

Influence of Interpersonal Competence to Job Performance of Teachers

Anselma M. Rivamonte*, Ionne A. Avelino, EdD**

*(Graduate School, UM Tagum College

Email: anzylriva@gmail.com)

** (Graduate School, UM Tagum College

Email: ionneavenido@gmail.com)

Abstract:

The goal of this research was to find out which domain of interpersonal competence significantly influences job performance of teachers. The study employed the quantitative, non-experimental design using correlational technique with regression analysis. The respondents were the 420-total population of public elementary teachers of Tagum Central District. Mean, Pearson-r and Regression Analysis were the statistical tools used in this study. Moreover, adapted survey questionnaires were used for interpersonal competence and job performance of teachers. The results showed that the level of interpersonal competence and level of job performance are very high. Further, data showed that there was significant relationship between levels of interpersonal competence and job performance of teachers, and interpersonal competence significantly influence job performance of teachers. Further, the study considers the importance of interpersonal competence in achieving higher job performance of teachers which is very essential in the teaching-learning process. The researcher recommends that teachers need to continuously enhance their interpersonal competence by means of attending capability-building trainings..

Keywords —MAED-Educational Management, interpersonal competence, jobperformance, teaching-learning process, Philippines

I. INTRODUCTION

Problems on teachers' job performance occurred when teachers showed negative work attitude and personal characteristics, no subject mastery, poor teaching methodology, could not maintain a positive classroom environment and have an issue on total mental ability, attitudes, and relations with students [31]. Poor-performing teachers do not produce the desired outcomes, but their poor character might disturb others from their work and undermine staff trust [8]. In Israel, inept instructors account for around 5-10% of the teaching force [33]. Even though this issue occurs in all countries and cultures, school administrators struggle to deal with it.

More so, teachers' job performance is very significant for this is meant to instill confidence among learners while they are still students and throughout their lifetime. It is thus the teachers' responsibility to demonstrate what should be studied, to motivate and challenge students by setting high standards and to critique to motivate them to achieve more, to assist students in overcoming blind spots, and to assess each student's development in terms of valid objectives [12]. Meanwhile, an educator's performance is primarily defined by the learning acquired, being responsible, and inquisitiveness, students' attitudes to such as an opportunity to explore and learn, and the academic work. It is also defined by the teaching domains such as lesson structure and communication, and

learning aspects such as involvement and success; and classroom phenomena such as environment and climate.

Moreover, interpersonal competency helps to the explanation of employees' performance in the workplace. It is an awareness of individual employees' on-the-job actions and attitudes that can help them discover hurdles to employee success and, conversely, help them improve performance. Employees' interpersonal competence determines how well they function at work. Inadequate organizational responses to the development of interpersonal competency can hamper the implementation, resulting in retention and compliance challenges. These work enhancers must be considered in the guidance of the interpersonal collaborations that occur while workers perform their daily tasks [11].

Although, studies on both interpersonal competence and teacher performance were done in various parts of the globe, the researcher has not come across research on the impact of interpersonal competence on the job performance of teachers in the local setting while teachers have been considered as competent in handling the class as they were hired, it was not determined whether how they engage with others affects their teaching performance. It is in this context that the researcher is interested in determining whether interpersonal competence influences the job performance of teachers as this can raise awareness and concern to the intended beneficiaries of this study and possibly develop intervention schemes to improve the teaching-learning process and school administration. Thus, there is an urgent need to conduct this study.

Research Objectives

The primary purpose of the study was to determine which domain of interpersonal competence significantly influences the job performance of teachers. Specifically, it sought to achieve the following objectives:

1. To describe the level of interpersonal competence of teachers in Tagum City Central District in terms of:
 - 1.1 initiation,
 - 1.2 assertion,
 - 1.3 disclosure,
 - 1.4 emotional support, and
 - 1.5 management of interpersonal conflicts;
2. To describe the level of job performance of teachers in Tagum City Central District in terms of:
 - 2.1 stress,
 - 2.2 work environment,
 - 2.3 workload, and
 - 2.4 salary;
3. To find out whether there is any significant relationship between the interpersonal competence of teachers and job performance; and
4. To determine which domain of interpersonal competence significantly influences job performance.

- 1.3 disclosure,
- 1.4 emotional support, and
- 1.5 management of interpersonal conflicts;
2. To describe the level of job performance of teachers in Tagum City Central District in terms of:
 - 2.1 stress,
 - 2.2 work environment,
 - 2.3 workload, and
 - 2.4 salary;
3. To find out whether there is any significant relationship between the interpersonal competence of teachers and job performance; and
4. To determine which domain of interpersonal competence significantly influences job performance.

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

1. There is no significant relationship between the interpersonal competence of teachers and job performance.
2. There is no domain of interpersonal competence that significantly influences job performance.

Review of Related Literature

Theories, opinions, and concepts of various authors to this study are discussed in this chapter to provide a strong frame of references about the variables treated under this study. The independent variable is interpersonal competence with the indicators: initiation, assertion, disclosure, emotional support, and management and administration of interpersonal conflicts [9], while the dependent variable of this study is job performance with the following indicators: stress, working environment, workload, and salary [24].

Interpersonal Competence

Interpersonal competency is a crucial talent for dealing with and caring for individuals on a one-on-one basis. It is necessary to work diligently to build interpersonal competency by following the proper

procedures. Interpersonal competency, like any other human skill, may be enhanced with conscious effort.

Interpersonal communication success typically entails shaping the behavior of others while also combating their shaping activity. Every interpersonal engagement must have a goal to be successful, and every effort must be made to avoid establishing win-lose transactions whenever possible [23].

Similarly, it was stated that interpersonal competence suggests a practical ability and perhaps even an anti-intellectual orientation, which, if given a chance, might displace rigorous intellectual education by a much more limited charm school kind of training. In addition, interpersonal competence may be suspect, particularly among academics, because it implies explicit treatment of personal and ethical issues rather than the impersonal treatment of moral dilemmas [30]

Interpersonal competence, on the other hand, can be defined as the ability to achieve personal goals in social collaboration while maintaining an ideal positive connection with others. Individuals who can carry out initiatives are more likely to attain their objectives. It is essential to have a high level of interpersonal competency, and this necessitates a variety of abilities, including interaction and relationship initiation. [9].

Interpersonal competence, in another idea, can be seen as the capability to choose the most effective means of communication in a particular context. This should be considered the initial step that everyone should take to improve their skills. Individuals with this skill may achieve the goals of any communication in the most effective way for all parties involved. Interpersonal competency has been divided into three aspects by theorists: knowledge, skill, and motivation. Knowledge refers to the ability to recognize which activities are most suited to a particular social setting. In this definition, skill denotes the ability to pick best and carry out conduct that is consistent with things [2]. Motivation comes from a desire to communicate in the most effective way possible.

