



## Working Relationship Practices Between Administrators and Teachers: Effects on Teachers' Job Performance

**Neivalyn B. Labenio**

*Benguet State University-Buguias Campus*

*Author email address: [neivablabenio14@gmail.com](mailto:neivablabenio14@gmail.com)*

### Abstract

The study determined the degree of working relation practices between administrators and teachers in public high schools in Buguias, Benguet, and its effects on teachers' job performance as perceived by teachers. The study used descriptive and correlative research methods. Findings revealed that the degree of working relation practices between administrators and teachers in public high schools in Buguias is always evident as indicated in their work and time management. Furthermore, a satisfactory principal-teacher working relationship is the foremost working relationship practice that always contributes to the performance of teachers. The findings also showed that the most effective leadership style of administrators that contributes to the working relationship practices with teachers is ethical behavior. Moreover, the results illustrate that the perceived extent of the effect of the leadership styles of administrators on the working relationship practices between administrators and teachers came out to be very effective.

### KEYWORDS

Administrators  
Teachers  
Working relationship practices  
Job performance

### Introduction

A harmonious working relationship is very much needed in the academic workplace since this determines the productivity, efficiency, and effectiveness of administrators and teachers in their job performances. It is very important that administrators be aware of the factors and situations that can influence the degree of working relation and the extent to which the factors may cause problems. Tiwari (2013) emphasized that effective employer-employee relations are geared toward stimulating motivation, commitment, and trust in the employees. It also creates an organizational climate that ensures the fully maximized of the potential of the employees for the optimum realization of the goals of the organization.

Employees, even in small ways, who are given due recognition, rewards, and benefits, have the feeling of belongingness or importance in an organization. With that, they are more motivated and engaged to perform well their duties and responsibilities, hence, the organization attains its vision, mission, goals, and objectives. This is supported by Aydin et al. (2013) who argued that the survival of an organization in developing and transforming the world, to reach its goals and objectives, is closely related to the quality of its human resources. The individual in an organization needs to be happy and appreciated. Meeting these expectations allow people to contribute to the organization in a positive way as well as to feel satisfied by the organization. High efficiency and organizational objectives are achieved when employees are highly motivated. Organizational

efficiency is possible on the condition of teachers' job satisfaction and their willingness to act in accordance with the organizational purposes. The level of individual job satisfaction may affect their physical and mental health, the working environment, and ultimately social and economic development.

Furthermore, the success of the organization depends on how well the teacher and administrator work together. Administrators cannot achieve their goals alone but through their teachers. Therefore, administrators need to develop smooth working relationships with the teachers and vice versa. Schreiner (2009) pointed out that effective management of employer-employee relations is vital to organizational success as healthy relationships can bring about employee engagement and even enhanced employee performance. Moreover, Halsal (2014) suggested several points to consider in promoting good working relationships and these are mutual respect, mutual reliance, support or nurturing, gratitude and appreciation, open communication, and consistent feedback. Further, Brien (2014) emphasized the importance of maintaining good relationships as the key to the ultimate success of an organization. He pointed out the benefits of good employer-employee relationships such as increased productivity, employee loyalty, and conflict reduction.

Harmonious working practices are many times said to be influenced by the leadership behavior of the administrator in an organized group toward accomplishing its goals. The ability to motivate others is believed to be one of the most important qualities of a good leader. Furthermore, administrators vary in their motivation to manage, just as in their need to influence. Bargau (2015), the type or style of leading in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization.

Furthermore, consultation of the Parents Teachers and Community Association for school improvement greatly affects the working relation practices of administrators and teachers. Parent cooperatives usually provide opportunities to participate in the life of the school – from defining the philosophy and practices to contributing to the care and maintenance of the facility. The belief is

that parents know what they want for themselves and their children and therefore should be involved in the school. Many of today's charter schools work form the parents cooperative model, with parents involved in the initial philosophy and design of the school and in its organization and management. In effective schools, good principals somehow find time to develop a vision of what that school should be and to share that vision with all members of the educational community (Gestwicki, 2016).

This study explored the working relationship between administrators and teachers in the public high schools in Buguias. Specifically, it answered the following questions: 1) What is the degree of working relationship practices between administrators and teachers?; 2) What is the extent of contribution of the observable effects of the working relationship practices on the performance of teachers?; 3) What is the extent of the effect of the contributory factors manifested that affect working relationship practices between administrators and teachers?; and 4) What is the degree of seriousness of the problems encountered with the working relationship practices of administrators and teachers?

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## Methodology

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The study was conducted in the public secondary schools found in Buguias, Benguet. These are Bangao National High School, Bot-oan National High School, Buguias Central National High School, Loo National High School, and Sinipsip National High School with a total number of teacher-population of 17, 12, 22, 45, and 16, respectively. Using a simple random technique, ten teacher-respondents from each public high school were chosen regardless of their educational attainment, position, academic rank, age, gender, and years of service in their respective institution.

