



**SCHOOL ADMINISTRATORS' AND TEACHERS' INTERPERSONAL
RELATIONSHIPS AND THEIR EFFECTS ON LEARNERS'
ACADEMIC PERFORMANCE**

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ABSTRACT

The purpose of the study was to assess the effect of the school administrators' and teachers' interpersonal relationships on learners' academic performance in the District of Guiguinto Division of Bulacan using a descriptive-correlational design. In this research, the school administrators' and teachers' interpersonal relationship were quantified using weighted mean procedures and interpreted using a descriptor. This study utilized the Functional Idiographic Assessment Template-Questionnaire (FIAT-Q) to collect relevant data from the respondents. The target population of the study was comprised of all the administrators, teachers, and academic learners of a vocational high school in Guiguinto Bulacan. Universal sampling was used wherein the researcher included all secondary administrators and teachers while random sampling was used in senior high school academic learners in the District of Guiguinto Division of Bulacan during the School Year 2022-2023. It is composed of eight (8) school administrators' and two hundred nineteen (219) secondary teachers and two hundred thirty-five (235) learners from a national vocational high school in Guiguinto, Bulacan during the School Year 2022-2023. The results were processed using the

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Statistical Packages for Social Sciences (SPSS) and the data were presented using appropriate tables and texts. The results were analyzed and interpreted using statistical tests such as regression analysis in assessing the effect of interpersonal relationships on the learners' academic performance. The result of the study revealed that school administrators and teachers' interpersonal relationships mildly agreed. It indicates that school administrators and teachers may not completely agree on all aspects of the parameters but still support it to some degree. It showed that school administrators and teachers play crucial roles in shaping the learning environment for learners and still contribute to the overall goal of supporting students' education. The school administrators and teachers' interpersonal relationships exerted a significant effect on the learners' academic performance of the senior high school. In effect, when learners start their educational tasks, the relationship they develop with their teachers becomes gradually significant for their achievement in educational context. The study recommends that school administrators and teachers should be regularly trained and equipped with training program and that they should furthermore be equipped through development program to develop strong interpersonal skills for a thriving school environment to foster a positive learning environment to all members of the school community and to develop various motivational strategies for better learners' academic performance, among others.

Keywords: *school administrators' and teachers' interpersonal relationships, training program, learners' academic performance, educational context*

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INTRODUCTION

Interpersonal relationships have the power to encourage administrators and teachers in the current educational system to commit to change. It improves learner and teacher performance in the administration of the school. The management and control of teachers' engagement in the teaching and learning process is a crucial aspect of school administration, since it plays a critical role in determining whether changes are made for the better or worse. As school administrators and teachers deal with a variety of people, including learners, parents, staff, and community members, interpersonal relationships are essential. Due to the increasing diversity of the workforce, intercultural communication skills and cultural competency are becoming recognized as critical elements of successful interpersonal relationships.

Understanding educational events and the part interpersonal relationships play in learners' academic success can be done by using the lens of interpersonal relationships. Good interpersonal interactions can provide a positive sense of self-worth and self-esteem as well as healthy social, emotional, and cognitive functioning. The teacher-administrator and teacher-learner relationships in education, however, continue to be problematic. Tensions and competition between them produce a bad relationship that fuels conflict and has an impact on learners' performance as well. The learning process may be positively or negatively impacted by the interpersonal ties that develop between educators and learners. It is necessary to reconsider how we approach education and learning as well as how we get instructors and learners ready for a world that is getting more complicated by the day. Zhang

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(2022) indicated that interpersonal relationships have a substantial influence on the cognitive processes in humans including perception, attention, learning, memory, reasoning, and problem solving.

Furthermore, it is crucial to address the underappreciated problem of how learner-teacher and learner relationships differ from class to class and school to school before discussing the influence of interpersonal relationships in the classroom and the role of teacher-learner relationships in learners learning outcomes. The degree to which educational interventions targeted at improving teacher-learner interactions can be adopted depends critically on the response to this issue. Interpersonal relationships that are socially supportive can have a significant and long-lasting effect on learners' sense of security in the classroom. Additionally, comfortable, and highly motivated learners academically, socially, and emotionally are fostered by this sense of well-being. The interpersonal relationships between school administrators and instructors are crucial in establishing a positive learning environment and influencing learners' academic achievement. There are several advantages for learners' academic achievement when school administrators and instructors have a good and healthy connection. Teachers are more likely to be motivated and dedicated to their work when they perceive that their school administrators value and encourage them. This ultimately results in better instructional strategies and instruction of a higher caliber. Teachers are better able to fulfill the varied needs of their learners when school heads actively cooperate with them on curriculum development, offer chances for professional development, and encourage their professional growth.

