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Assessing Work Relationships Among Public School Elementary Teachers In Benguet Province

ROSENDA ALICWAS BERRY

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ABSTRACT :

This study assesses the work relationships among public school elementary teachers in Benguet province, focusing on indicators such as listening, sharing, understanding, empathy, respect, praise, adapting, changing, developing, motivating, innovating, and challenging. The research utilized a descriptive-survey design with the Individual Work Performance Questionnaire and Teachers' Work Relationship Questionnaire as main data gathering instruments. The findings indicate that teachers' work relationships in school are generally very good, especially in areas related to listening, sharing, understanding, empathy, respect, praise, adapting, developing, motivating, innovating, and challenging.

Introduction :

Establishing strong work relationships among teachers in public schools is crucial for creating a supportive and productive educational environment. Collaborative cultures in schools are linked to higher student achievement and enhanced professional development for teachers. Positive work relationships also contribute to teachers' well-being and job satisfaction. This study aims to provide insights into the work relationships of public school elementary teachers in Benguet province, focusing on key indicators that influence workplace dynamics.

Conceptual Framework :

Work relationships are defined as interactions between colleagues, bosses, or employees that impact workplace dynamics and productivity. Giang (2013) identifies four important work relationships: targeted relationships, tentative relationships, transactional relationships, and trusted relationships. Ramjee (2018) further categorizes workplace relationships into management flexibility, co-worker relationships, and social relationships. These relationships influence factors such as listening, sharing, understanding, empathy, respect, praise, adapting, changing, developing, motivating, innovating, and challenging, all of which are critical for maintaining a healthy work environment.

Statement of the Problem :

This study aims to assess the work relationships in school among public school elementary teachers in Benguet province. Specific research questions include determining the most practiced work relationship among teachers and evaluating their level of work relationships along various indicators such as listening, sharing, understanding, empathy, respect, praise, adapting, changing, developing, motivating, innovating, and challenging.

Design and Methodology :

The study employs a descriptive-survey design to assess teachers' work relationships in school. Data was collected using the Teachers' Work Relationship Questionnaire, which includes 12 sub-scales related to work relationships. The questionnaire was administered to 250 public school elementary teachers from four districts in Benguet province. Reliability analysis of the questionnaire yielded strong results, ensuring the validity of the data collected.

Results :

The findings reveal that public school elementary teachers in Benguet province exhibit very good work relationships in school, particularly in areas such as listening, sharing, understanding, empathy, respect, praise, adapting, developing, motivating, innovating, and challenging. However, there is room for improvement in aspects related to changing.

Conclusion :

The study concludes that fostering positive work relationships among teachers is essential for creating a conducive learning environment. By focusing on areas identified in this research, such as improving adaptability and embracing change, schools can enhance collaboration and support among teachers, ultimately leading to improved student outcomes and teacher well-being. This study provides a valuable foundation for future research and initiatives aimed at strengthening work relationships in educational setting.

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