

REVIEW ARTICLE

THE INTERPERSONAL RELATIONSHIP AND ORGANIZATIONAL COMMITMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS OF CANDELARIA WEST DISTRICT

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ABSTRACT

This study was conducted to determine the interpersonal dimension and its relationship to the organizational commitment of teachers in selected public schools in Candelaria West District. The subjects of study were ninety-two (92) teachers from the selected public elementary schools in Candelaria West District for the academic year. 2022-2023. This study was a descriptive method and utilized and adapted questionnaire on the level of the dimension of interpersonal relationship such as cooperative vs. competitive dimension, equal vs. hierarchical dimension, intense vs. superficial dimension and the level of organizational commitment such as affective commitment, continuance commitment and normative commitment. The gathered data were analysed using mean, standard deviation and Pearson product moment correlation. This study revealed the following findings: the perception regarding the level of interpersonal relationship is 'very high' in all three variables in terms of improving their connection: cooperative, equal and intense. Also, the level of organizational commitment is 'very high' in all three variables in terms of improving their connection within the organization: affective, continuance and normative. The findings of this study will be useful to teachers, school's administrator, the people who work in organizations, and other researchers. The study hereby offers the following recommendations: teachers may continue this kind of interaction within their organization to create and continue a good relationship and to be committed: treating the other members of the organization equally, having interaction, cooperation, working together, and enjoying each other is a good thing to do.

KEYWORDS

Interpersonal relationship, Public Elementary Schools, organizational commitment, dimension. Interaction

1. INTRODUCTION

The success of any educational institution relies heavily on the commitment and dedication of its teachers. Public elementary schools play a crucial role in shaping the academic and personal development of young learners. At the heart of these schools are the teachers who not only impart knowledge but also establish meaningful relationships with their students and colleagues. The quality of interpersonal relationships within the school environment has a profound impact on teachers' job satisfaction, work performance, and overall commitment to the organization (Al-Jabari and Ghazzawi, 2019). Understanding the dynamics of interpersonal relationships and their correlation with organizational commitment is of paramount importance in enhancing the effectiveness and overall well-being of public elementary school teachers.

It is noteworthy that interpersonal relationship is one of the most essential aspects of human relationship. It is strong connection between two or more people or individuals. Individuals who are attracted to each other feel closer and build strong interpersonal relation because of built attachment. An organizational commitment is a commitment of people within their organization. This commitment affects a person's feelings toward their job. Relationships inside the institution and with the community are critical components of socialization.

Organizational commitment was evident in three dimensions: affective, continuance, and normative commitment. Each played a significant role in shaping employees' dedication to the organization. Overall, schools focused on achieving shared objectives through collaboration and division of labour, while interpersonal relationships and organizational

commitment were key factors in creating a conducive learning environment and enhancing employees' commitment to the institution.

Understanding and fostering organizational commitment is crucial in any management because it directly impacts the performance and success of an organization. Affective commitment, where employees feel emotionally attached to the organization, leads to higher job satisfaction and a willingness to go above and beyond for the organization's success. Continuance commitment, on the other hand, relates to the costs associated with leaving the organization, influencing employee retention and stability. Normative commitment, driven by a sense of moral obligation, encourages employees to stay with the organization because they believe it is the right thing to do. These dimensions of organizational commitment are essential for businesses to retain talented and dedicated employees, maintain a positive work environment, and achieve their shared objectives through collaborative efforts. Additionally, strong interpersonal relationships fostered within the organization contribute to employee satisfaction, teamwork, and a positive work culture, all of which are critical for long-term success and cooperation.

This study would be of great contribution to the vast knowledge in relation to the teachers' interpersonal relationship dimension and its relationship to organizational commitment of elementary teachers in selected schools in Candelaria West District.

2. LITERATURE REVIEW

Interpersonal relationships are continuous interaction between people where both individual needs are met. One essential component of

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interpersonal relationships is by involving self-disclosure or sharing their personal and intimate feelings about oneself (Franz and Moulton 2021).