A survey questionnaire was used in collecting the information needed in this study. The questionnaire was composed of four parts. The first part deals with the working relationship practices; second part, the contributory effects of harmonious work relations practices on the performance of teachers; third part, the factors which affect working relationship practices between administrators and teachers; and fourth,



the problems encountered with the working relationship practices between the administrator and teachers that hinder quality performance in discharging duties. The research instrument adopted the questionnaire used in the study conducted by Domerez in 2005.

### Treatment of Data

The data were gathered, grouped, and tabulated according to the objectives of the study for statistical analysis. Weighted mean was used to determine the degree of working relationship practices, effects of harmonious working relationship practices, extent of effect of the contributory factors to the working relationship practices, and problems encountered that hinder quality performance in discharging duties. The various contributory factors analyzed are leadership styles of administrators, teachers' personalities, and out-of-school factors. If the factors are favorable the working relationship is positive and smooth, thus, teachers become productive in performing their roles or jobs.

## Results and Discussion

### Degree of Working Relationship Practices that Exist Between Administrators and Teachers

The degree of working relationship practices that exist between administrators and teachers in the public high schools in Buguias, Benguet as perceived by teachers ranges from moderately evident to always evident (Table 1). Results revealed that work and time management with a mean of 3.39 ranks first. The findings show that teachers give much importance to work and time management as these factors greatly contribute to better productivity. It is further associated with the common adage that "time is gold." Time is the only thing that cannot be changed by a person whatever position he or she holds. One of the school administrators affirmed this by saying that time management is really a big contributory factor in determining the quality of output in one's job. This is supported by Cyril (2014) who argued that no one can stop time, can slow it down, or can speed it up. One cannot get back the time lost and nothing can be substituted for time. Also, in an organization

time is the main resource that cannot be changed, controlled, obtained, or put away. The key to making progress in life is efficiently dealing with this asset. The way to achievement in public activity goes through powerful and productive work which is conceivable by managing time appropriately (Ahmad et al., 2019). Moreover, Al-Jeraisy (2008) discussed that those who care for their time are the ones who make great achievements in their personal and professional lives, and those who do not care for achievements are the ones who consider time to be of little value.

Interpersonal skills with a mean of 3.37 ranked second. The finding implies that administrators and teachers have well-developed social skills which they integrate into their daily lives in order to attain a harmonious working relationship. Interpersonal skills consist of various social skills and competence, face-to-face communication, human relational skills, and soft skills help individuals perform better than those who lack them (Klein, 2016). It is a crucial factor in an organization because it makes an individual understand and manage oneself to maintain a friendly working environment. It can lead also to

**Table 1**

*Degree of Working Relationship Practices that Exist Between Administrators and Teachers*

Working relationship practices	Mean	D.E.	Rank
Work and time management	3.39	AE	1
Interpersonal Skills	3.37	AE	2
Positive Working Relationship	3.36	AE	3
Administrators' competence in executing administrative and supervisory roles	3.22	AE	4
Grand mean	3.31	AE	

*Legend*

3.25 – 4.00	<i>Always Evident (AE)</i>
2.50 – 3.24	<i>Moderately Evident (ME)</i>
1.75 – 2.49	<i>Seldom Evident (SE)</i>
1.00 – 1.74	<i>Not Evident (NE)</i>



workers to become productive because of their ability to positively interact with other people. According to one school administrator, it is really very important that interpersonal skills be radiated by administrators to the subordinates in order to create an atmosphere of no threats. This will lead employees to perform their described jobs with confidence. This result is corroborated by Patricia (2015) who stated that the performance of members of any organization depends on the ability to effectively interact with their superiors, subordinates, and co-workers within the organization. Reich and Hershcovis (2011) specifically discussed that positive interpersonal relationships in the workplace are an inescapable reality for all those working in the context of an organization as it is associated with better individual and work-related outcomes.

The study also revealed that positive relationship with a mean of 3.36 is practiced by the administrators and teachers. Administrators and teachers regardless of position are naturally social creatures who seek camaraderie. When camaraderie is well-developed, it leads to a more comfortable working environment which can result to a high morale among employees. Also, more than half of people's lives are spent at work and so it is proper that good working relationships be established to make job performance enjoyable and productive. One school administrator mentioned that the presence of a positive working relationship is the result of having a good leadership style, such as being competent in executing duties and responsibilities. Easterlin and Shaaban (2012) discussed that social relationships and contacts are important parts of people's lives. People are primarily social beings who seek physical contact with other people as well as strong emotional ties.

Positive working relationships influence people in many ways which foster holistic development towards work productivity. Holt-Lunstad and Smith (2012) mentioned that multitude of research findings highlight the fact that social relationships are closely tied to longevity, physical health, professional success and wellbeing. People who are more socially active and experience more supportive and empowering relationships have better physical health through social networks, better mental health, higher rates of subjective happiness, and lower rates of disease and mortality rates (Uchino et al., 2016; Fowler & Christakis, 2009).