Assertiveness, on the other hand, is characterized as legitimate and honest communication, as well as

standing up for one's thoughts, ideas, and rights without infringing on the rights of others. Assertiveness is a healthy alternative to maladaptive aggressive, and passive behaviors, in which aggressiveness infringes on other people's rights, and passiveness involves self-denial and abandoning of one's rights [15]. Individuals who master assertiveness skills can minimize the severity of the interpersonal conflict and thereby reduce a source of daily stress. Assertiveness has long been regarded as a requirement for effective leadership in organizations. Highly aggressive individuals are perceived to be more potent than passive employees, and they are more likely to achieve positive instrumental outcomes. Also, they are always moving forward and are willing to put themselves in danger to learn and improve [21].

Moreover, revelation is that the ability to start a relationship, exerting influence, providing emotional support, and resolving disagreements are important skills for the social penetration process [16]. These abilities are referred to as interpersonal competence. The ability to effectively connect with and relate to people, known as interpersonal competency, is critical to the social penetration. Interpersonal communication competence is also significant since it protects against psychosocial disorders and serves as a source of relationship satisfaction and sociability.

Interpersonal competence, on the other hand, is defined as the ability to initiate and maintain healthy relationships, overcome negative experiences in these relationships, receive and provide social support, and derive satisfaction from social relationships [1]. One of the aspects impacting people's interpersonal competency is their ability to handle interpersonal emotions. To express and experience emotions, social processes are necessary [18].

Managing disputes is also discussed as a basic interpersonal competence of effective leadership, as well as related concepts and different sorts of conflict management tactics. When two parties' interests or viewpoints are at odds with one another, a conflict occurs. Conflicts are unavoidable as long as interpersonal interaction is the primary component of organizational life [14], [17].

Job Performance

Teachers' job performance is one of the most essential parts of the organization. A more recent definition of work performance is behavior or activity that is related to the organization's goals and is typically scaled in terms of the level of proficiency (or contribution to goals) represented by a given action or series of activities [20]. They defined job performance as the actions of a private employee that contribute to the organization's definition of success. It puts a greater emphasis on each member of the organization completing their allotted job.

The observable behaviors that people neutralize their jobs that are important to the aims of the organization are referred to as job performance [10]. Organizations are interested in job performance because good productivity is essential [19]. Performance definitions should focus on behaviors rather than outcomes [25]. Concentrating on outcomes may lead to employees looking for the simplest way to achieve the desired results, which is likely to be detrimental to the organization because other critical behaviors will be neglected.

In this regard, citizens have a variety of biological, psychological, and social requirements. When these needs are not met, people become stressed. It has a significant impact on their work performance which can occasionally lead to failure. Aside from these requirements, human existence is full of problems which are likely to cause stress. Teachers' stress levels are positively related to their perception of a lack of control over a potentially dangerous scenario [28].

Similarly, [5] stated that teacher performance is often seen as one of the most demanding professions in many nations. According to studies on teacher stress, most of the pressure is related to the quick rate of change in education. Teaching is typically regarded as a noble profession, with parents placing high expectations on their children's education and, as a result, the development of their personalities. These expectations can be a source of stress as well [28].

In support of this idea, [27] claims that increased in workload and time pressures have a negative influence on teachers that results in increased stress levels. Time demands, challenges connected to class size, inclusive classrooms, implications of a substantial workload on family life, and ramifications of ongoing change, are all everyday stresses associated with workload and hence to teacher stress. For teachers to accomplish their tasks efficiently, the school administration must consider coping with their stress.

Teachers' stress also creates unpleasant negative feelings, including anger, irritation, anxiety, melancholy, and nervousness, which they experience because of certain aspects of their job. More so, teaching is widely seen as a challenging and stressful career, with teachers experiencing stress when the demands of the circumstance surpass their abilities to cope with them. The following indications can be used to identify personal pressure: bodily indicator, sleep indicator, behavioral indicator, emotional indicator, and personal habits [13]. Stress is a state of mind when a person is confronted with both an opportunity and a constraint [29]. Stress symptoms or results are mirrored in the workplace in a variety of ways, according to him. When an employee is under stress, the intended goal appears to be both unknown and vital. Potential stress cannot become actual stress if the outcome of an activity is documented early or if the worker has no incentive to enjoy the fruits of job completion or avoid the consequences of non-accomplishment. Aside from workload, a variety of additional factors influence the strain level of the citizenry.

On the other hand, the working environment, like the concept, can be anything that exists around the employee and has an impact on how he or she performs their job. A good working environment is where people can execute their duties in a perfect, safe, healthy, and luxurious manner. As a result, many studies divide the workplace into two categories: poisonous and conducive. They also felt that the physical environment of a company, particularly its structure and design, might influence employee behavior in the workplace [35]; [4]. On the other hand, workload can also be referred to as

the intensity of job assignments as a component of job performance. For workers, it is a source of mental stress.

Furthermore, the value of employee efficiency is impacted by wages, salaries, rewards, and benefits package, which improve performance outcomes. It boosts productivity, enjoyment, and performance. Also, with regard to employee perceptions of the company's benefit programs, if the compensation is reasonable, employee performance will be good, as will the quality and quantity of labor. Organizational salary has a direct impact on employees' voluntary turnover compared to other organizations. People stay or quit a company for various reasons, including job satisfaction, advancement opportunities, and work environment [26].

Correlations between Measures

Many studies have found a connection between interpersonal skills and job performance. Interpersonal competence is one of the requirements for achieving excellent job performance. Job performance, on the other hand, is a complex topic to study due to the contextual structure of the connected variables and their relationships, which include, but are not within the limit to: job design, layout, motivation, and accomplishments, and high-performance work [7]

Employee performance has been linked to interpersonal competence, which is a significant application of human resource management. Previous relationships appear to be vague and imprecise, and there is a scarcity of research on these connecting topics. Even though the association between interpersonal skills and job happiness has been studied, the literature is silent on the subject. The literature, for example, is mute on the relationship between interpersonal skills and job satisfaction, even though the variables appear to be related [11].

Meanwhile, research reveals that affective factors (such as personal assaults and criticism), bad behavioral intentions, and job search methods all lead to stress, which is the indicator employed in this study. Other research has looked at the links

between specific human resource practices and career development or work-family initiatives, as well as the lack thereof [18]. Other studies have looked at the connections, or lack thereof, between various types of human resource strategies and career development or work-family efforts. Thus, many experts recommend giving an appealing financial rewards and benefits system, job enrichment activities, a career perspective, and training to help retain employees [9], [10].

People could travel back and forth to achieve comprehensive expertise in their interpersonal skills, according to the Existence-Relatedness-Growth (ERG) model. When individuals have mastered the work, they are interested in, they can reach high performance [2]. The explanation of the job performance of a person is aided by their interpersonal skills. Understanding individual employee behaviors and attitudes on the work can help identify and remove impediments to employee performance, just as it can help improve performance. Regardless of their position in the hierarchy, all employees must develop partnerships based on shared values and mutually beneficial methods[6]

People's views and sentiments about work, their job, and their organizations, according to an author[1], influence how they see work. Some thoughts and feelings are fundamental and comprehensive; they are concerned with the environment and the importance of labor rather than specific features of a job or organization. These are more specific ideas and feelings. Additionally, employees' mental and emotional states will influence their work behavior. Employee performance and relational competency are frequently cited as valuable components of the human capital stock in strategy and human resource literature. However, interpersonal competence and employee performance have not been investigated in this context. The focus of this study here is on how interpersonal relational skill is frequently linked to increase employee performance, which is a crucial application of human resource management. There is a lack of study on these intertwined areas, and previous linkages appear vague and shaky [32].