Despite the fact that there are other definitions of organizational commitment, three-component model is widely accepted as the most common way of looking at organizational commitment. It established a three-dimensional model of organizational commitment: affective, continuance, and normative commitment. On the other hand, affective commitment is said to be the most powerful type of organizational commitment. As a result of the institution's favourable treatment, this type of commitment develops over time. When a person is involved in perceiving the organization's value-relevance or derived his or her identity from it, he or she develops affective commitment (Murtiningsih et al., 2019).

The term continuance commitment refers to an understanding of the costs of quitting an organization. It has something to do with the level of performance required to keep a job and the cost associated with quitting the organization. When an employee realizes that his or her investment in the organization is at risk or that there are no other options, he or she creates a commitment to stay with the organization. (Villanueva et al., 2021).

Normative commitment is a sort of obligation toward an organization based on an organization based on a person's moral opinion that staying in the organization is the proper and moral thing to do. As a result, those who have a strong normative commitment stay with the organization because they believe that they should (Murtiningsih et al., 2019; Wang et al., 2023).

The relation extraction, also known as link prediction and knowledge-based completion, entails a number of steps (Chen et al., 2015). Open information extraction has evolved as a domain-independent, unsupervised method for obtaining relationships. Regardless of details, all past studies have retrieved explicit linkages and have not attempted to describe instances of dimension-based links. claims that humans have always created organizations to share their efforts in order to achieve shared objectives (Kashyap, 2019). In other words, it is defined as a collection of people who have come together to achieve common goals and objectives.

The term organization is defined differently depending on the methodologies and qualities defined by various philosophies. According to an article Organization Theory (2018), organization is fundamentally described as an assembly of people working together to achieve common objectives through the division of labor. Villanueva et al (2021) described an organization as a collection of individuals who are purposefully organized to pursue shared objectives or set of goals, with primary subsystems that work together to achieve the overall goal of the organization.

In addition, organizational commitment, according to is defined as an employee's willingness to work for an organization and the relationship that an individual employee has with his or her employer's organization (Zhang, 2022). Employees' organizational citizenship behavior can be influenced by organizational commitment (Al-Jabari and Ghazzawi, 2019). Similarly, according to organizational commitment entails a high level of trust and acceptance of corporate aims and values, readiness to put out significant effort on behalf of the organization, and genuine desire to continue working with the institution (Dajani, 2015). Employees' ethics are the foundation for developing strong working relationships, and they pertain to employees' ability to act in the organization. This varies from other types of commitment that focus on values, profession and employment (Rajesh, 2017).

To cited that strong wants in organizational objectives and values, readiness to put a lot of effort on behalf of the institution and strong desire to stay a member of the organization are workers' abilities in assessing the performance of diverse cultures (Siburian, 2019). Organizational commitment refers to the readiness of social actors to contribute their time and effort to the social system (Turakhia et al, 2023). Attachment to the personality system of social contacts can be a form of self-expression that can boost employees' morale and behavior, allowing them to work more effectively and achieve their goals (Yean, 2016). Affective commitment describes a person's good feeling about and readiness to be emotionally attached to an organization (Butron, 2015). According to it consists of three main components: loyalty to the organization, identification with the organization and participation in the organization (Zhang, 2022). The concepts behind this type of commitment are that people choose to stay in the organization and wish to do so.

In the study of they found that interpersonal relationships are one of the elements determining job happiness (Dugguh and Dennis, 2014). Furthermore, they recommend that employees be allowed to have adequate time to socialize. On the other hand, this situation will aid in the development of a sense of teamwork, while it will prevent unnecessary behavior at work. Existing organization management in a firm or institution is a strength derived from the method of utilizing existing functions (Chen et al., 2015). Each unit in the organization has the same rights and responsibilities. As a result, the organization where each employee works can achieve the resources required by each employee (Yean and Yusof, 2016).

