

## **Influence of Interpersonal Relationship on the Administrative and Teaching Performance among Faculty Administrators**

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**Abstract** – *The study aimed to determine the interpersonal skills and administrative influence of school administrators of West Visayas State University–Janiuay Campus (WVSU-JC) and to determine the extent of teaching performance among college faculty. The survey-correlational method of research was employed in this investigation. The respondents were the 20 purposely selected school directors and coordinators of West Visayas State University–Janiuay Campus. The findings revealed that the Interpersonal Skills of School Administrators of WVSU-JC are very clearly evident in their support to the faculty. The school administrator ability to allow teachers high degree of initiative and creativity in their work make them to be more dedicated is very clearly evident in their influence; when it comes to teaching performance students getting help from the teacher heads; the interpersonal skills, administrative influence, and teaching performance are interrelated and interconnected. The enhancement of one will also enhance the other two.*

**Keywords:** Interpersonal relationship, Administrative Performance, Faculty Administrators

### **I. INTRODUCTION**

In today's work-related situation, especially in an organizational system, much of human behaviours are instrumental in effecting change. In other words, the behavior of employees is often instrumental in bringing about a desired outcome. If an outcome is reached, especially if it is a positive one, it is likely that the behavior of the participants is enhanced.

In the study of Asher (1983) the various forms of interpersonal relationships have recognized the importance of interpersonal competence in administrators peer group popularity, faculty success in teaching (Twentyman, Boland, & McFall, 1981), and stakeholder engagement (Gottman, 1979). Recent studies of social support suggest that people who are interpersonally competent are more likely to build and use networks of relationships that provide support in the face of stressful life events (Cohen, Sherrod, & Clark,

1986; Gottlieb, 1985; Hansson, Jones, & Carpenter, 1984; Sarason, Sarason, Hacker, & Basham, 1985). Similarly, chronically lonely people have been judged to be less interpersonally competent than people who are not lonely (Jones, Hobbs, & Hockenbury, 1982; Spitzberg & Canary, 1985).

Administration according to Hornby (2002) is perceived as activity done in order to plan, organize and successfully run a business, school or other institution, a process or act of organizing the way that something is done. Administration according to Edem (2006) involves planning activities which aim at the fulfillment of the goals of a particular organization. It calls for the ability of the administrator to make the right decisions to fulfil the required goals. In educational setting therefore, administration has been extended as a service activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized. Its essence is the enhancement of teaching and learning processes. Consequently, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same vane, Ukeje (1999) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal.

School Administrator constitute dynamic leaders who influence classroom teachers who are their immediate subordinates in the school management system. Okafor (1991) noted that in most of the successes or failures in school administration or other institutions depend largely on the influence of these leaders on their subordinates.

Teaching performance could be described as the duties performed by a teacher or teachers at a particular period in the school stem in achieving organizational goals. It could also be described as the ability to teachers to combine relevant inputs for the enhancement of teaching and learning processes. However, Peretemode (1996) argued that job performance is

determined by the workers' level of participation in the day to day running of the organization.

According to Okunola (1990) performance may be described as "an act of accomplishing or executing a given task". It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999).

Obilade (1999) states that teachers job performance can be described as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (1995) says that it could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Peretemode (1996) adds that job performance is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's performance.

Clarifying the expectations that institutions and departments have for their faculty and that faculty have for their own performance are central to a successful faculty evaluation system (Arreola, 2000; Braskamp and Ory, 1994; Cashin, 1996; Seldin, 1980, 1999a). Expectations for faculty work responsibilities and outcomes are affected by institutional, departmental, disciplinary, and individual faculty priorities. In as much as certain queries are advance to answer as regards these. Hence, this study.

## II. OBJECTIVES OF THE STUDY

The main objective of this study was to find out the Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC. Specifically, the study aimed to determine the interpersonal skills and administrative influence of school administrators of WVSU-JC; to determine the extent of teaching performance among college faculty; and to test the relationship between interpersonal relationship, administrative and teaching performance.

