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INTERPERSONAL RELATIONSHIP AND MANAGERIAL COMPETENCE OF SCHOOL HEADS AS PREDICTORS OF JOB SATISFACTION AMONG TEACHERS

Ricky A. Proctan[1], Roel P. Villocino, EdD.[2]
[1]*Teacher- Pamacaun Integrated School*
[2]*Adviser- Assumption College of Nabunturan*

ABSTRACT

This study explored the link between interpersonal relationships, managerial competence, and job satisfaction among one hundred fifty eight teachers selected through purposive random sampling. Using a quantitative-correlational design, it found that strong interpersonal bonds particularly commitment and effective managerial skills especially problem-solving significantly predict higher job satisfaction. Teachers reported high levels of both interpersonal relationships and managerial competence, with communication and supervisor management being key contributors to satisfaction. While most job satisfaction factors scored moderately to high, benefits and rewards showed room for improvement. The findings highlight the need for school leaders to enhance teamwork, leadership skills, and recognition systems, while addressing compensation concerns to support teacher well-being and retention.

KEYWORDS: *Interpersonal Relationships, Managerial Competence, Job Satisfaction, Teacher Well-Being, Educational Leadership, School Management*

INTRODUCTION

The Problem and Its Background

Job satisfaction is vital to teacher well-being and organizational success, influencing productivity, absenteeism, and engagement. Factors like recognition, management support, and growth opportunities contribute to satisfaction, while poor interpersonal relationships and weak managerial competence can lead to dissatisfaction and burnout. These issues are worsened by job insecurity, discrimination, and poor leadership, especially in post-pandemic work environments.

In the Asuncion District of Davao del Norte, teachers report declining motivation due to school heads failing to address staff concerns, impacting job performance. Despite recognition of the importance of interpersonal relationships and leadership skills, many studies focus on these factors separately, lacking a clear framework on how they jointly influence job satisfaction.

This study addresses that gap by examining how interpersonal relationships and managerial competence interact to affect job satisfaction among teachers. With changing work dynamics and growing diversity, understanding these relationships is essential to creating healthier and more supportive educational environments.

Purpose of the Study

Assess Interpersonal Relationships
Examine how school heads interact with teachers whether they show empathy, communicate effectively, build trust, resolve conflicts, and foster a supportive working environment.

Evaluate Managerial Competence
Analyze the ability of school heads to perform administrative and leadership functions such as planning, decision-making, organizing, problem-solving, and supervising school operations.

Measure Teacher Job Satisfaction
Determine the level of satisfaction teachers experience in their work, including aspects like work environment, motivation, recognition, workload, professional growth, and leadership support.

Identify Predictive Relationships
Investigate whether and how the interpersonal and managerial skills of school heads predict or influence teacher job satisfaction. The study likely uses statistical methods (like regression analysis) to find out if there is a significant relationship.

Research Questions

1. Is there a relationship between Interpersonal relationship and job satisfaction of teachers?
2. Is there a relationship between managerial competence of school heads of school heads and job satisfaction of teachers?
3. Is there a relationship between Interpersonal Relationship and Managerial competence of school heads among teachers?
4. Which among the indicators of interpersonal relationship and managerial competence of school heads predicts job satisfaction among teachers?

Methodology

This study used a quantitative-correlational research design to examine the relationship between interpersonal relationships, managerial competence, and job satisfaction among teachers.

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A total of one hundred fifty eight respondents were selected using purposive random sampling, focusing on individuals who could provide relevant insights based on their teaching experience and position in the educational system.

Data were collected using structured questionnaires that measured three main variables:
Interpersonal relationships (e.g., teamwork, trust, and commitment)
Managerial competence (e.g., leadership, problem-solving, and decision-making skills)
Job satisfaction (assessed across work environment, supervision, benefits, recognition, and communication)

Research design
This study utilized a descriptive-correlational method to determine the variables of interpersonal relationships, managerial competence of school heads, and job satisfaction among teacher-employees of one hundred fifty eight schools in the Asuncion district Province of Davao del Norte. The research design aimed to explore the correlation between the demographic profiles of these variables, interpersonal relationships, managerial competence of school heads, and job satisfaction. The research study employed a descriptive survey method, in which the respondents answered questions administered through adapted questionnaires or interviews using four-point Likert scales. After the respondents answered the questions, researchers described their responses (Jackson, 2009). The descriptive method was implemented to outline the nature of the situation as it existed at the time of the study, allowing the researcher to take note of the findings and data gathered.