Organization fairness is a method of evaluating administrative decisions made by employees in terms of job division, shift compliance, empowerment, compensation level, achievement distribution, and economic impact (Kalay, 2016; Hosgorur et al., 2017). Parts of organizational fairness are concerned with how employees can determine if they have been treated fairly by the institution at work and how their attitude is established over time might influence their loyalty to the organization.

Organizational commitment is defined as social actors' readiness to contribute their energy and devotion to the social system, the attachment of the social system of personality interactions that is regarded as self-expression (Kalay, 2016). The degree to which an individual embraces organizational principles and goals and identifies with them carrying out their professional responsibilities is known as organizational commitment (Radjuni, 2021).

The related literature and studies above help in achieving the common goals or objectives of an organization, regarding the importance of building relationships and a relationship between people where both also, they self-reveals and share their personal feelings about themselves. Moreover, some related research shows that the level of trust and acceptance of the goals and values of the corporation varies. Similarly, according to it consists of three main components: loyalty to the organization, identification with the organization and participation in the organization (Zhang, 2022). But, in the name of hard work, purpose, and desire to continue working at the institution, a strong working relationship develops. In addition, when an employee realizes that his or her investment in the organization is at risk or that there are no other options, he or she creates a commitment to stay with the organization (Wang et al, 2023). This claim was reflected from it has something to do with the level of performance required to keep a job and the cost associated with quitting the organization (Xie, 2021). On the other hand, social contact can be a form of self-expression that can boost employee morale and behavior by allowing them to work more effectively and achieve their goals. The achievements and outputs of employees are recognized by the organization in which they work and are characterized by their skill, effort and nature of working conditions.

In addition, employees with strong commitment to the organization and psychological ties to it will produce good job results. This interpersonal relationship and organizational commitment allow the educators to see the advantages and disadvantages of how to conduct a decision within the organization and the outcomes of making a decision wherein this concept made the researcher's interest to conduct this kind of study in the context of Candelaria, Quezon (Franz and Moulton, 2021).

This delved into the interpersonal relationship and organizational commitment of public elementary school teachers, shedding light on the factors that contribute to a conducive and supportive learning environment. By exploring these aspects, educators, administrators, and policymakers can gain valuable insights to foster a positive and harmonious school culture that nurtures both teachers' and students' growth and success. Specifically, it aimed to answer the following: 1. What is the level of interpersonal relationship of elementary teacher in Candelaria West District relative to: 1.1. cooperative vs. competitive dimension; 1.2. equal vs. hierarchical dimension; and 1.3. intense vs. superficial dimension? 2. What is the level of organizational commitment of elementary teacher in terms of: 2.1. affective commitment; 2.2. continuance commitment; and 2.3. normative commitment? 3. Is there a significant relationship between teachers' interpersonal dimension and their organizational commitment? (Siburian, 2019).

3. METHODS

The study used a descriptive-correlational research design. The instrument is a survey questionnaire with the following parts: Part 1 Interpersonal relationship. This part determines the perception of elementary teachers on their interpersonal relationship within the

organization. Part 2 Organizational commitment. This part determines the perception of elementary teachers' feelings about their organizations.

The selection of respondents was done through simple random sampling from 120 teachers in selected schools in Candelaria West District, namely Candelaria Elementary School 1 and 2, Candelaria Elementary School Main, and Masalukot 1 Elementary School during the school year 2022-

2023. The sample size was determined using Slovin's Formula with a 5% margin of error. Samples were taken from Candelaria Elementary School 1 and 2 with 37, Candelaria Elementary School Main with 38, and Masalukot 1 with 17. The ratio and proportion method were utilized to adjudicate the sample size, and then the teachers were selected randomly using the fishbowl technique.