The related literature and studies provide the most needed knowledge and background of the subject under this study, specifically on the relationship of interpersonal competence and performance of teachers and how these variables and their indicators affect one another. The knowledge culled out by renowned authors and scholars will help in the formulation of the theoretical framework, the development of the questionnaire and will support the discussion of the findings of the study.

Theoretical Framework

This study is anchored on Alderfer's (1972) existence-relatedness-growth (ERG) model which postulated that folks could withdraw and forth to develop complete expertise in their interpersonal competence. High performance is often achieved when an individual has achieved high competence of the work they are inclined to. As a support to the above theory, it was contented that interpersonal competence contributes to the reason of the job performance [6]. Job performance refers to how well an individual does his or her job. Understanding individual employee habits and attitudes about work may aid in detecting and removing impediments to employee performance, just as it may aid in improving performance. Employee connections must also be built on shared ideals and interdependent approaches, regardless of their position in the firm.

The five (5) domains of interpersonal competence were identified as follows: (a) initiating interactions and relationships, (b) asserting private rights and displeasure with others, (c) self-disclosure of private information, (d) emotional support of others, and (e) managing interpersonal conflicts that arise in close relationships [9]. This is frequently echoed as claimed that strengthening employees' interpersonal skills is critical not just for human resource management, but also for education [20]. He stressed that employees are increasingly in need of counseling or educational programs to help them improve their interpersonal skills in the workplace. It indicates that schools, colleges, and universities, as well as businesses, must provide a variety of

educational programs to help people improve their interpersonal skills.

Meanwhile, according to the author [24], the variable job performance is influenced by stress, work environment, workload, and remuneration. This is generally backed by Bandura's (1994) Social-Cognitive Theory, which states that people who perceive themselves as competent performers are more likely to take on challenging goals with a higher level of commitment. Strong self-efficacy is associated with a higher goal difficulty, effort expended in achieving defined goals, perseverance, and resilience.

Conceptual Framework

Presented in Figure 1 is that the conceptual framework showing the variables of the study. The experimental variable of this research is interpersonal competence with the subsequent indicators: initiation, assertion, disclosure, emotional support, and management of interpersonal conflicts [9]. Initiation in this study refers to the initiatives that an individual takes to present and gain ideas, information, and new learning. Assertion refers to being honest or telling the reality and standing for one's rights. Disclosure means revealing or confiding a few specific issues without manipulating information. Emotional support refers to helping someone make the proper decision over one's problem. Management of interpersonal conflicts refers to the attitude of being able to admit one's mistakes and having the willingness to go on resolution. The dependent variable is job performance [24] which has the following indicators: stress, working environment, workload, and salary. Stress in this study refers to the feeling of being affected by the situation that involves oneself. This may be caused by the nature of work, changes in one's life, or personal problems that teachers are experiencing. The working environment means the management and how it treats every worker within the workplace. Workload refers to the responsibility, tasks given related to one's job which demands accomplishment, resources, skills and abilities, and output of the job.

Salary means the income, benefits, increments, and other pay that one is receiving from one's career.

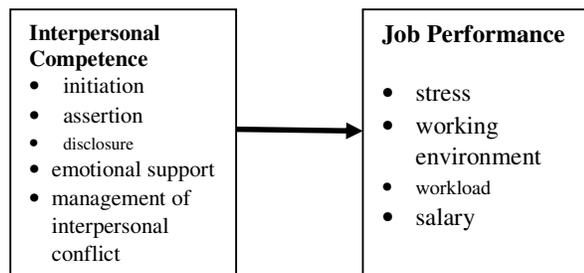


Figure 1. Conceptual Framework of the Study

Significance of the Study

Interpersonal competence is crucial because it allows a person to effectively communicate, handle disputes, perceive and respond to the needs of others, and tactfully persuade others to agree with their point of view. Although it is necessary to have a certain level of knowledge, technical expertise, and skills in most vocations, without interpersonal competency, one may find it challenging to deal with others. That establishes the importance of interpersonal competence.

Indeed, having low interpersonal competence may significantly affect one's job. People struggle and have trouble reaching out and collaborating with others. These struggles can negatively impact one's job performance and one's ability to function as part of the working community. Most occupations nowadays demand you to engage with others, both internally and externally, and your social skills can make or break your career. That is only possible if you have excellent interpersonal skills (Scher, 2013).

Specifically, this research is significant because it assessed the present interpersonal competence and job performance among teachers of Tagum City Central District. The Department of Education (DepEd) may utilize the information as a basis for policy and program planning for primary education institutions, with the goal to boost teachers' interpersonal competency and job performance, as well as administrators' professional growth. As a result, the primary purpose of this study was to determine the impact of interpersonal competence

on teacher job performance. Instructors and students will benefit the most from the findings, as they may improve teachers' performance in areas where students are concerned.

The results of this study will furnish information about the teachers' level of interpersonal competence and job performance. That may help in formulating policies strengthening interpersonal competence for higher teaching performance. It will also serve as a challenge to the administrators to identify and implement training that will capacitate teachers' knowledge of new trends in teaching.

Meanwhile, teachers will be able to enhance their competence and performance by submitting themselves to any enhancement and capacity-building training to increase educational growth, especially in the new trends of teaching. Finally, this study will enable teachers to enhance their capacity in teaching confidently, efficiently and effectively.

Definition of Terms

For clarity and easy understanding among readers, some terms mentioned in the development of this study are operationally defined according to how they are used in this study.

Interpersonal Competence. In this study, it refers to initiation, assertion, disclosure, emotional support, and management of interpersonal conflict.

Job Performance. In this study, it relates to how one reacts to stress, working environment, workload, and salary.

II. METHOD

The research steps and methodologies used in this study are discussed in this chapter. The research design, the research location, the demographic and sample, the research instrument, the data collection processes, the statistical tools employed, and ethical considerations are all included.

Research Design

This study used a quantitative and non-experimental research approach with regression analysis and a causal-effect technique. It used a quantitative research approach in which the researcher used measurement and observation to test hypotheses by gathering data via questionnaires,

which resulted in data analysis (Labare, 2009). This research design is appropriate for the goal of this study in determining the relationship between teachers' interpersonal competency and their job performance.

Furthermore, the factors addressed in this study, such as interpersonal competence and job performance, are examined in their natural circumstances and are neither manipulated nor changed (Belli, 2008). Its causal - effect is used to determine what domains of interpersonal competence best influence the job performance of public elementary school teachers in the Tagum City Division. In general, there are independent and dependent variables in this study. The independent variable's impacts on the dependent variable were observed without changing the independent variable using the causal-effect technique.

Research Locale

This study was conducted in all schools of Tagum City Central District. This covers the entire district in which random sampling was used in identifying and selecting the respondents who are public elementary school teachers. The locale of the study was all public elementary schools of Tagum Central District coded as Central School A, Central School B, Central School C, Central School D, and Central School E, as shown in the map in Figure 2. This study was conducted from January 2020 to October 2020.