RESULTS

This chapter presents the data gathered, as well as their analysis and interpretation, based on the responses of the participants in the study. The presentation of findings is organized according to the research questions stated in Chapter I. Statistical tools were employed to analyze the data, and the results are interpreted in the context of the study's objectives. Tables and figures are used to illustrate the findings clearly and concisely, highlighting patterns, relationships, and trends relevant to the independent and dependent variables.

1. Is there a relationship between Interpersonal relationship and job satisfaction of teachers?
Yes, the study found a positive and significant relationship between interpersonal relationships and job satisfaction among teachers.
This means that teachers who experience strong, supportive, and collaborative relationships with colleagues and supervisors tend to report higher levels of job satisfaction. Among the components of interpersonal relationships, commitment was identified as a key factor influencing satisfaction.
In short, better interpersonal relationships contribute to a more positive and fulfilling work environment for teachers.

2. Is there a relationship between managerial competence of school heads of school heads and job satisfaction of teachers?
Yes, the study found a positive and significant relationship between the managerial competence of school heads and the job satisfaction of teachers.

Specifically, school heads who demonstrate strong leadership skills particularly in problem-solving, decision-making, and communication positively influence teachers' job satisfaction. Effective management creates a supportive environment, boosts morale, and helps teachers feel valued and motivated in their roles.

In summary, the more competent the school heads are in managing their schools, the higher the level of job satisfaction reported by teachers.

3. Is there a relationship between Interpersonal Relationship and Managerial competence of school heads among teachers?
Yes, the study found a positive and significant relationship between interpersonal relationships and the managerial competence of school heads as perceived by teachers.

This suggests that school heads who demonstrate strong interpersonal skills such as empathy, trust-building, and effective communication are also viewed as more competent managers. In turn, these qualities help create a more collaborative and supportive work environment.

In essence, good interpersonal relationships often go hand-in-hand with strong leadership, reinforcing each other to enhance overall workplace satisfaction and performance.

4. Which among the indicators of interpersonal relationship and managerial competence of school heads predicts job satisfaction among teachers?

Among the indicators studied, the following were found to be the strongest predictors of job satisfaction among teachers:

From interpersonal relationships**:**
Commitment-Teachers who perceive a strong sense of commitment in their professional relationships feel more supported and valued, which significantly boosts their job satisfaction.

From managerial competence:
Problem solving skills- School heads who effectively handle challenges and make sound decisions contribute positively to a stable and productive work environment, leading to higher teacher satisfaction. These two indicators commitment and problem-solving had the greatest influence on teacher job satisfaction, highlighting the importance of both strong relationships and effective leadership in schools.

SUGGESTIONS

1. Enhance Interpersonal Relationships
   Schools should promote a culture of teamwork, trust, and mutual respect among teachers and administrators. Activities that build collaboration such as team-building workshops, peer mentoring, and

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open forums can strengthen professional relationships and improve job satisfaction.

2. Develop Managerial Competence of School Heads
   School heads should receive regular training in leadership, communication, and especially problem solving skills. Programs focused on emotional intelligence, conflict resolution, and effective decision-making will help school leaders better support their staff.
3. Improve Communication and Responsiveness
   School administrators should establish clear communication channels to ensure that teachers' concerns are heard and addressed. Regular feedback sessions and leadership check-ins can increase transparency and build trust between teachers and school heads.
4. Review Compensation and Recognition Systems
   Since benefits and rewards were rated moderately, schools should review their compensation structures and create more consistent systems for recognizing teacher achievements. Even non-monetary rewards, like public acknowledgment or professional development opportunities, can boost morale.
5. Address Local Workplace Issues
   In areas like the Asuncion District, where teachers reported a lack of support from school heads, targeted interventions should be implemented. This includes appointing mentors, conducting needs assessments, and evaluating leadership performance to ensure school heads are meeting staff expectations.
6. Future Research Recommendations
   Future studies could explore these variables using qualitative methods to gain deeper insights into teachers' experiences. It is also recommended to expand the research across different districts or regions to compare findings and develop more generalized conclusions.

CONCLUSION

This study found that both interpersonal relationships and managerial competence significantly influence teacher job satisfaction. Specifically, commitment in relationships and problem solving **s**kills in leadership were strong predictors of satisfaction. Teachers who experience supportive relationships and effective school leadership feel more valued, motivated, and engaged in their work.

While communication and supervisor management were rated highly, areas like benefits and rewards need improvement. In the Asuncion District, concerns about poor leadership and lack of support highlight the need for better training and responsiveness among school heads.

Overall, strengthening interpersonal skills and leadership competence can lead to more positive work environments, greater teacher satisfaction, and improved school performance.

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