Table 1: Distribution of the respondents

School in Candelaria West District	Public Teachers' population	Sample
Candelaria Elementary School 1 and 2	48	37
Candelaria Elementary School Main	50	38
Masalukot 1 Elementary School	22	17
Total	120	92

Note. School year 2022-2023

The data gathered from the selected respondents were treated and interpreted using statistical tools. To determine the level of interpersonal relationship and organizational commitment of the respondents in terms of its variables, the researcher employed weighted mean and standard deviation.

To find the relationship existing between the independent and dependent variables, Pearson Product Moment of Correlation Coefficient was used to tell on how well the two sets of continuous data correlate to each other at are 0.05 and 0.01 level of significance.

4. RESULTS AND DISCUSSION

Table 1: Dimension of Interpersonal Relationship in Terms of Cooperative vs. Competitive Dimension

Indicators <i>How would you rate the....</i>	Mean	Std. Deviation	Verbal Interpretation
bonding within your organization?	3.47	.73	Friendly
sharing of interest, goals and efforts within your organization?	3.45	.64	Benevolent
sharing of information/ideas, materials and strategies within your organization?	3.46	.70	Altruistic
support from upper management for professional and career advancement of employees within your organization?	3.40	.63	Promotive
Overall	3.45	.68	Highly Cooperative

Verbal Interpretation: 3.00 - 4.00 Friendly; 1.00 - 2.00 Hostile; 3.00 - 4.00 Benevolent; 1.00 - 2.00 Malevolent; 3.00 - 4.00 Altruistic; 1.00 - 2.00 Egocentric; 3.00 - 4.00 Promotive; 1.00 - 2.00 Contrit; 3.00 - 4.00 Highly Cooperative; 1.00 - 2.00 Highly Competitive

Table 1 shows the results of the perceptions of elementary teachers in selected schools in the Candelaria West District according to the level of interpersonal relationship relative to the cooperative vs. competitive dimension. Notably, the highest mean (mean = 3.47, SD = 0.73), was the first indicator that stated that the rate of bonding within their organization was friendly. As reflected in the overall result (mean = 3.45, SD = 0.68), this

suggests that the interpersonal relationships, especially in the level of cooperation vs. competition dimension, were highly cooperative. Moreover, it can be inferred that teachers' interpersonal relationships have a common purpose, they enjoy each other, they benefit from the relationship, and they think alike or have similar views within their organization.

Table 2: Dimension of Interpersonal Relationship in terms of Equal vs. Hierarchical

Indicators <i>How would you rate the...</i>	Mean	Std. Deviation	Verbal Interpretation
distribution of power within your organization?	3.26	.61	Autonomy
acceptance of employees on the distribution of opportunities within your organization?	3.28	.60	Submission
distribution of recognition and rewards within your organization?	3.35	.62	Compliance
distribution of responsibilities and roles within your organization?	3.35	.60	Individualism
Overall	3.31	.61	Highly Equal

Verbal Interpretation: 3.00 - 4.00 Autonomy; 1.00 - 2.00 Control; 3.00 - 4.00 Submission; 1.00 - 2.00 Dominance; 3.00 - 4.00 Compliance; 1.00 - 2.00 Potency; 3.00 - 4.00 Individualism; 1.00 - 2.00 Conformity; 3.00 - 4.00 Highly Equal; 1.00 - 2.00 Highly Hierarchical

This table 2 pertains to the level of interpersonal relationship in terms of equal vs. hierarchical dimension. It is clearly seen that the third and fourth indicators received the highest mean result wherein the rate of the distribution of recognition and rewards within their organization is compliance (mean=3.35, SD=0.62) while the latter, interprets that the rate of the distribution of responsibilities and roles within their organization is individualism (mean=3.35, SD=0.60). Furthermore, the respondents concurred that the rate of acceptance of employees on the distribution of

opportunities within their organization is submission (mean=3.28, SD=0.60), however, the lowest mean is garnered in the first indicator which states that the rate of the respondents in the distribution of power within their organization is autonomy (mean=3.26, SD=0.61). In general result (mean=3.31, SD=0.61), this suggests that the level of interpersonal relationship in terms of equal vs. hierarchical dimension were highly equal. This implied that interpersonal relationship has the same social position, same power level, shared similar obligations, and play the same role within their organization.