Tagum, officially the town of Tagum, or just mentioned as Tagum City, is a first-class city and the capital of the Davao del Norte, Philippines, where these four big schools belong. According to the census conducted in 2015, it has a population of 259,444 people which includes it as one among the top populous component cities in Mindanao. That makes schools increase their school population annually. Due to job and business opportunities of the city, people flock within the town to find a living. Thus, making enrollment in schools grow from time to time. The city is one of the most livable in the Philippines, along with Laoag and Talisay, Cebu. Furthermore, it was a finalist in the Most Child-Friendly City in the Philippines - Component Category.

Population and Sample

The respondents of this study were public elementary school teachers of Tagum Central District. The researcher considered the 420 teacher-population from public elementary schools in



Figure 2. Map of the Philippines highlighting Tagum City in Davao del Norte

determining the 201 respondents. From the diverse experiences of teachers and different teaching performances, they have been identified to give enough information about the current investigation, which is to find out the influence of interpersonal competence on the job performance of teachers.

The researcher utilized stratified random sampling in determining the number of teachers per school. To determine respondents appropriate for the study, the rule of the thumb was followed (Bentler, Yuan, & Eu, 2010) in which the researcher used the correct sample per strata in quota sampling (Changing Minds, 2012).

The inclusion criteria of this study include: the respondent of the survey are teachers at the selected public elementary school within Tagum City Central District, both male, and female, and are permanent teachers. They are the fit respondents for the study and provide helpful information to test the hypotheses of this study. Its exclusion are the parents, students, school heads, and DepEd Officials. Hence, this study focused on

interpersonal competence and job performance of teachers. The respondents can withdraw anytime if they feel threatened with the conduct of the study. The following shows the total teacher-populations and the number of selected samples per school:

Distribution of Respondents

School	Population	Sample
A	64	40
B	117	40
C	142	41
D	49	40
E	48	40
Total	420	201

Research Instrument

A redesigned questionnaire was used as the instrument in the independent and dependent variables of the study. This was used to measure the level of interpersonal competence and job performance of teachers. It was also used to determine the relationship of the variables as well as their influences.

The redesigned questionnaire has two (2) parts. The first part is adapted from Burhmester, Furman, Wittenberg, and Reis (2018) Interpersonal Competence Questionnaire. The survey is composed of 5 indicators with 40 item statements. The downloadable questionnaire was tweaked to fit the educational environment. Experts validated the redesigned questionnaire, and pilot testing was conducted. The following parameter limits were used in the level of interpersonal competence.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that interpersonal competence is very much observed.
3.40 – 4.19	High	This means that interpersonal competence is much observed.
2.60 – 3.39	Moderate	This means that interpersonal competence is moderately observed.
1.80 – 2.59	Low	This means that interpersonal competence is seldom observed.
1.00 – 1.79	Very Low	This means that interpersonal competence is never observed.

The second part of the survey was the Job Performance Questionnaire was adapted from [24], which pertained to the personal perceptions of teachers in dealing with their works. It is originally composed of 40 items that measured four constructs. To contextualize the educational setting, the original questionnaire was updated and reduced. The redesigned questionnaire was evaluated by specialists and pilot tested, much as the first section. The following parameter limits were used in the level of job performance.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that job performance is very much observed.
3.40 – 4.19	High	This means that job performance is much observed.
2.60 – 3.39	Moderate	This means that job performance is sometimes observed
1.80 – 2.59	Low	This means that job performance is seldom observed.
1.00 – 1.79	Very Low	This means that job performance is never observed.

After validation of the experts, an average mean rating of 4.55 or Excellent was achieved. The reliability of the questionnaires was tested through pilot testing and has acquired Cronbach Alpha of .856 or Very Good for job performance and 0.666 or Good for interpersonal competence as articulated[16].

The Cronbach's Alpha is a way to measure how reliable something is. It usually runs from 0 to 1. The coefficient, on the other hand, has no lower limit. The better the internal consistency of the scale's components, the closer Cronbach's alpha coefficient is to 1.0. [16], on the other hand, presented the following guidelines: Cronbach's Alpha >.9 – Outstanding Cronbach's Alpha > .8 – Good; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Questionable; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Unacceptable.

Data Collection

The following were the data collection procedures followed during the conduct of the study:

The researcher secured a permission letter for the conduct of the study from the Dean of the Graduate School as proof that this research was officially acknowledged by the University of Mindanao, Tagum City. This was sent to the Schools Division Superintendent, District Supervisor and School Heads of the schools concerned. The content of the letter asked permission to conduct a study on the influence of interpersonal competence on the job performance of teachers.

Upon the approval of the district supervisor, the Informed Consent Form (ICF) was given to the participants asking them permission to be part of the study. There were teachers and school heads who opted not to participate in the study. Nevertheless, the researcher personally administered the questionnaire to the study participants to ensure 100% retrieval. Then, a Certificate of Appearance was secured from each of the school heads concerned to vouch that the researcher honestly collected the data from the participants of the study. Consequently, the data that were gathered were tallied, analyzed, and interpreted statistically.

Statistical Tools

The following data analysis tools were used in finding and interpreting the data that was gathered.

Mean. A tool was used to determine the level of interpersonal competence and job performance, which addressed the first and second research objectives.

Pearson - r. This statistical tool was used to determine the significance of the relationship between interpersonal competence and job performance as means to answer to the third purpose of the study.

Linear Regression Analysis. This was used to find out what domains of interpersonal competence significantly influence the job performance of teachers.

Ethical Considerations

Some several ethical considerations and issues have repercussions for this quantitative

investigation. Such flaws and concerns may occur primarily because of the study's methodology. The ethical considerations that arose from this investigation were the right to perform this study, as well as secrecy and anonymity [22]. The researcher observed and followed all ethical standards in the conduct of the study, including but not limited to, following the study protocol assessments and standardized criteria, especially in handling the population and data.

Voluntary participation. Teachers from public primary schools were given the option to participate without facing any punishments, penalties, or loss of benefits. As a result, the study's goal and benefits were explained and presented to the participating school, the responders' rights to share and participate in the body of knowledge were then carefully determined and considered and upheld.

Privacy and confidentiality. The respondents' personal and private information that may be necessary for the study was kept confidential and secret by the researcher.

Informed consent process. The research questions were free of technical jargon, making them easier for respondents to understand. It gives respondents a clear image of the benefits they might experience because of completing the study. The Schools Division Superintendent, District Supervisors, and School Head all signed the study questionnaire.

Recruitment. The selection of respondents demonstrated how they were spread. The data collection processes, as well as how the questionnaires were delivered, and the types of respondents involved in the study, were also described in detail.

Risks. The study did not involve high risks of situations that the respondents may experience physical, psychological, or socio-economic concerns. The study involves their field of motivation towards teaching.

Benefits. The study gives teachers and students relevant information to boost and enhance the job performance of teachers and eventually improve their teaching skills. This may help school administrators strengthen their support for teachers.