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However, the nature of the interpersonal bonds that exist between instructors and school officials may be detrimental to the academic success of the learners. The main problem, if you will, was that communication was lacking. Any successful relationship must have effective communication because without it, miscommunication and conflict may occur. Ineffective communication between instructors and school officials can erode cooperation and trust, which will have a detrimental effect on the learning environment. The absence of encouragement and appreciation for educators' work is another problem. Confusion and fatigue can result from school officials' failure to recognize and value the hard work that teachers do. Underappreciated teachers may become disengaged, which lowers or eliminates their effectiveness as teachers and consequently affects learners' academic performance.

Furthermore, teachers' autonomy and creativity in the classroom may be hampered by micromanagement and power struggles in interpersonal relationships. Teachers may find it more difficult to meet each learner's unique learning needs when they feel overly controlled and uninformed. In the end, this may impede learners' academic progress and restrict their potential. To create a positive learning environment for all learners, educational institutions must prioritize and strengthen positive interpersonal relationships between teachers and school administrators.

Hence, the researcher aims to assess the effect of the school administrators' and teachers' interpersonal relationship on the learners' academic performance in the District of Guiguinto Division of Bulacan during the School Year 2022-2023. It is hoped that the study

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can draw a proposed training program of school administrators and teachers' that can enhance the learners' academic performance.

Statement of the Problem

The main concern of the study was to assess the effect of school administrators' and teachers' interpersonal relationships on the learner's academic performance in the District of Guiguinto Division of Bulacan for the School Year 2022-2023. Specifically, it will seek to answer the following questions:

1. How may the school administrators' and teachers' interpersonal relationships be described in terms of the following dimensions:
 - 1.1. Assertion of Needs;
 - 1.2. Bidirectional Communication;
 - 1.3. Conflict;
 - 1.4. Disclosure & Interpersonal Closeness; and
 - 1.5. Emotional Experience and Expression?
2. What is the level of academic performance of the Senior High School learners in the District of Guiguinto during the school year 2022-2023?
3. Do the school administrators' and teachers' interpersonal relationships exert a significant effect on the academic performance of the learners?
4. What training program for the school administrators and teachers may be proposed based on the findings of the study?

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METHODS AND TECHNIQUES USED

The method used in this study was descriptive-correlational design to assess the effect of the school administrators' and teachers' interpersonal relationship on the learners' academic performance. A descriptive research design characterizes and describes the given variables using quantitative measurements. In this research, the school administrators' and teachers' interpersonal relationship were quantified using weighted mean procedures and interpreted using a descriptor. To evaluate the influence of the predictor variables to the criterion, a correlational study was employed in which the relationship between or among variables were assessed and determined. Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical, or computational techniques as cited in (Adedoyin,2020) while descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon.

This type of research provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject by observing and collecting data on a given topic (Sirisilla, 2023). In this research, school administrators' and teachers' interpersonal relationships were quantified using mean, frequency, and standard deviation and interpreted using a set of descriptors.

Eventually, the main task of this paper was the assessment of the effect of school administrators' and teachers' interpersonal relationship on the learners' academic performance. To accomplish this, the study utilized a quantitative research approach by

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deliberately measuring and analyzing quantitatively the subject variables. A quantitative study investigates specific phenomena by obtaining numerical data to characterize the nature, relationship, and difference objectively and effectively between and among variables.

A set of standardized questionnaires on interpersonal relationships was used as the primary data gathering tool.

Instrument of the Study

This study utilized the Functional Idiographic Assessment Template- Questionnaire (FIAT-Q) constructed by Callaghan (2014) asking school administrators and teachers to rate based on the following parameters: assertion of needs, bidirectional communication, conflict, disclosure and interpersonal closeness, emotional experience and expression. There are twenty-one (21) statements on assertion of needs parameter, twenty-two (22) on bidirectional communication parameter, twenty-one (21) on conflict parameter, twenty-four (24) on disclosure and interpersonal closeness, and twenty-three (23) on emotional experience and expression. The respondents will choose from the following scale: (1) strongly disagree; (2) moderately disagree; (3) mildly disagree; (4) mildly agree; (5) moderately agree and (6) strongly agree.