Table 3: Dimension of Interpersonal Relationship in terms of Intense vs. Superficial

Indicators How would you rate the...	Mean	Std. Deviation	Verbal Interpretation
1. need for interaction and communication within your organization?	3.61	.57	Important
2. decision-making of teachers and administrators within your organization?	3.42	.65	Influential
3. process of following orders, commands and instructions within your organization?	3.43	.63	Ardent
4. Process of addressing concerns within your organization?	3.45	.62	Serious
Overall	3.48	.62	Highly Intense

Verbal Interpretation: 3.00 – 4.00 Important; 1.00 – 2.00 Insignificant; 3.00 – 4.00 Influential; 1.00 – 2.00

Trivial; 3.00 – 4.00 Ardent; 1.00 – 2.00 Half-hearted; 3.00 – 4.00 Serious; 1.00 – 2.00 Frivolous; 3.00 – 4.00

Highly Intense; 1.00 – 2.00 Highly Superficial

The above table explicitly shows the perception of the respondents in the interpersonal relationship dimension in terms of the intensity of the intense vs. superficial dimension. Notable results indicate that the first indicator about the needs for interaction and communication within their organization is important (mean = 3.61, SD = 0.57). However, the lowest mean was in the second item pertaining to the decision-making of teachers and administrators within their organization, which is interpreted as

influential (mean = 3.42, SD = 0.65). Thus, with an overall mean of 3.48 and SD of 0.62, this implies that the level of interpersonal relationships was highly intense. Thus, the findings showed that the levels of interpersonal relationships of teachers within their organization were affected by interaction, communication, decision-making, following commands, and addressing concerns with one another on a regular basis.

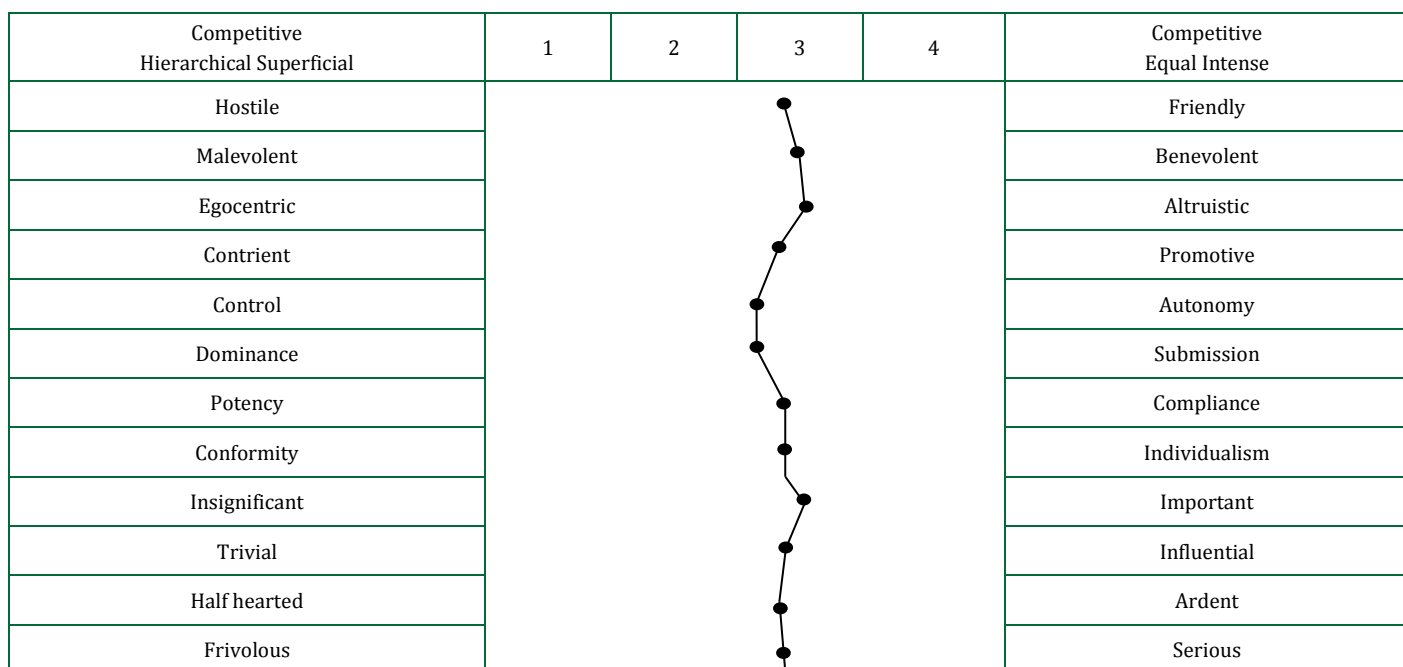
Table 4: Summary of Dimension of Interpersonal Relationship