Plagiarism. There was no hint of misleading of others' work as his research. The study was

subjected to a plagiarism checker, such as Turnitin Software.

Fabrication. There is no trace or proof in the study of deliberate misreading of what was done. There was no falsification of data or results, nor was there any deliberate slanting of conclusions.

Falsification. There was no evidence in the study that the work was intentionally misrepresented to meet theoretical expectations, and there was no proof or evidence of overclaiming or exaggeration.

Conflict of Interest (COI). The study has no conflicts of interest since, as Bloom and Crabtree (2006) pointed out, research should expand the participants' freedom rather than advance the author's career. The need for and importance of the study subject, as well as the interest of the participants, should be considered above everything else.

Deceit. The study has no trace of misleading the respondents to any potential harm to them.

Authorship. The study researcher is a graduate of Bachelor in Elementary Education and currently working on her thesis at the University of Mindanao, Tagum City. Her study was subjected to a succession of content adjustments because of her adviser's suggestions. The study also followed the requirements for ethical consideration set forth by the University of Mindanao Ethics Review Committee. Following their permission, the study undergone pilot testing, and the data has been analyzed to ensure that the research questionnaire was consistent.

III. RESULTS

The data and analysis of conclusions based on the findings of the study are presented in this chapter. The following topics are discussed: interpersonal competence, job performance, the significance of the relationship between interpersonal competence and job performance, and the significant influence of interpersonal competence on job performance.

It has been noted that the standard deviation is ranged from 0.53 to 0.97, which is lesser than the typical standard deviation for a point in Likert Scale. It can point out that the scores obtained from this current investigation are close to the mean, an

indication of a smaller variation of the respondents (Wittink& Bayer, 1994).

Level of Interpersonal Competence

The first objective of this study was to determine the level of interpersonal competence of teachers, and it was identified in terms of initiation, assertion, disclosure, emotional support, and management of interpersonal conflicts. Table 1 illustrates the finding of the study on the level of interpersonal competence. The level of interpersonal competence has a grand mean of 4.49 or very high with a standard deviation of 0.407. This means that the interpersonal competence of teachers is always manifested.

From this finding, assertion has the highest mean score of 4.57 or very high with a standard deviation of 0.446. This was followed by emotional support, which had a mean rating of 4.54 and a standard deviation of 0.487. The indicator management of interpersonal conflicts has a mean rating of 4.52 or very high with a standard deviation of 0.496. Next is initiation, with a mean rating of 4.51 with a standard deviation of 0.484 or very high. The lowest is disclosure, with a mean rating of 4.32 with a standard deviation of 0.651.

Table 1. Level of Interpersonal Competence of Teachers

Indicators	Mean	SD	Descriptive Level
Initiation	4.51	0.484	Very High
Assertion	4.57	0.446	Very High
Disclosure	4.32	0.651	Very High
Emotional Support	4.54	0.487	Very High
Management of Interpersonal Conflicts	4.52	0.496	Very High
Overall	4.49	0.407	Very High

The following item statements contribute to teachers' high level of interpersonal support: having patience and sensitivity in listening to a fellow teacher's venting about outside issues he or she is dealing with, assisting an intimate companion in finding the main cause of a problem he or she is experiencing with, and being an ideal and sensitive listener for a fellow teacher who is in trouble and being able to support him or her.

Contributory to the very high level of interpersonal competence of teachers are the item statements being able to patiently and sensitively listen to a companion who lets off steam about outside problems one is dealing, helping a close companion get the heart of a problem one is experiencing, being a good and sensitive listener for a companion who is upset and able to support him/her, and acknowledging someone for treating one well and for keeping a promise. These imply that teachers give importance on their relationship with others, and they knew how to support others especially those who are emotionally in trouble.

Level of Job Performance

Presented in Table 2 is the number two goal of this study which was to identify the level of job performance, which was measured using a survey questionnaire with the following indicators: stress, working environment, workload, and salary. The computations on the overall level of job performance revealed a grand mean of 4.53 or very high with a standard deviation of 0.403, and this indicates that the item statements stated in the job performance of teachers are manifested all the time.

Table 2. Level of Job Performance of Teachers

Indicators	Mean	SD	Descriptive Level
Stress	4.66	0.386	Very High
Working Environment	4.62	0.450	Very High
Workload	4.59	0.485	Very High
Salary	4.24	0.558	Very High
Overall	4.53	0.403	Very High

Meanwhile, the indicators which attributed to the very high level of the job performance of teachers have mean ratings, which range from 4.44-4.66. The indicators for this variable were arranged from highest to lowest mean ratings, to wit: stress, 4.66 or very high with a standard deviation of 0.386, which means that stress is manifested all the time; working environment 4.62 or very high with a standard deviation of 0.450 which means that teachers displayed work engagement all the time;

workload 4.59 or very high with a standard deviation of 0.485 which means that teachers displayed workload all the time; and salary 4.24 or very high with a standard deviation of 0.558 which means that teachers displayed work salary all the time.

The very high findings of the level of job performance were due to the very high ratings given by the respondents of the item statements: willingness to accept faults, gaining personal accomplishment through work, and putting one's skill and abilities into good use. These item statements have contributed to the very high level of work performance of teachers.

The item statements that contribute the very high level of job performance of teachers are putting ones skills and abilities into good use, being encourage by ones supervisors to do well and rewarded for the quality of ones efforts, knowing ones duties and responsibilities, and willingly accept ones faults. The findings indicate that teachers are very competent and considered experts in their field. They are also responsible, flexible and willing to learn new skills from others.

Significance of the Relationship between Interpersonal Competence and Job Performance

As shown in Table 3, one of the most essential purposes of this study was to determine whether interpersonal competence can significantly relate to the job performance of teachers. The overall r-value on the correlation between the level of interpersonal competence and the level of the job performance of teachers was 0.609 or significant with the probability value of 0.000. There was a significant relationship between the interpersonal competence and job performance of teachers since the p-value is less than 0.05. Hence, the null hypothesis predicted that there is no significant relationship between interpersonal competence and job performance, was rejected. It only proved that interpersonal competence is a factor that contributes to the job performance of teachers.

Table 3. Significance on the Relationship between Interpersonal Competence and Job Performance of Teachers

Interpersonal Competence	R-Value	r-squared	P-Values	Decision
Initiation	0.633*	0.401	0.000	Reject Ho
Assertion	0.649*	0.421	0.000	Reject Ho
Disclosure	0.481*	0.231	0.000	Reject Ho
Emotional Support	0.650*	0.423	0.000	Reject Ho
Management of Interpersonal Conflicts	0.630*	0.397	0.000	Reject Ho
Overall	0.609*	0.375	0.000	Reject Ho

*Significant at 0.05 significance level

When the domains of interpersonal competence were correlated with the overall job performance, data showed that initiation was significantly associated with the job performance of teachers since the results showed an r-value of 0.633 with the probability value of $p < 0.05$ or significant, assertion was significantly correlated with the job performance of teachers since the results revealed an r-value of 0.649 with the probability value of $p < 0.05$ or significant, disclosure was significantly correlated with the job performance of teachers since the results displayed an r-value of 0.481 with the probability value of $p < 0.05$ or significant, emotional support was significantly correlated with the job performance of teachers since the results showed an r-value of 0.423 with the probability value of $p < 0.05$ or significant, and management of interpersonal conflicts was significantly correlated with the job performance of teachers since the results showed an r-value of 0.630 with the probability value of $p < 0.05$ or significant. This only emphasized that all the domains of interpersonal competence are contributory to how teachers perform in their teaching duties.