Furthermore, administrators are obliged to find ways on how to build positive working relationship as it is required of them to employ good leadership styles. The findings in the study of Venkataramani et al. (2013), suggest that employees who are satisfied with the overall quality of their workplace relationship are more attached to the organization. Managers who encourage informal interactions among their employees through social gatherings or get-togethers can foster the development of more positive ties and thereby influence employees' satisfaction.

The working relationship practice that has the lowest mean is the administrators' competence in executing administrative and supervisory roles. According to one administrator, this result might be due to some incompetence observed by the subordinates against their administrators. Nonetheless, the finding denotes that teachers feel least the dominant roles of administrators in their job performance. It suggests then the need to strengthen the administrators' competence to be more effective in carrying out their duties and responsibilities for the overall functioning of the organization and to successfully achieve the goals of the organization. The most significant quality of the organizations which could achieve sustainable improvement were administrated by the managers who had leadership qualities (Collins, 2001 as cited by Ozdemir et al., 2015). These leaders hold the quality of modesty in the context of personality and of ambition in the context of profession. Moreover, Bergstrom (2012) corroborated that effective organization leaders possess but not limited significant competencies like managing changes in successful ways, promoting employees' professional improvement, sustaining the organizational effectiveness and leading the organization to take more advantageous place in a competitive environment by increasing the organizational capacity.

The key to delivering performance for every organization is leadership. This can be explained by "the better leadership-the better performance" (Green & Olsson, 2006). Williamson (2011) also argued that principals play a central role in setting direction for their schools like articulating a shared purpose and vision and aligning school programs and resources to achieve that vision. In short, effective schools have effective principals. When effective leadership is present in schools, students are more likely to achieve.



### Extent of Contribution of the Perceived Effects of Working Relationship Practices on Teachers' Performance

Table 2 shows the extent of contribution of the perceived effects of the working relationships practices on the performance of teachers. First in rank are principal-teacher working relationships are satisfactory and quality performance is manifested with a mean of 3.37. The finding conveys that satisfactory working relationship create a working environment that is focused on morale development, personal, productivity and success of the whole organization. It is very essential that working relationships are smooth in order to drive engagement and satisfaction among the employees that leads to the attainment of the goals and objectives of the organization. With good working relationship, workers are at ease, have a fulfilling and happy feeling of performing own job and are more confident in sharing their thoughts. The school administrators asserted that positive working relationship must be satisfactory because how effective the administrator is eventually affects the working relationship with teachers. They mentioned that school heads should satisfy the needs of their subordinates in order to develop a satisfying working relationship since they are the ones working for the institution. This is supported by many studies which confirm that supervisors' support and productivity has high and positive correlation (El-said et al., 2014; Price, 2012 as cited by Gray, 2013). Which came out that coworkers' support, supervisors' support, and managers' support and a productive environment have a high and positive correlation.

The teacher-respondents also perceived that the manifestation of quality performance as an effect of their working relationship practices always contributes to their job performance. According to the administrators, the result is real because quality performance is manifested only when working relationship is manifested in the workplace. The finding infers that teachers must be well equipped in their own field considering that they are the most important factor for the success of the educational sector. Teachers play a vital role in ensuring education delivery. They are best known for the role of educating students in their care. Students' achievements are greatly related to how teachers perform their jobs.

**Table 2**

*Extent of the Contribution of the Perceived Effects of Working Relationship Practices on the Performance of Teachers*

Effect of working relationship practices	Mean	D.E.	Rank
Principal-teacher working relationships are satisfactory	3.37	AC	1.5
Quality performance is manifested	3.37	AC	1.5
Faculty satisfaction is reflected in their enthusiastic attitude	3.33	AC	3
Enhanced school reputation	3.24	MC	4
Grand mean	3.32	AC	

*Legend:*

3.25 – 4.00	Always Contribute (AC)
2.50 – 3.24	Most of the time Contribute (MC)
1.75 – 2.49	Seldom Contribute (SC)
1.00 – 1.74	Does not Contribute (DC)

On the contrary, Kirkpatrick (2002) as cited by Alvarez (2008) affirms that despite the interest in teacher quality and the relationship between specific teacher characteristics and student achievement, it is not clear how these variables are related to one another or how they collectively impact student achievement. In effect, variables such as formal education background, content knowledge, teaching practices, and teaching experiences have been widely studied, but more evidence is needed to establish the relationship among these variables and student achievement.

The results show that teachers' job satisfaction is reflected in their enthusiastic attitude with a mean of 3.33. It implies that when fairly treated, teachers will like their job, hence, perform well to meet a higher level of job satisfaction which in turn will improve their morale. A teacher with high morale will feel committed and motivated to work harder to achieve their goals and the goals of the organization. An enthusiastic attitude is an indication that teachers are satisfied with their job when their goals are met. The result is agreed by one school administrator who stated that based on observation and experience, enthusiastic attitude



is seen in teachers' job performance, hence, the need to establish a harmonious working relationship with teachers. Many studies corroborate that attitude can influence a person's performance positively or negatively (Omolara & Adebukola, 2015; Ahmad et al., 2013; Hooda, 2017). The relevance of enthusiasm is very crucial to the long-term growth of any educational system around the world.