Variable	Mean	Std. Deviation	Verbal Interpretation
Cooperative vs. Competitive Dimension	3.45	.56	Very High
Equal vs. Hierarchical Dimension	3.31	.47	Very high
Intense vs. Superficial Dimension	3.48	.51	Very High
Overall	3.41	.51	Very High

The table shows a summary of the interpersonal relationship variables. It vividly indicates that the level of interpersonal relationship is very high in all three variables, with an overall mean of 3.41 and a standard deviation

of 0.52. This implies that the interpersonal relationship has a positive impact on expanding the teacher's interpersonal relationship and improving their connection, which is cooperative, equal, and intense.

Interpersonal Spectrum

**Figure 1:** Mean rating scale differential of Interpersonal Relationship Dimension

The result of the summary of interpersonal relationships, supported by the previous research of is that interpersonal relationships are continuous interactions between people where both individuals' needs are met (France and Moulton, 2021). One essential component of interpersonal relationships is self-disclosure, or sharing one's personal and intimate

feelings about oneself.

The section hereafter discusses mean perception of the respondents on what they may feel about their organizations such as affective commitment, continuance commitment and normative commitment.

Table 5: Organizational Commitment in terms of Affective

Indicator	Mean	Std. Deviation	Verbal Interpretation
I would be very happy to spend the rest of my career with this organization.	3.52	.65	Always
I enjoy discussing my organization with people outside it.	3.38	.68	Always
I really feel as if this organization's problem is my own.	3.25	.80	Always
I think that I could not easily become as attached to another organization as I am to this one.	3.20	.67	Often
I feel like "part of the family" at my organization.	3.63	.57	Always
I feel "emotionally attached" to this organization.	3.48	.62	Always
This organization has a great deal of personal meaning for me.	3.51	.58	Always
I feel a "strong" sense of belonging to my organization.	3.57	.58	Always
Overall	3.44	.64	Always

Verbal Interpretation; 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Sometimes; 1.00 – 1.74 Never

Table 5 shows the respondents' perceptions of the organizational commitment in terms of its affective nature. The above table shows a mean result of 3.44, indicating that the respondents' emotions were attached to and considered a part of the organization to which they belonged, as they felt their organization was like a family (mean = 3.63, SD = .57). The findings are supported by the previous research of which found that affective commitment describes a person's positive feelings about and

readiness to be emotionally attached to an organization (Bell-Ellis et al., 2015). However, teachers often think that they could not easily become as attached to another organization as they are to their current one (mean = 3.20, SD = 0.67), which explains that when teachers are really attached to the organization to which they belong, they cannot easily become attached to another organization as they felt in their previous organization.