Linear Regression Analysis on the Influence of Interpersonal Competence on Job Performance

Shown in Table 4 are the regression coefficients to test the significant influence of the overall

interpersonal competence on the job performance of teachers. The data revealed using the linear regression analysis that the overall interpersonal competence significantly influences the job performance of teachers since the influence of interpersonal competence has the F value 61.499 and P-value of 0.000. This means that interpersonal competence significantly influences the job performance of teachers since the probability value is lower than the standard set in this study, which is $p < 0.05$. The R2 value of 0.612 implies that 61.2% of the job performance of teachers was due to the variation in interpersonal competence. The remaining 38.8% is influenced by other factors not covered in this study. The $P < 0.05$ signifies the rejection of the null hypothesis set in the early part of this study.

Specifically, the data revealed that all the domains of interpersonal competence significantly influences job performance of teachers as shown in their: initiation has the beta coefficient of 0.214, which has a probability value of 0.000 less than the alpha value of 0.05 or significant, assertion has the beta coefficient of 0.170, which has a probability value of 0.006 less than the alpha value of 0.05

or significant, disclosure has the beta coefficient of -0.008, which has a probability value of 0.812 or not significant, emotional support has the beta coefficient of 0.223 with a probability value of 0.000 less than the alpha value of 0.05 or significant, and management of interpersonal conflicts has the beta coefficient of 0.193 with a probability value of 0.000 less than the alpha value of 0.05 or significant.

Meanwhile, in its singular capacity, the emotional support domain best influences the job performances of teachers with the highest beta coefficient of 0.233. However, the disclosure showed the acceptance of the null hypothesis which means that disclosure alone cannot influence the job performance of teachers but with the support of other indicators.

Table 4
Linear Regression Analysis of the Interpersonal Competence and Job Performance of Teachers

Interpersonal Competence	B (Unstandardized Coefficients)	SE (Unstandardized Coefficients)	β (Standardized Coefficients)	Sig. (P-Value)	Decision
Constant	0.938	0.210			
Initiation	0.214	0.053	0.258	0.000	Reject Ho
Assertion	0.170	0.061	0.189	0.006	Reject Ho
Disclosure	-0.008	0.036	-0.014	0.812	Not Reject Ho
Emotional Support	0.233	0.053	0.282	0.000	Reject Ho
Management of Interpersonal Conflict	0.193	0.048	0.238	0.000	Reject Ho
Dependent Variable: Job Performance					
R		0.782			
R ²		0.612			
F		61.499			
P		0.000			

IV. DISCUSSION

Presented in this chapter are the discussion, conclusion, and recommendations based on the results of the study.

Level of Interpersonal Competence

The overall level of interpersonal competence is very high, which means that interpersonal competence is very much observed by teachers. This means that teachers are confident in performing their tasks correctly. They are interested and willing to learn new skills from others, acknowledge the ideas of other teachers, and are

sensitive listeners, and serve as companions to others who need help and support. As the claims of teachers presume the ability to handle and relate to other people on a one-to-one basis, and that they communicate well, and that they do not take these talents for granted (23).

Further, these findings agree with the ideas of various authors [5], [30], [9] who consider teachers as goal achievers. Having a high level of interpersonal competence describes them as holders of different skills, which include interaction and relationship initiation, and this empowers them to achieve the goals of teaching in a manner that is best suited for all involved.

Teachers have healthy relationships with others, according to the findings, through the beginning and maintaining interpersonal interactions, overcoming negative occurrences within the collaboration of people, acquiring, and giving social support, and finding satisfaction from social encounters. They can also control interpersonal emotions, which aids them in influencing others. According to the findings, teachers have healthy relationships with others by starting and maintaining interpersonal interactions, overcoming unpleasant issues in these partnerships, accepting, receiving, and providing social support, and obtaining satisfaction and goodness from social groups. They also have mastery over interpersonal emotions, which helps them influence others.

Level of Job Performance

The overall level of the job performance of teachers is very high, which means that the item statements for the job performance of teachers are always observed. This means that teacher-respondents are motivated, encouraged to do well, and satisfied with current salary and benefits packages. In assent with [10, [19], who asserted that job effectiveness is linked to observable behaviors of employees in their positions that are important to the school organization's goals. Teachers say that their job performance was related to the organizations' interests since they place a premium on high outcomes.

In a similar idea, the total finding backs up [25] assertion that teachers should focus on outcomes,

which may drive them to discover the simplest way to attain the intended objectives. The findings are also consistent with the ideas of various authors [35] [4]. They claimed that instructors also demonstrated that they perform their duties in an ideal, secure, healthy, and comfortable manner. They also felt that an organization's physical environment, specifically its structure and architecture, might influence employee behavior and help them achieve higher performance in the long run.

Significance of the Relationship between Interpersonal Competence and Job Performance of Teachers

The correlation between interpersonal competence and job performance of teachers showed a strong significant relationship. This implies that interpersonal competence is correlated with the job performance of teachers. This means that interpersonal competence affects job performance. This could mean that interpersonal competence plays a significant role in achieving higher job performance, as observed by teachers. In the same way, teachers with low interpersonal competence may contribute to the lower performance of teachers [29].

This study's finding backs up [11] findings that interpersonal competency is positively related to increased employee performance, a critical component to consider in managing human resources. The scarcity of information in his research about the links of themes and past connections can be seen to be hazy and vague. Because there is no literature on the relationship between interpersonal relationships and health, a study is not familiar and known on the connection between interpersonal competence and job satisfaction, and still, the variables seem very related.

Furthermore, numerous writers claim [22]; [34], [20] that relational competence and employee performance are valued components of the human capital stock. Many practitioners outline strategies to enhance interpersonal competence and job performance which also include the presence of good and attractive financial gains and rewards and

benefits scheme, job growth, development and enrichment initiatives, career perspective, training and development opportunities, a good and supportive work environment, and endeavors to improve work-life balance.

Many practitioners suggest that providing very attractive financial rewards or incentives and benefits schemes, job growth and enrichment initiatives, career perspective forecasting, training and development opportunities, a supportive work environment, and initiatives to improve work-life balance are all excellent ways to improve interpersonal well-being, competence, and job performance.

Linear Regression Analysis of the Interpersonal Competence and Job Performance of Teachers

A regression analysis was employed to determine the influence of interpersonal competence on the job performance of teachers. Data revealed that the overall interpersonal competence significantly influences the job performance of teachers. This validates Alderfer's (1972) Existence-Relatedness-Growth (ERG) model, which postulated that people could move back and forth to develop complete expertise in their interpersonal competence to achieve high job performance.