Another effect of good working relationship between administrators and teachers is enhanced school reputation with a mean of 3.24. A smooth working relationship is observed in how the whole school system performs. One aspect of determining a good reputation is the interaction between the school and the stakeholders or community. This finding is supported by one administrator who mentioned that subordinates well-supported by school heads in their work needs become good or even excellent teachers who will eventually contribute to the reputation of the whole institution. Cohen (2007) as cited by Wong (2016) discussed that a good school reputation can alleviate students' uncertainty about institutional performances, strengthen competitive advantages, contribute to public confidence, and create value by maximizing an institution's ability to receive a premium for services provided. The greater the ability to provide a good quality educational service and achieve stakeholder satisfaction, the higher the recruitment rate, reputation, and ranking the education enjoys. Aksu and Orcan (2015) mentioned that the school's reputation is a really important factor that define student's satisfaction and loyalty. School reputation is strongly connected with school satisfaction. Also, in order to achieve organizational goals, the reputation of the organization need to be well-identified then all the necessary information about it must be collected carefully and shared with anybody who needs it (Sagir et al., 2014).

#### **Extent of the Effect of Leadership Styles of Administrators as a Contributory Factor to the Working Relationship Practices of Administrators and Teachers**

Table 3 shows the extent of the effect of the leadership styles of administrators on the working relationship practices of administrators and teachers as perceived by the respondents. Based on the weighted mean, ethical behavior ranks first with a mean of 3.46. This result suggests that

the leadership styles of administrators have the most effect on the working relationship practices of administrators and teachers. High quality working relationships will be attained if leaders are more ethical in their behavior. It is believed that working relationship and job performance are highly affected by the persuading ability of the leader that others would willingly behave to achieve a common goal. The administrators confirmed that ethical behavior should really come first because a leader should be a model to the subordinates. If a leader executes ethical behavior, then these traits or personalities are innate already, hence, more effective leadership. This is observed when the leader practices ethical leadership style, Malik et al. (2016) corroborate that ethical leadership is typified as participative where the leader shares their authority with employees. It is thus believed that an ethical leader inspires of their employees which in return will improve employee performance. Obicci (2015) found that in Uganda, ethical leadership and the level of performance of employees have a positive and very strong relationship. This finding indicates that promotion of the factors of ethical leadership in organizational management has a high chance of improving the performance levels of employees. In many organizations, the critical issue is not the effect of practicing ethical leadership on the firm's value but its employees. Unethical leadership might negatively affect employee job satisfaction and performance. An organization's leadership is considered a major

**Table 3**

*Extent of Effect of Leadership Styles of Administrators as a Contributory Factor to the Working Relationship Practices of Administrators and Teachers*

Leadership styles of administrators	Mean	D.E.	Rank
Ethical behaviors	3.46	VE	1
Leader effectiveness	3.29	VE	2
Trait and personality of leaders	3.28	VE	3
Grand mean	3.34	VE	

Legend:

3.25 – 4.00	Very Effective (VE)
2.50 – 3.24	Moderately Effective (ME)
1.75 – 2.49	Slightly Effective (SE)
1.00 – 1.74	Not at all Effective (NE)



factor that has an undeniable influence on employee performance in any kind of organization. This statement is corroborated by Jordan et al. (2013) who mentioned that ethical behaviors were found to be widely demonstrated in workplaces that have ethical leaders. The leaders show exceptional positive behaviors which their follower regard as normatively appropriate. The followers view their leaders as righteous and reliable role models since they behave in ways that are perceived as honest, trustworthy, fair, and caring. Moreover, a leader should display the highest moral standards and ethical conduct in their everyday talk, actions, decisions, and behaviors thereby setting a good example for their subordinates to follow (Toor & Ofori, 2009 as cited by Lu et al., 2014).

Leader effectiveness with a mean of 3.29 described as very effective was ranked second among the factors affecting working relationships of administrators and teachers. The result is affirmed by one school head who mentioned that a leader who incorporates ethical behaviors in their leadership will eventually be an effective leader allowing subordinates to perform well in their jobs. The finding denotes that effective leadership is one of the most important aspects of the overall method for an organization in order to sustain the delivery of quality service despite the countless issues and challenges faced. Leaders to be called as effective must set positive goals and objectives while directing the organization towards those goals through effective strategies. This is supported by Hao and Yazdanifard (2015) who discussed that effective leadership will enable skilled leaders to lead their employees into the correct direction, in accordance to the organization's vision and mission, which will surely make the organization's performance increase and be able to sustain the organization in the current complex environment. Moreover, effective leaders create situations that are best for the organization through the use of skills and processes (Madanchian et al., 2017).