## III. MATERIALS AND METHODS

The survey-correlational method of research was employed in this investigation. According to Fraenkel & Wallen (2003), the major purpose of survey research is to describe the characteristics of a population. In Essence, information is collected from a group of people in order to describe some aspects or characteristics (such as abilities, opinion, attitudes, beliefs, and or knowledge) of the population of which the group is part. In correlation research, sometimes

called associative research, the relationships among two or more variables are studied without any attempt to influence them. In their simplest form, correlational studies investigate the possibility of relationships among the two variables, although in investigations of more than two variables are common. Since the study describes the Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC. The respondents were the 20 purposely selected school directors and coordinators of West Visayas State University-Janiuay Campus. The convenience sampling method was used in the selection of the respondents. Three (3) researcher made questionnaires were utilized to obtain data for the Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC. These data gathering instruments were dully validated by panel of experts. The responses on the data collected were tallied, tabulated and interpreted using the numeric values assigned to the qualitative description used in questionnaires. Means and standard deviations were employed as descriptive statistics; while the Pearson's  $r$  was employed as inferential statistics. The means were used to determine the Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC; Standard deviations were used to determine the homogeneity of the respondent practices observed on the Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC; and the Pearson's  $r$  was used to determine the significance of the relationships between Interpersonal Relationship in Its Influence on Administrative and Teaching Performance among Faculty of WVSU-JC. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses.

In determining the Interpersonal Skills of School Administrators, the following scale was used: Legend: 4.21-5.00: Very Clearly Evident (VCE); 3.41-4.20: Clearly Evident (CE); 2.61-3.40: Evident (E); 1.81-2.60: Less Evident (LE); 1.00-1.80: Not Evident (NE); WM – Weighted Mean; VI-Verbal Interpretation. However, in determining the extent of teaching performance the following scale was used: Legend: 4.21-5.00: Very High Performance (VHP); 3.41-4.20: High Performance (HP); 2.61-3.40: Satisfactory Performance (SP); 1.81-2.60: Moderate Performance (MP); 1.00-1.80: Poor Performance (PP)

#### IV. RESULT AND DISCUSSION

The interpersonal skills of the school administrators of West Visayas State University–Janiuay Campus (WVSU-JC) are the following: Support of the faculty (WM=4.90; SD=.307), first; followed by Orientation with the faculty (WM=4.85; SD=.366), second; Conflict Management with the faculty (WM=4.60; SD=.820), third; Assertion with the faculty (WM=4.45; SD=.825), fourth, and Disclosure with the faculty (WM=4.40; SD=.882) last.

**Table 1.** The Interpersonal Skills of School Administrators of WVSU-JC

Interpersonal Skills	WM	VI	Rank
1. Orientation with the faculty	4.85	VCE	2
2. Assertion with the faculty	4.45	VCE	4
3. Disclosure with the faculty	4.40	VCE	5
4. Support of the faculty	4.90	VCE	1
5. Conflict Management with the faculty	4.60	VCE	3
<b>Composite Mean</b>	<b>4.64</b>	<b>VCE</b>	

When it comes to the level of administrative influence of school administrators of West Visayas State University–Janiuay Campus (WVSU-JC), the top most these are the following: The school administrators' ability to allow teacher's high degree of initiative and creativity in their work makes them to be more dedicated (M=4.95; SD=.223), first; The idea of the school administrator taking the interest and welfare of the teachers into consideration in decision making makes the teachers to feel happy with their job (M=4.90; SD=.307), second; and The ability of the school administrator to encourage interpersonal relationship among the faculties creates positive work environment (M=4.85; SD=.366), third. The bottom these are the following: The school administrator's attitude of keeping his responsibilities as the leader makes teachers to lose interest in their job (M=4.60; SD=.598), eight; Ability of the school administrator to specifically consider the welfare and feelings of teachers may lead to teachers being dissatisfied with their job (M=4.20; SD=.951), nine; The school administrator's attitude of keeping his responsibilities as the leader makes teachers to lose interest in their job (M=4.10; SD=1.075), tenth.