Table 6: Organizational Commitment in terms of Continuance

Indicator	Mean	Std. Deviation	Verbal Interpretation
I am afraid of what might happen if I quit my job without having another one lined up.	3.24	.76	Often
It would be very hard for me to leave my organization right now, even if I wanted to.	3.35	.69	Always
Too much in my life would be disrupted if I decided to leave my organization now.	3.24	.76	Often
It would be too costly for me to leave my organization now.	3.33	.76	Always
Right now, staying with my organization is a matter of desire.	3.47	.70	Always
I feel that I have many options to consider leaving this organization.	3.08	.90	Often
One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	3.16	.90	Often
One of the major reasons I continue to work for his organization is that leaving would require considerable personal sacrifice- another organization may not match the overall benefits I have here.	3.25	.82	Always
Overall	3.27	.67	Always

Verbal Interpretation; 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Sometimes; 1.00 – 1.74 Never

Based on the table, it could be gleaned that the overall verbal interpretation is "always" (mean = 3.27, SD = 0.67), which tells that the level of continuance commitment in an organization is for the respondents to create a commitment to stay with the organization they work at. The fifth indicator clearly received the highest mean, indicating that the respondents' level of continued commitment to their organization is currently a matter of desire (mean = 3.47, SD = 0.70). Furthermore, the first and third indicators received the same result, wherein the respondents are afraid of what might happen if they quit their job without having another

one lined up, while the latter interprets too much disruption in their life if they decide to leave their organization now (mean = 3.24, SD = 0.76). However, the seventh indicator got the lowest mean, where the level of continued commitment of the respondents to their organization felt that they had many options to consider leaving the organization to which they belonged (mean = 3.08, SD = 0.90), with the verbal interpretation of "often." This implies that the respondent's level of continued commitment to their organization is to stay with it because they are committed and afraid to leave.

Table 7: Organizational Commitment in terms of Normative

Indicator	Mean	Std. Deviation	Verbal Interpretation
I don't think that people these days move from company to company too often.	3.09	.74	Often
I believe that a person must always be loyal to his or her organization.	3.57	.63	Always
Jumping from organization to organization does seem unethical to me.	3.03	.88	Often
One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	3.51	.62	Always
If I got another offer for a better job elsewhere, I would feel it was not right to leave my organization.	3.18	.78	Often
I was taught to believe in the value of remaining loyal to one organization.	3.46	.67	Always
Things were better in the days when people stayed in one organization for most of their careers.	3.36	.64	Always
I think that to be a "company man" or "company woman" is sensible at all.	3.36	.67	Always
Overall	3.32	0.70	Always

Verbal Interpretation; 3.25 – 4.00 Always; 2.50 – 3.24 Often; 1.75 – 2.49 Sometimes; 1.00 – 1.74 Never

Table 7 reveals the mean perception of the respondents on the level of organizational commitment pertaining to the normative. As examined carefully, the overall perception of the respondents in terms of normative commitment is verbally interpreted as “always” (mean = 3.32, SD = 0.70), which tells that the teachers stay with the organization because they believe that this is the right thing to do. It is followed by the second indicator pertaining to being loyal to one organization, which has the highest mean (mean = 3.56, SD = 0.63). This implies that the respondents agreed with the indicator that they value the organization to which they belong. However, it can also be gleaned from the table that the lowest garnered result comes from the third indicator, wherein jumping from organization to organization seems unethical to them (mean = 3.03, SD = 0.88), with a verbal interpretation of often. These findings suggest that the normative level of the organization is indicated by stating that having teachers in the organization is the right and moral thing to do.

Table 8: Summary of Organizational Commitment

Variables	Mean	Std. Deviation	Verbal Interval
Affective Commitment	3.44	.51	Very High
Continuance Commitment	3.26	.60	Very High
Normative Commitment	3.32	.55	Very High
Overall	3.34	.55	Very High

Verbal Interpretation; 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

The table shows the summary of the organizational commitment variables. It vividly indicated the level of organizational commitment is very high in all three variables, with an overall mean of 3.34 and a standard deviation of 0.55. This implies that the interpersonal relationship has a positive impact on expanding the teachers' level of organizational commitment and improving their connection within the organization in affective, continuing, and normative ways. The result of the summary of the level of organizational commitment was supported by who cited the dedication of an employee to their organization (Dajani, 2015). It's different from pledges made in the name of principles, vocations, or labour unions, such as those made by those who endorse a work ethic or who are engaged in

their jobs.