Various research also show that effective leadership is essential in schools. When schools have effective principals they are far more likely to be effective and to positively impact student achievement. Notar et al. (2008) argued that every school board, superintendent, principal, teacher, parent, and student deserves nothing less than

highly effective leaders who embrace and accept accountability for their performance in creating a better future and effectively addressing the present issues and challenges vital to attaining that future.

Trait and personality of leaders was rated very effective with a mean of 3.28 as a factor contributing to the working relationship practices of administrators and teachers. One school head said that the personality of a leader always affects leadership style because it is where the attitude relies. As a leader, it is proper to know how to manage negative attitudes since behavior directly affects leadership. Further, people in the workplace come from different backgrounds and have different attitudes, values and norms. These differences result in different personalities that determine their actions and behaviors and affect the leader-follower interaction. In this situation, leaders' personality traits are expected to influence personal values and attitudes (Ghani et al., 2016). Employees are not satisfied with their leaders and are not motivated. Anwar et al. (2017) affirmed that a leader's personality considerably influences the behavior of employees and is perhaps one of the most important predictors of their job performance.

#### **Extent of Effect of Teachers' Personality as a Contributory Factor to the Working Relationship Practices of Administrators and Teachers**

Table 4 shows the extent of the effect of teachers' personality on the working relationship practices of administrators and teachers as perceived by the respondents. The desire to grow professionally with a mean of 3.38 has the most effect on the working relationship practices of administrators and teachers. The school heads confirmed that the desire to grow professionally reflects a positive work attitude which is the product of a good working relationship practice. Further, the presence of a positive work attitude fulfills one's personal needs in various aspects. The finding infers then that teachers want to be more successful in their career which in return contributes to the attainment of the mission and goals of an organization. In order to be successful, educational organizations must provide effective professional development programs for employees throughout the employment period. Rennekamp and Nall (1993) noted that by supporting staff



members in their professional growth, their job performance will improve as well as increase levels of personal satisfaction.

Further, among the teacher's personality factors affecting teachers and administrators' working relationship, personal development needs rank second with a mean of 3.21. The result does not go far with the professional development needs of teachers because as the administrators claimed that personal development is derived from the desire of an individual to grow professionally and vice versa. The finding showed that teachers have the objective of making their job meaningful by having the initiative to update themselves on the current innovations which may greatly help them deal with their daily undertakings. Moreover, teachers as the essential resource of the school and their community, need to continually update themselves regarding teaching tools they use in working with students (Herman, 2020).

On the other hand, a positive work attitude with a mean of 3.20 ranks third among the teachers' personality factors affecting teachers and administrators' working relationship. One school head believed that when a teacher or staff is supported, a positive work attitude will be observed, which will allow them to grow professionally and productively in order to meet

own personal development needs. The finding indicates that working relationships and job performance become successful if everyone in the workplace displays a good attitude towards work regardless of rank, position, and designation. Despite individual variation in terms of attitudes, it is expected that teachers are hired certain knowledge, skills, abilities, personalities, and values. The role of human resource management (HRM) is very crucial regarding this matter, White et al (2013) argued that one of the means by which firms achieve higher performance is by investing in certain forms of HRM practice that help fulfill intrinsic work values and thereby influence employee's attitudes to their jobs and the firm in a positive direction.

An employee's attitude towards the job and the company had the greatest impact on loyalty towards the organization. It should be remembered that any employee is capable of doing their work; nothing can be achieved if the employees have a negative approach or negative attitude towards their job. Having the right attitude can help and motivate them to be a successful employee at the workplace and can also lead them to move up (Chithra, 2017; Abdalkrim & Elhalim, 2016).

Achievement orientation with a mean of 3.14 has the least effect on the working relationship between administrators and teachers. On the part of administrators, achievement orientation happens when there is a positive work attitude. Achievement orientation will radiate to an individual and goes to the next set of groups in the workplace. The finding implies that teachers when treated professionally will unselfishly work hard for the betterment of the school and not purely of self-promotion and self-recognition. Fair treatment motivates employees to work hard in the attainment of the organizations goals and objectives. Such statement is supported by Papaioannou (2007) who mentioned that teacher's work is carried out in a highly achieving environment and therefore, it is likely to be dependent on their effort, persistence, and striving for improvement.

Based on the study conducted by Turner (2014), it came out that the achievement orientation of teachers is distinguished between personal performance or motivation driven by external factors (e.g., recognition from

**Table 4**

*Extent of Effect of Teachers' Personality as a Contributory Factor to the Working Relationship Practices of Administrators and Teachers*

Teacher's personality factors	Mean	D.E.	Rank
Desire to grow professionally	3.38	VE	1
Personal Development Needs	3.21	ME	2
Positive Work Attitude	3.20	ME	3
Achievement orientation	3.14	ME	4
Grand mean	3.23	ME	

Legend:

3.25 – 4.00	Very Effective (VE)
2.50 – 3.24	Moderately Effective (ME)
1.75 – 2.49	Slightly Effective (SE)
1.00 – 1.74	Not at All Effective (NE)





administrators) and using others as the reference to which they compared their own performance (e.g., colleagues). Additionally, class performance orientation emerged as a distinct and salient dimension of teacher's achievement goal orientation.

