?

3. Is there a significant relationship between interpersonal relationship and job satisfaction?

4. Which domains of interpersonal relationship significantly influence job satisfaction?

Hypothesis

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between interpersonal relationship and job satisfaction.

Ho2. None of the domains of interpersonal relationship significantly influence job satisfaction.

This undertaking may provide insights regarding the job satisfaction of teachers since it is really essential for teachers to be satisfied at work to ensure delivering quality instruction to the learners. In this academic journey, it is well-established that interpersonal relationship is linked to job satisfaction. With this, it is a necessity that all school heads must know how to satisfy the needs of their teachers for the betterment of the school community.

In the academe be it in primary, secondary, or tertiary level, this study is

advantageous to relevant institutions, namely: DepEd officials, school heads, teachers, and researchers. This would help the beneficiaries to create policies, programs, interventions, and projects that would intensify job satisfaction among teachers.

DepEd Officials. This undertaking may give ideas to the higher officials to create a sustainable program, projects, interventions, activities that may help teachers to be satisfied in their teaching and would motivate them to keep on upgrading themselves by also strengthening their interpersonal relationship towards members of the school community.

School Heads. This study would guide the school heads to concretize programs, projects, interventions that would be beneficial to teachers. This would help them to come up with school activities and other school initiatives, or webinars that would increase job satisfaction among teachers and feel their worth as a teacher.

Teachers. This study would serve as an opportunity for teachers to be given opportunities that would allow themselves to grow, develop, and satisfied in teaching. With the guidance of their school principals and healthy relationship with their colleagues, newly-hired teachers would feel more encouraged to be part of the school since their satisfaction has been met.

Future Researchers. This endeavor may serve as a paradigm model for future researchers. Also, future researchers may explore other factors relevant to interpersonal relationship and job satisfaction which have not been explored in this current study. Considering other research approach may also provide an in-depth analysis about interpersonal relationship and job satisfaction.

Important terms were being defined conceptually and operationally in order to provide a clear view of the content of this study.

Interpersonal Relationship. It is a social connection or affiliation between two or more people (Cherry, 2023). In this study, it refers to the assertion of needs (identification and expression), bidirectional communication (impact and feedback), conflict, disclosure and interpersonal closeness, and emotional experience and expression between teachers, their colleagues, and their school head.

Job Satisfaction. It is defined as the level of contentment employees feel with their job (Basul 2021). In this study, it refers to the achievement, advancement, work itself, recognition, growth, good feelings about organization, relationship with coworkers, relationship with supervisor, and work security.

CHAPTER 2

Method

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

Research Design

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Allen, 2017).

This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of interpersonal relationship and job satisfaction of teachers. In addition, this academic pursuit was correlational since its purpose was to measure the connection between interpersonal relationship and job satisfaction of newly-hired public elementary teachers in Davao City Division.

Research Respondents

This study catered the 150 newly-hired public elementary teachers in the Division of Davao City. According to Fraenkel and Wallen (2009), the minimum acceptable sample size for correlational study is no less than 30. They also add that if the data which is obtained from a sample is smaller than 30, it may give inaccurate result of the degree of correlation. Therefore, a sample larger than 30 will give meaningful results. Hence, the 150 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all newly-hired elementary teachers in Davao City Division were considered.

In the inclusion and exclusion criteria, newly-hired elementary teachers with at least more or less than a year teaching experience were chosen in this endeavor since their one year stay in the public school would help them to assess their interpersonal relationship with their colleagues and superiors and their job satisfaction as a public employee. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the interpersonal relationship while the second set was about the job satisfaction of teachers.

Interpersonal Relationship. The interpersonal relationship questionnaire was adapted from Callaghan (2014). The instrument consists of 25 items. It has the following indicators, namely: assertion of needs; bidirectional communication; conflict; disclosure and interpersonal closeness; and emotional experience and expression. Each dimension has five items. The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively *high* internal consistency. Below was the rating scale of interpersonal relationship.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The interpersonal relationship of newly-hired teacher is always evident
3.40-4.19	Extensive	The interpersonal relationship of newly-hired teacher is oftentimes evident
2.60-3.39	Moderately Extensive	The interpersonal relationship of newly-hired teacher is occasionally evident
1.80-2.59	Less Extensive	The interpersonal relationship of newly-hired teacher is seldom evident
1.00-1.79	Not Extensive	The interpersonal relationship of newly-hired teacher is never evident

Job Satisfaction. The questionnaire on job satisfaction was adapted from Alhumaidhi (2015). It is a 27-item research tool emphasizing the following dimensions: achievement, advancement, work itself, recognition, growth, good feelings about organization, relationship with co – workers, relationship with supervisor, and work security. Each dimension comprises three items. The questionnaire was subjected to a pilot testing having a result of .76 suggesting that the items have relatively *high* internal consistency. Below was the rating scale of job satisfaction.