Correlation Between Interpersonal Relationship Variables such as Cooperative vs. Competitive, Equal vs. Hierarchical and Intense vs. Superficial and Organizational Commitment Variables such as Affective Commitment, Continuance Commitment and Normative Commitment

Table 9 shows the correlation between the interpersonal relationship dimension and organizational commitment using Pearson r. Based on the table, it can be observed that there are significant relationships among the variables except for continuance and normative commitment, since their P values are less than 0.01. This table also shows that continuity commitment has no significant relationship to the variables of interpersonal relationship ($r = .105$; $r = .102$; $r = .186$); however, normative commitment has no significant relationship to the intense vs. superficial dimension only ($r = .101$). This shows that cooperating with others who have a common purpose and objectives, enjoy each other, have the same social position and power level, and interact with one another on a regular basis has nothing to do with quitting or leaving the organization they belong to. This result is related to the study of who discovered that positive interactions with coworkers are a key factor in enjoying one's work experience (Dugguh and Dennis, 2014). They also suggest providing workers with sufficient time for socializing. There will be more teamwork and less distraction at work as a result of this situation. Furthermore, organizational fairness is a means by which workers assess the administration's choices in regards to job distribution, shift compliance, empowerment, salary level, accomplishment allocation, and economic effects (Kalay, 2016). According to a key aspect of organizational fairness is how workers can assess whether or not individuals have been fairly treated by the organization where they work and how this assessment, formed gradually over time, may affect workers' commitment to the company (Hosgorur et al., 2017).

In general, interpersonal relationships and being committed to the organization are important. Cooperation and interaction with others, equal treatment by all members of the organization, and the organization itself are highly practiced, and as a result, the teachers within the organization are attached, the foundation of behaviors is desirable, they are content, make investments, and commit to staying with the organization because they believe they should.

Table 9: Correlation between Interpersonal Relationship and Organizational Commitment

Interpersonal Relationship Dimension	Organizational Commitment Variables		
	Affective Commitment	Continuance Commitment	Normative Commitment
Cooperative vs. Competitive Dimension	.302**	.105	.206*
Equal vs. Hierarchical Dimension	.365**	.102	.249*
Intensive vs. Superficial Dimension	.375**	.186	0.101

*Note: N = 92, *r value is significant at $p < 0.05$; **r value is significant at $p < 0.01$*

5. CONCLUSION

Based on the findings, the following conclusions were presented.

- Teachers are very communicative, and they are drawn to their profession. It also indicated that teachers' interpersonal relationship has common objectives and purpose, enjoy each other, benefit from the relationship, and think alike or have similar views within their organization. This implies that teachers' interpersonal relationships have the same social position, the same power level, share similar obligations, and play the same role within their organization and that teachers interact and communicate, making decisions, following the commands, and addressing concerns with one another on a regular basis within their organization.
- Teachers are dedicated with their organization being employed. Their emotions were attached and considered to the organization where they belong. They created a commitment to stay with the organization they work at with teachers staying with the organization because they believe that this is the right thing to do.
- The null hypothesis stating that there is significant relationship between interpersonal relationships and organizational commitment is partially supported. While evidence supports a significant relationship between these two variables, other factors may also influence teachers' organizational commitment. Further research and a larger sample size may be necessary to obtain a more definitive understanding of the complex interplay between interpersonal

relationships and organizational commitment in this specific context. Nevertheless, the study underscores the importance of fostering positive interpersonal relationships within the school environment as a potential contributing factor to enhancing teachers' commitment to the organization. Implementing strategies to promote a supportive and collaborative atmosphere may lead to increased job satisfaction and overall well-being among public elementary school teachers, ultimately benefiting the entire educational community.

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