#### **Extent of the Effect of Out-of-School Factors on the Working Relationship Practices of Administrators and Teachers**

Results show that personnel policies would likely affect the working relationship practices of administrators and teachers with a mean of 3.16 (Table 5). Administrators agree that personnel policies are needed in the school operation to regulate the behavior of teachers. If policies are friendly it creates a smooth working relationship; on the other hand, if policies are against the development and betterment of teachers, it will eventually create a negative working relationship. The result can be attributed to the need to contextually develop and fairly implement school rules, regulations and policies among the employees. Personnel policies must be crafted considering the culture of the employees and society for them to be more effective and goal-oriented. The observance of friendly personnel policies fosters a good working relationship because everyone will feel accepted and involved in the effective achievement of the organizations goals and objectives. This is corroborated by Nasi (2011) who stated that personnel policies simply influence all other government activities. The quality of personnel recruited and selected, how well they are compensated and rewarded, the benefits they receive, their professionalism, their training and the degree of trust in their organization and among peers affect the capacity of government to achieve their policy goals (Perry et al., 2006; Rubaii-Barrett, 2007; Nasi, 2011).

Cultural diversity with a mean of 3.12 ranked second. The finding implies that the working relationship practices between the administrators and teachers as perceived by the respondents are affected by cultural diversity. It is a reality nowadays that various workplaces are made up of employees coming from different cultures, that when managed well, provides benefits that can contribute to the success of the institution. On the other hand, when mismanaged, it can cause challenges that can lead to the inability of the institution to meet its goals. Furthermore,

**Table 5**

*Extent of the Effect of Out-of-School Factors on the Working Relationship Practices of Administrators and Teachers*

Out-of-School Factors	Mean	D.E.	Rank
Personnel policies	3.16	ME	1
Cultural diversity	3.12	ME	2
Establishment of school and community support system	3.08	ME	3
Educational qualification	3.07	ME	4
Assessment conducted by DepEd Authorities	2.90	ME	5
Grand mean	3.07	ME	

*Legend:*

3.25 – 4.00	<i>Very Effective (VE)</i>
2.50 – 3.24	<i>Moderately Effective (ME)</i>
1.75 – 2.49	<i>Slightly Effective (SE)</i>
1.00 – 1.74	<i>Not at All Effective (NE)</i>

the effect of cultural diversity on the working relationship practices of administrators and teachers depends on how the employees define cultural diversity. If cultural diversity is broadly and inclusively defined, then it is seen as strategically relevant. Moreover, school administrators recognize that cultural diversity cannot be avoided in the workplace and so there is really a need to extend understanding and knowledge to each and everyone to minimize discrimination. It is believed that discrimination will create a faction that can lead to a chaotic working environment.

Chowdhury (2015) and Consulting (2010) discussed that workplaces with a diverse workforce may experience conflict because of cultural differences. However, the organization has the ability to deal with these situations effectively. The organizations have the responsibility of maintaining equality and diversity within the workplace. Maintaining equality and diversity contributes towards a positive impact on the productivity of the organization. Discrimination within the organization may have a severely negative impact on the organizational performance, hence, the institution needs to



ensure that they all take the necessary measures to control discrimination within the workplace. The workplace environment needs to support the performance of the employees. Podsiadlowski et al. (2013) emphasized that employee diversity can give a business an advantage when dealing with a diverse customer base or international markets, making diversity an important business issue. Nonetheless, existing social inequalities for minority groups and potential conflicts due to perceived differences need to be acknowledged.

The establishment of a school and community support system was perceived to moderately affect the working relationship between teachers and administrators with a mean of 3.08 (Table 5). This implies that the school considers greatly the involvement of the community in its operation. It exemplifies that the value of unity geared towards the attainment of the goals of the organization exists in the workplace. It is one good thing that close links between the school and community are experienced for education to meet the needs of society. Gross et al. (2015) argued that school-community partnerships play an essential role in successful schools, often providing support and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with schools, including learning about schools' inclusive culture. Further, only with outstanding support will all teachers, students, parents, community members, and others remain committed to improving schools, classrooms, and children's learning. This support is especially necessary for developing comprehensive programs of school, family, and community partnerships (Cordeiro & Cunningham, 2003). Based on the perception of administrators, they also believe that the community is a critical part of the school system. It is where other support in the accomplishment of projects, activities, and objectives as a whole is derived.