Mean Interval	Descriptive Level	Descriptive Interpretation
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4.20-5.00	Very Extensive	The job satisfaction of teacher is always evident
3.40-4.19	Extensive	The job satisfaction of teacher is oftentimes evident
2.60-3.39	Moderately Extensive	The job satisfaction of teacher is occasionally evident
1.80-2.59	Less Extensive	The job satisfaction of teacher is seldom evident
1.00-1.79	Not Extensive	The job satisfaction of teacher is never evident

The instruments in this study were contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was presented to the School Head.

2. *Distribution and Retrieval of the Questionnaire.* After which, a schedule was made for the distribution of the survey questionnaire. In observance to health and safety protocols, the survey questionnaire was personally administered to the respondents. The rationale was explained to the respondents. They were given an hour to answer the survey. Retrieval of the respondents' responses was automatically recorded and generated in the form.

3. *Collation and Statistical Treatment of Data.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean.

This was used to measure the extent of interpersonal relationship and job satisfaction.

Pearson r. This was utilized to determine the relationships between interpersonal relationship and job satisfaction.

Regression Analysis This was employed to determine the significant influence of interpersonal relationship on job satisfaction.

CHAPTER 3 **Results and Discussion**

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular form

Extent of Interpersonal Relationship of Newly-Hired Teachers

in terms of Disclosure and Interpersonal Closeness

This validated the idea of Jimenez (2015) emphasizing that work security is the probability an employee to keep his/her job. It is believed that the higher

Table 1.1. Extent of Job Satisfaction of Teachers

in terms of Work Security

No	Work Security	Mean	Descriptive Equivalent
1	feeling safe working in DepEd.	4.25	Very Extensive

2	believing my job is secure.	4.30	Very Extensive
3	feeling that my job is stable	4.35	Very Extensive
Overall		4.30	Very Extensive

the probability of keeping employment, the higher the job security. Work security is an important extrinsic reward positively affecting job satisfaction. It means finding a good job with a good company and settling in for life. Furthermore, those employees holding full-time positions had a positive perception security, and positive rating on job performance

Summary on the Extent of Job Satisfaction of Teachers

CHAPTER 4 Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between the interpersonal relationship of newly-hired teachers and job satisfaction of public elementary teachers. The study was conducted in the selected elementary schools in Davao City Division. There were one hundred fifty (150) public elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before they were made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The major findings of the study were the following: the extent of interpersonal relationship of newly-hired teachers in public elementary schools is extensive. Meanwhile, the extent of job satisfaction among the respondents is extensive. It was found out that there is a significant relationship between interpersonal relationship of newly-hired teachers and job satisfaction. The hypotheses of no significant relationship between interpersonal relationship of newly-hired teachers and job satisfaction of teacher and none of the domains of interpersonal relationship of newly-hired teachers significantly influence job satisfaction of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of interpersonal relationship of newly-hired teachers of the public elementary schools implies that it is oftentimes evident. Specifically, disclosure and interpersonal closeness is perceived to be always evident while assertion of needs, bidirectional communication, and emotional experience and expression are oftentimes evident. Whereas conflict is perceived to be occasionally evident.

Meanwhile, the extent of job satisfaction of teachers is oftentimes evident. In particular, work security is always evident among teachers while responsibility and relationship with coworkers are oftentimes evident, moreover achievement, advancement, work itself, recognition, growth, good feelings about organization, and relationship with supervisor (School Heads) are perceived to be occasionally evident.

Based on the findings, interpersonal relationship of newly-hired teachers of and job satisfaction of teachers are correlated. Also, interpersonal relationship of newly-hired teachers significantly influence job satisfaction of teachers. In fact, all domains of interpersonal relationship of newly-hired teachers of, namely, assertion of needs, bidirectional communication, conflict, disclosure and interpersonal closeness, and emotional experience and expression significantly influence job satisfaction of teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of interpersonal relationship of newly-hired teachers of, job satisfaction of teachers will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which promote interpersonal relationship and job satisfaction among teachers. They may create more specific initiative that would help teachers to be more satisfied towards their teaching profession.

Meanwhile, school principals may find means in crafting different means to strengthen interpersonal relationship among teachers. They may also address the concerns that teachers have encountered leading to dissatisfaction at work.

More so, teachers may take an effort to keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them satisfied at work. Apparently, teachers may also acknowledge the relevance of interpersonal relationship in order to attain job satisfaction.

Lastly, future researchers may explore relevant information about interpersonal relationship and job satisfaction. They may consider using other research approaches such as qualitative research and mixed methods further explore the involved variables in this study.

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