It was stated that a person's interpersonal competency plays a role in the explanation of job performance [29]. Understanding individual employee behaviors and attitudes on the work can help identify and remove impediments to employee performance, just as it can help improve performance. All employees, regardless of their rank, have relationships.

Among the five domains of interpersonal competence, four indicators significantly influence job performance, namely: initiation, assertion, emotional support, and management of interpersonal conflict. This implies that teachers have very high job performance if they have very high interpersonal competence. With this, teachers can excellently perform their duties in the workplace if they are highly competent. Specifically, data revealed that initiation, assertion, emotional support, and management of

interpersonal conflicts in their single capacity could significantly influence job performance. However, disclosure can also influence job performance but with the support of other indicators.

This means that interpersonal competence is very important for teachers to achieve higher job performance. The propositions of authors [9][3], which identified five (5) domains of interpersonal competence, such as initiating interactions, collaborations, and relationships, asserting personal enrichment and rights, and having displeasure with others, self-disclosure of one's privacy and personal information, emotional and mental support of others, and administration and management of interpersonal conflicts, have a bearing on the current situation. These interpersonal competencies of teachers are essential in education.

Conclusion

The level of interpersonal competence is very high due to the very high rating given by the respondents to all its indicators, namely: initiation, assertion, disclosure, emotional support, and management of interpersonal conflicts. On the other hand, the overall level of the job performance of teachers is very high. Its indicators reveal that all its indicators showed very high results. This study found out also that interpersonal competence significantly correlated with job performance. In the same way, there is a significant influence of interpersonal competence on job performance. So, in its singular capacity, the domains initiation, assertion, emotional support, and management of interpersonal conflict of interpersonal competence can become an influence of job performance in their distinct capacity. Further, disclosure can also be an influence on job performance but with the help of other indicators.

Likewise, this study has determined the importance of interpersonal competence in achieving higher job performance of teachers, which is essential in the teaching-learning process. Teachers need to have interpersonal competence for them to perform their teaching tasks excellently.

Finally, this present study has confirmed the Existence-Relatedness-Growth (ERG) Model, which postulated that people could move back and

forth to develop complete expertise in their interpersonal competence. High performance can be achieved when an individual has achieved high competence in the work they are inclined to. Interpersonal competency adds to the explanation of job performance, which is regarded as the dependent variable in this study, as a support to the theory described above. Indeed, understanding individual employee behaviors and attitudes on the work can help identify and remove impediments to employee performance, just as it can help improve performance.

Recommendations

The study revealed very high levels of interpersonal competence and job performance of teachers. However, from their indicators, it appears that in interpersonal competence, disclosure has the lowest mean rating, though still very high. Therefore, there is a need for teachers to strengthen their relationships with others for them to find confidence in dealing with issues and concerns. School organizations need to present an open book through a conference or forum among their members for them to be acquainted with the issues and concerns of the organization and for the members to share their part in crafting solutions to any problems that the organization is experiencing. There is still a need for teachers to continue enhancing their competence so that they may be updated on all the latest innovations that are being implemented in the educational system.

At another point, the study found out that the lowest domain of job performance is salary, which means that teachers consider salary as the least-given importance among their concerns in the organization they belong to. This could mean the need of teachers for satisfying compensation for them to perform better as this can serve as motivation for them to do their tasks properly and excellently. The department may need to consider updating the compensation and benefits given to teachers.

There is a significant relationship between interpersonal competence and job performance. Thus, the researcher recommends that teachers need to continuously enhance their interpersonal

competence through attending capability-building training. In the same manner, it is recommended that teachers may find innovative ways to strengthen their interpersonal competence, like maintaining their communication with others, upgrading their work skills, and collaborating with co-workers in pursuing tasks. They may also participate in trainings that will boost their weaknesses. Further, the study may help the students as they may benefit from the teachers' high interpersonal competence as this may improve their job performance.

The result revealed that interpersonal competence significantly influences job performance. The finding underscores in its singular capacity suggests that initiation, assertion, emotional support, and management of interpersonal conflicts significantly influence the job performance of teachers. The researcher, therefore, recommends that the Department of Education formulate programs that may further provide relevant information concerning job performance, which will serve as the basis for making intervention plans and strategies to improve their interpersonal competence. In a way, they can motivate teachers to improve their competence.

Consequently, although the finding of the research shows a significant influence of interpersonal competence on the job performance of teachers, the researchers still recommend that further research regarding the other factors that are associated with interpersonal competence be conducted. Further studies may be performed to validate the results of the present study, and this can be a qualitative one to deepen the study's findings. Also, a quantitative study may be done as well to unitize the current finding of the study.

ACKNOWLEDGMENT

The researcher extends her gratitude wholeheartedly to God Almighty who gave her courage, strength, and good health in the making of this research possible.

Likewise, the researcher would like to extend her sincere thanks to those who have contributed to the finalization of this study.

To her family, Ronie Rivamonte- her husband, Mama Mercedes Mundiz-her mother, Joenell Mundiz and Elmer Mundiz- her brothers, Mercel Mapayo Mundiz-her sister, and to her mother-in-law-Mama Esterlinda Rivamonte, for their unending and untiring support, encouragement, love, and care, and for continuously inspiring the researcher to never surrender in her endeavor.

To the Program Coordinator of Graduate School and her adviser, Dr. Ionne A. Avelino, for providing all the suggestions, comments, and professional assistance in accomplishing this thesis.

To the Thesis Committee, chaired by Dr. Evelyn P. Saludes and panel members: Dr. Rey M. Regidor, Dr. Dan O. Gomez, and Dr. Gina Fe G. Israel for their recommendations, positive suggestions and patience which contributed to the refinement of this study.

The researcher extends her words of gratitude to Prof. Jelly Ann R. Candido, her Statistician, for helping the researcher process the data needed in the study and to Prof. Lady Lou C. Pido, MALT, as my grammarian for proofreading and editing my research paper. To the external validators: Christe S. Lancian, Geraldine B. Canlas, Jacqueline R. Manguilimotan, and Josie Carmen H. Montellano for sharing their expertise without hesitations for the researcher to come up with the validated instruments.

To Dr. Josephine L. Fadul, the Schools Division Superintendent of Tagum City, for the approval to conduct this study and to Ma'am Arlene C. Pamitalan and the entire Laureta Elementary School family for allowing the researcher to conduct her study.

To the Graduate School Staff, Sir Ken Clyde Longos and Ma'am Charvi Cearean Deguilmo for assisting the researcher in the completion of the refinement cycles of the manuscript.

To her MAED kasangga, Joann Onlos, Marie Cris Macalan, Nerlyn Aquino, Eva De Asis, Shiela Diez, Karen May Baria and Vicente Demandante Jr. as well as her Grade Four Fantastic team mates: Cristy A. Icoy, Madgelyn C. Ragos, Lea L. Parilla, Joyce Mae F. Galleon, Jennifer D. Cababat, Elbert Anthony Michael C. Hermosa and Marcenito V. Pableo and to Eric Silandote for the

technical assistance and everyone who in one way or another have contributed to the success and achievements of the researchers' endeavor, her loving gratitude is hereby extended.