**Table 2.** The level of administrative influence of school administrators of West Visayas State University–Janiuay Campus (WVSU-JC)

Administrative Influence of School Administrator	WM	VI	Rank
1. The free communication style applied by the school administrator in his administration encourages teachers to be part of the Administration.	4.70	VCE	6
2. The idea of the school administrator taking the interest and welfare of the teachers into consideration in decision making makes the teachers to feel happy with their job.	4.90	VCE	2
3. The school administrators' ability to allow teachers high degree of initiative and creativity in their work makes them to be more dedicated	4.95	VCE	1
4. The ability of the school administrator to encourage interpersonal relationship among the faculties creates positive work environment.	4.85	VCE	3
5. The ability of the school administrator to use praise and encouragement as motivational strategies induces better commitment to productivity.	4.75	VCE	4
6. Allowing teachers go about their work the way they want by the school administrator promotes productivity.	4.75	VCE	4
7. School Administrator ability to take necessary decisions affect the faculties satisfaction	4.60	VCE	7
8. The school administrator's attitude of keeping his responsibilities as the leader makes teachers to lose interest in their job.	4.10	VCE	9
9. Ability of the school administrator to specifically consider the welfare and feelings of teachers may lead to teachers being dissatisfied with their job.	4.20	VCE	8
10. Ability of the school administrator to engage in strict supervision of faculties creates undesirable behaviour among the faculty.	3.70	VCE	10
<b>Composite Mean</b>	<b>4.55</b>	<b>VCE</b>	

**Table 3.** The extent of teaching performance among college faculty of WVSU-JC

Teaching Performance	W M	VI	Rank
1. I make class work interesting for my students.	4.70	VHP	4.5
2. My students find the school day interesting.	4.75	VHP	2.5
3. We go back over each lesson when we finish it.	4.40	VHP	8
4. I give students work to do at home.	4.20	HP	10
5. Our discussions are about the subject being studied.	4.65	VHP	6
6. I return students' work quickly.	4.30	VHP	9
7. If my students finish their work before class is over, I give them interesting work.	4.00	HP	11
8. Students finish their work before class is over	4.50	VHP	7
9. Students can get help from me	4.70	VHP	4.5
10. I make my students feel good when they do good work.	4.75	VHP	2.5
11. Students can get help from me.	4.85	VHP	1
<b>Composite Mean</b>	<b>4.53</b>	<b>VHP</b>	

Table 3 shows the extent of teaching performance among college faculty West Visayas State University–Janiuay Campus (WVSU-JC) was rated in descending order: Students can get help from me (WM=4.85; SD=.489), first; I make my students feel good when they do good work (WM=4.75; SD=.550), second; My students find the school day interesting (WM=4.75; SD=.550), third. While the bottom ones are I return students' work quickly (WM=4.30; SD=.656), nine; I give students work to do at home (WM=4.20; SD=.951), tenth; and If my students finish their work before class is over, I give them interesting work (WM=4.00; SD=1.028), eleventh. Table 3 display this.

Table 4 shows the significant relationship exists between interpersonal relationship, administrative and teaching performance. The interpersonal skills and administrative influence are significantly relates; the interpersonal skills and teaching performance are significantly are related; and administrative influence and teaching performance are significantly related.

**Table 4.** Significant relationship would exist between interpersonal relationship, administrative and teaching performance.

Category	N=20	Interpersonal Skills	Administrative Influence of School Administrator	Teaching Performance
Interpersonal Skills	Pearson Correlation	1	.757(**)	.821(**)
	Significance(2-tailed)	.	.000	.000
	N	20	20	20
Administrative Influence of School Administrator	Pearson Correlation	.757(**)	1	.919(**)
	Significance(2-tailed)	.000	.	.000
	N	20	20	20
Teaching Performance	Pearson Correlation	.821(**)	.919(**)	1
	Significance(2-tailed)	.000	.000	.
	N	20	20	20

\*\* Correlation at 0.01(2-tailed):...

## V. CONCLUSION AND RECOMMENDATIONS

The Interpersonal Skills of School Administrators of West Visayas State University–Janiuay Campus (WVSU-JC) are very clearly evident in their support to the faculty. It means that the school administrator is very supportive and motivating to the faculty; The school administrator ability to allow teachers high

degree of initiative and creativity in their work make them to be more dedicated is very clearly evident in their influence; when it comes to teaching performance students getting help from the teacher heads; the interpersonal skills, administrative influence, and teaching performance are interrelated and interconnected. The enhancement of one will also

enhance the other two. It is recommended that the areas that need to be improved be given attention and that interpersonal skills, administrative influence, and teaching performance be maintained if not improved by the respondents.

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