Another out-of-school factor that is moderately effective is educational qualification with a mean of 3.07. Having a relevant educational qualification leads one to perform job activities effectively and efficiently. Administrators agreed that teachers who met the educational qualification for a certain position would have self-confidence and perform the job professionally. A qualified, properly structured, and professionally motivated workforce is essential to the success

of any enterprise or highly competitive organizations (Gontkovičová & Spisakova, 2015; Trel'ova, 2016). Kasika (2015) also argued that the extent to which organizations perform or achieve set objectives is a function of the competencies of staff. As such employees hire and place people in various positions based on educational qualifications required by the job and expect good performance. On the other hand, education, and training of employees is a normal part of the operation of many companies. The basis of employee education is mainly to increase the potential of human resources and human capital, which constitutes the major part of the organization and enables organizations competitiveness in the labor market and of course personal development of employees (Gontkovičová & Spisakova, 2015).

Performance assessment for teachers being conducted by DepEd authorities to teachers has the least effect on the working relationship practices of administrators and teachers. One administrator mentioned that nothing can be done with DepEd policies because those are orders which need to be complied with. Nonetheless, DepEd policies can contribute to better working relationships when the result of a certain assessment conducted is not commending and is put into public. Such could create inferiority among teachers, however, if the DepEd assessment is positive, it creates good self-esteem among teachers promoting good working relationships. Osmani and Maliqi (2012) discussed that it is part of the process of employment to determine whether an employee is productive or not to undergo assessment by authorities. After the selection and hiring of personnel in the organization, employees must then be evaluated and motivated. Just when they feel valued and motivated, the employees can work effectively and will not be inclined to leave the organization.

#### **Degree of the Seriousness of the Problems Encountered with the Working Relationship Practices of Administrators and Teachers**

Table 6 shows the degree of seriousness of the problems encountered with the working relationship practices between administrators and teachers. Results revealed that frequent restructuring of curriculum is moderately serious problem. One administrator agrees that frequent restructuring of the curriculum can affect working



relationship specially when teachers find hard to adjust with the changes.

The finding of the study illustrates that proper information dissemination on the impact of the changes to be introduced and availability of resources needed in restructuring the curriculum somewhat contribute in its effective implementation. Teachers are willing to accept change in order to address the needs of time, however, due to lack of knowledge on the content and methods of the new subjects to be taught that they feel hesitant and uncomfortable to embrace change. In this case, teachers should update their knowledge to become competent. However, the failure to do so would create a problem since the teacher will not be able to meet the required competencies to perform their job properly. Mandukwini (2016) stated that to minimize the argument between administrators and teachers on curriculum restructuring, teachers should be capacitated for the successful implementation of any curriculum change as they are the main role-players in promoting quality education. Das and Mondal (2013) further said that teachers have

the main responsibility of implementing the curriculum so they need to be trained to introduce something new in the curriculum. The quality of teachers is one of the priorities of development, thus it is essential to ensure high quality teacher training in the implementation of new curriculum to help those vast number of unqualified teachers (Almeida et al., 2014).

Professional misconduct with a mean value of 2.58 was ranked second. The finding denotes that professional misconduct is a much-known factor that affects working relationship of administrators and teachers. According to an administrator, professional misconduct might have been due to some personal problems that are not well-processed and then carried over in the workplace. The result shows that the working relationship between administrators and teachers is seriously affected by the negative qualities prevailing in the workplace which include but not limited to uncooperative attitude, willful neglect of duty, gross incompetence, coercive means of responding to policies, and goal incompatibility. Despite the fact that the school is a place where professionals and mind developers are found, there are still instances where negative behaviors are observed. This implies the need to revitalize the workplace in order to maintain a friendly environment or smooth working relationship to be more productive. On the other hand, administrators and teachers should always be conscious that the school is a place where young generations are developed to become good citizens of the country, hence the need to show professional conduct. This is corroborated by van Nuland and Khandelwal (2006) as cited by Betweli (2012), who stated that in spite of such values and importance attached to teachers and the teaching profession, there are professional misconduct and lack of integrity among teachers that appear to be incompatible with the goals towards the attainment of quality education. Further, Anangisye and Barrett (2006) as cited by Betweli (2012) emphasized that teacher misconduct and unprofessionalism, together with corruption among education administrators threatens to undermine the current initiatives to improve educational quality.