AMR

REFERENCES

- [1]Abdurrahman, H. (2018). The effect of interpersonal communication skills and work motivation on the performance of marketing employees. Retrieved from <https://www.sciencepubco.com/index.php/ijet/article/view/13314>.
- [2]Alderfer, C. P. (1972). Existence, relatedness, and growth: Human needs in organizational settings. New York: Academic Press.
- [3]Arroyo, A. & Harwood, J. (2010). Communication competence mediates the link between shyness and relational quality. Retrieved from <https://www.semanticscholar.org/paper/Communication-competence-mediates-the-link-between-Arroyo-Harwood/1dda2de00c04ef6cbce294b4d0c061d695cd7633>.
- [4]Assaf, A. M. & Alswalha, A. (2013). Environmental impacts of working conditions in paint factories workers in the Hashemite Kingdom of Jordan. *European Scientific Journal*, 9 (8).
- [5]Barnes, S., Agogo, J., & Coombs, S. (2008). Communication visions: An exploration of the role of delivery in the creation of leader charisma. *Management Communication Quarterly*, 6, 405–427. Google Scholar | SAGE Journals.
- [6]Bond, E. E. (2004) Reputational Effectiveness in Cross-Functional Working Relationships. *The Journal of Product Innovation*, 21, 44-60.
- [7]Boxall, P. & Macky, K. (2009). Research and theory on high-performance work systems: progressing the high-involvement stream. *Human Resource Management Journal*, Vol. 19, No. 1, pp.3-23.
- [8]Brendan, P. M. (2005). Teachers' perceptions of professional incompetence and barriers to the dismissal process. *Journal of Personnel Evaluation in Education*, 18, 309–325. doi:10.1007/s11092-007-9026-7.
- [9]Buhrmester, D., Furman, W., Wittenberg, M. T., & Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. *Journal of Personality and Social Psychology*, 55(6), 991–1008. doi:10.1037/0022-3514.55.6.991.
- [10]Campbell, J., McHenry, J. & Wise, L. (2010). Modeling job performance in a population of jobs. *Personnel Psychology* 43(2):313 – 575. DOI: 10.1111/j.1744-6570.1990.tb01561.x.
- [11]Carter, L. (2015). Relational competence, internal market orientation, and employee performance. *The Marketing Review*, London, UK: Westburn Publishers, Vol. 7, No.4, 385-400
- [12]Chamundeswari, S. (2013). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research in Business and Social Sciences*. Vol. 3, No. 5 ISSN: 2222-6990
- [13]Counseling Team International (2010). Wellness in the workplace. Retrieved from <https://thecounselingteam.com/training-courses/wellness-in-the-workplace-and-at-leisure/>.
- [14]Darling, J. R. & Walker, W. E. (2011). Effective conflict management: use of the behavioral style model. *Leadership and Organizational Development Journal*, 22(5), 230-242.
- [15]Delamater, R. J. & McNamara, J. R. (2016). The social impact of assertiveness research findings and clinical implications. *Behavior Modification Journal* (19) 86;10:139–58.
- [16]Górska, M. (2011). Psychometric properties of the Polish version of the Interpersonal Competence Questionnaire (ICQ-R). *European Journal of Psychological Assessment*, 27(3), 186–192. Retrieved from <https://doi.org/10.1027/1015-5759/a000066>.
- [17]Heller, B., Drenkard, K., Esposito-Herr, M., Romano, C., Tom, S., Valentine, N. (2014). Educating for leadership roles. *The Journal of Continuing Education in Nursing* 35(5):203-10; 232-3
- [18]Hofmann, S. G. (2014). Interpersonal emotion regulation model of mood and anxiety disorders. *Cognitive Therapy and Research*, 38, 483–492. <https://doi.org/10.1007/s10608-014-9620-1>

- [19] Hunter, J. E. & Hunter, R.F. (2014). Validity and utility of alternative predictors of job performance. *Psychological Bulletin*, 96: 72-98.
- [20] Jelouder, S. & Goodarzi, F. (2015) Predicting Teachers' Locus of Control and Job performance among MA and BA Teachers Senior Secondary Schools. *International Journal of Humanities and Social Science* Vol. 2 No. 12 (23-57)
- [21] Judge, T., Bono, J., Iles, R., & Gerhardt, M. (2012). Personality and Leadership: A Qualitative and Quantitative Review. *Journal of Applied Psychology* (87), 4, 765–7800021-9010/02. DOI: 10.1037//0021-9010.87.4.765.
- [22] Leigh, I. & Mead, M. (2015). The competency movement within psychology: An historical perspective. *Professional Psychology: Research and Practice*, 38(5), 17–34.
- [23] McConnell, C. R. (2018). Interpersonal Competence in the Management of People. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/30234641>.
- [24] Munisamy, S. (2013). Identifying factors that influence job performance amongst employees in oil palm plantation. New York: Van Nostrand Reinhold Co.Inc.
- [25] Murphy, N. (2009). Intelligence and interpersonal sensitivity: A meta-analysis. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0160289610001285>.
- [26] Nagaraju, B. (2017). A Study on Relationship Between Employee Performance with High-Performance HR System in Automobile Industry of Nagpur. *Journal of Management*, 4(2), 2017, 74–80.
- [27] Pickering, C. K. (2008). Crossing Spatial and Temporal Boundaries in Globally Distributed Projects: A Relational Model of Coordination Delay. *Information Systems Research* (20:3), 420-439.
- [28] Ravichandran, R., & Rajendran, R. (2007). Perceived sources of stress among the teachers. *Journal of the Indian Academy of Applied Psychology*, 33, 133-136.
- [29] Sahin, L. & Gizir, R. (2014). Developing Narratives as a Pedagogical Approach to Fostering Professional Interpersonal Competences, *Studies in Educational Evaluation*, 39, 232-239.
- [29] Shah, S. (2011). Workload and Performance of Employees. *Interdisciplinary Journal of Contemporary Research in Business*. Institute of Interdisciplinary Business Research Journal, (3) (5) 256-345.
- [30] Tobert, W. (2015). Interpersonal Competence. Retrieved from <http://hdl.handle.2345/4261>.
- [31] Usop, A., Askander, K., Kadlong, L., & Usop, A. (2013). Work Performance and Job Satisfaction among Teachers. *International Journal of Humanities and Social Science* Vol. 3 No. 5; (234-287). Retrieved from www.ijhssnet.com
- [32] Wittink, D. R., & Bayer, L. R. (1994). The measurement imperative. *Marketing Research*, 6(4), 14.
- [33] Yariv, E. (2015). Deterioration in Teachers' Performance: Causes and Some Remedies. *World Journal of Education* Vol. 1, No. 1, (89-123)
- [34] Yariv, E. and Coleman, M. (2005). Managing challenging teachers. *International Journal of Educational Management*, 19, pp.330-336. doi:10.1108/0951340510599653, <http://dx.doi.org/10.1108/0951340510599653>
- [35] Yusuf, N. & Metiboba, S. (2012). Work environment and job attitudes among employees in Nigerian organization. *Journal of Sustainable Society*, 1 (20), 36-43.