The result further shows that leadership styles of administrators is a moderately serious problem encountered related to the working relationship of administrators and teachers. This result suggests that the leadership styles of administrators

**Table 6**

*Degree of the Seriousness of the Problems Encountered with the Working Relationship Practices of Administrators and Teachers*

Problems Encountered	Mean	D.E.	Rank
Frequent restructuring of curriculum	2.70	MS	1
Professional misconduct	2.58	MS	2
Leadership styles of administrators	2.53	MS	3
Fast technological advancement	2.49	LS	4
Teacher Incentives/ professional development	2.40	LS	5
Cultural Diversity	2.34	LS	6
Grand mean	2.51	MS	

Legend:

3.25 – 4.00	Very Much Serious (VMS)
2.50 – 3.24	Moderately Serious (MS)
1.75 – 2.49	Less Serious (LS)
1.00 – 1.74	Not Serious (NS)



have an impact on the development of a smooth working relationship. Administrators vary in their leadership style depending on their background, experience and training and this impact the way they lead their respective organization. Such that, in the presence of lack of leadership, it curtails the essence of developing an atmosphere of happy and productive workplace, hence, results to a challenging working relationship. According to the administrators themselves, they claim that personnel come from different environment with different orientation, hence, the need to adjust in order to meet their work-related needs. However, sometimes due to unfavorable leadership style employed caused by various employees' attitudes then working relationship can be sacrificed. Sometimes the problem on leadership styles is commonly observed in small schools where school heads are neophytes. This is supported by Jamon (2017), who stated that challenging schools are more likely to be led by less experienced and less effective principals. On the other hand, the most effective use of leadership skills by school administrators are significant regarding the development of education and society. As such, the school principals are required to show high-level leadership behavior to positively affect the teachers and students through their leadership behaviors and organizational conditions in the school (Yagci & Uluoz, 2017).

Table 6 further shows that teachers consider technological advancement, professional development and cultural diversity in the workplace as less serious problems related to working relationship of administrators and teachers. School heads affirmed that problem on technological advancement is less serious because teachers desire to grow professionally so they voluntarily undergo trainings on ICT. Likewise, nowadays, good internet connectivity allows easy access to free learning and exploration. Further, teachers are sent to trainings based on their assessed needs in order to give equal opportunities to access continuing professional development. They are also well compensated and so there is a less problem on teacher incentives. On the other hand, problems on cultural diversity are less serious because it can be easily managed since teachers are open-minded. Further, being professional contributes to the occurrences of the abovementioned problems.

The result implies that teachers are given equal

opportunities to attend professional development activities like seminars, trainings, and scholarships to pursue post graduate studies. Teachers are equally given the chance to continuously update themselves on the current trends of education and to be always acquainted on the existing technology for them to be more productive in performing their job. This is corroborated by Mizell (2010) who stated that, teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Further, professional development is the only strategy school systems have to strengthen educators' performance levels and the only way educators can learn so that they are able to better their performance and raise student achievement. To ensure quality education in the educational system, the teacher should participate actively in any school's faculty development activities (Bellibas & Gumus, 2016).

Teachers consider technological advancement as less serious issue in relation to working relationship of administrators and teachers. This result implies that teachers have easy access to ICT trainings that could help them enhance their curriculum. Every teacher, administrator and supervisor must keep abreast on innovative tools as this will enhance the delivery of quality service to clients. In the field of education, the influence of technology is ever increasing as school districts and even state governments mandate its use more and more each year (Young, 2008). For teachers, technology, in accordance with knowledge management principles, can be used to develop databases that will alter professional development (Courville, 2011).

Problems related to cultural diversity is also perceived less serious by the teachers and administrators in relation to their working relationship practices. Employees have strengthened cultural abilities. It is presumed that the administrators and teachers are trained or oriented on cultural diversity management; hence, they have the capacity to recognize and communicate with people in order to efficiently work on any dysfunctional cultural values encountered. This is corroborated by Mazur (2010) as cited by Anjorin and Jansari (2018) who stated that valuing and managing diversity



is a key element for effective people management which in turn can improve workplace productivity. In today's era, an organization is successful only if, it has the stock of diverse workforce to meet the varied demands of their diverse customers. But, at the same time, one cannot ignore that an organization, i.e., a place where there exists multicultural workforce; chances of misunderstandings, ego clashes, prejudice, and miscommunication are quite usual. So, the managers of the organization need to learn the ways, through which these issues can be managed or handled properly. Training of managers on multicultural perspectives is needed, not only to effectively interact with the cross-border customers and suppliers, but also with their own employees (Coakley, 2007).

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### Conclusions

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Based on the findings of the study, it is gleaned that there is a high degree of harmonious working relationship among the respondents as evidently shown by the administrators and teachers who are fully entitled with professional respect and dignity, presence of empathy for others and setting good example and mentoring of teachers by administrators to enhance their knowledge. The presence of harmonious working relationship greatly affects the job performance of teachers which is manifested in satisfactory principal-teacher relationships, quality performance, accelerated professional learning, and greater readiness in accepting change. On the other hand, working relationship practices of teachers are most of the time affected by several factors like leadership styles of administrators, professional development of teachers, technological advancement, and curriculum change.

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### Recommendation

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It is recommended that good character traits, right attitudes, and correct habits be always observed in the workplace as these are the key in having a positive environment in order that harmonious working relationship be maintained. High morale will be developed among employees that will encourage the attitude of being always

open to change in order to address the current needs and solve arising issues or problems in the workplace. Qualitative study on the working relationship practices of administrators and teachers is encouraged to be conducted in the municipality and other towns and provinces to validate the findings of this research.

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