Cronbach's Alpha explains the correlation value between the items as cited in Callaghan 2014. This is done to determine the level of relationship between the substances and the factors. All correlations between scores on the subscales were significant, supporting the hypothesized non-orthogonal nature of these factors. Cronbach's alpha was calculated for

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each of the five Functional Idiographic Assessment Template- Questionnaire (FIAT-Q) subscales. The internal consistency for the total scale is sufficient ($\alpha = .94$). The reliability of assertion of needs was .80, bidirectional communication was .77, conflict was .74, disclosure and interpersonal closeness was .80, and emotional experience and expression was .84 which indicate sufficient internal consistency for all the subscales. It can be said that these values are at an acceptable level.

Data Processing and Statistical Treatment

The data collected were tabulated and process using Statistical Packages for Social Sciences (SPSS). The findings were presented using the necessary tables and figures. To analyze and interpret the data that gathered, the following statistical measures were used:

- The school administrators' and teachers' interpersonal relationships were quantified and described using the rating scale, range of scoring, and descriptors suggested in the instrument. The scale for scoring the responses of the school administrators and teachers' respondent are as follows:

Rating Scale	Range	Interpretation
6	5.5-6.0	Strongly agree
5	4.5-5.49	Moderately agree
4	3.5-4.49	Mildly agree
3	2.5-3.49	Mildly disagree
2	1.5-2.49	Moderately disagree
1	1-1.49	Strongly disagree

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The learner's academic performance was a documentary analysis of the General Weighted Average (GWA) in the District of Guiguinto Division of Bulacan for the School Year 2022-2023.

The learners progress and achievement are as follows:

Descriptors	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

- The effect of school administrators' and teachers' interpersonal relationships on learners' academic performance was assessed using multiple regression.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This presents, analyzes, and interprets the data collected in the study. For clarity of presentation and consistency in the discussion, the data are presented following the order and sequence of the questions raised to wit: (1) school administrators and teachers' interpersonal relationships; (2) the learners' academic performance of the senior high school; (3) the effect of the school administrators' and teachers' interpersonal relationships on the academic performance of the senior high school; and (4) the proposed training program for the school administrators' and teachers' interpersonal relationships based on the findings of the study.

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School Administrators and Teachers' Interpersonal Relationships

The school administrators and teachers' interpersonal relationships were determined based on the following parameters: Assertion of Needs, Bidirectional Communication, Conflict, Disclosure and Interpersonal Closeness, and Emotional Experience and Expression. Chang et al. (2020) emphasized the positive impact of good relationships between school administrators and teachers on students' development and adjustment. Positive emotions and strong relationships help students adapt to school life. They must collaborate to create favorable conditions to promote positive experiences for students through relational behaviors. Learning is more than acquiring information; it involves social, psychological, and emotional interaction in building and maintaining positive and effective relationship in education.

Assertion of Needs. Table 2 presents the school administrators and teachers' interpersonal relationships based on assertion of needs parameter. As can be gleaned from Table 2, the school administrators mildly agreed as revealed by the total Weighted Mean of 4.31. Specifically, the school administrators mildly agreed on the following indicators: problems getting needs met (4.00); do not know how to put needs into words (3.75); has trouble recognizing when to ask another person for something (4.00); can asked for something as soon as it is needed (4.25); can start to asked another person for something, then withdraw the request (4.25); people do not respond for help or social support (3.75); express the needs subtly (4.13); Moreover, school administrators moderately agreed on the following indicators: can get the needs immediately (4.75); need help or support from other people (4.75); need help in a particular situation after the situation has passed (4.63); able

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to identify the kind of help or social support from other people (4.38); can identify people who are willing and able to help in needs (4.88); avoid asking people for help in meeting the needs (5.00); willing to accept assistance from someone once the person has agreed to help (5.13); denying any help when someone notices a need for assistance (5.00); people understand and gave assistance to what is needed (4.63). Sometimes, the administrators utilize the assertion of needs strongly agree as shown with a Mean score of (5.25) in the indicator of giving a lot of emotional support, but do not get much support from the other person. However, the respondents moderately disagreed on the following indicators: asked a stranger or casual acquaintance for advice about a personal situation (5.00); people told that asking for things too often (2.63); people don't like the way asking for things.

Also, on Table 2, the teachers mildly agreed as revealed by the total Weighted Mean of 3.87. Specifically, the teachers mildly agreed on the following indicators: problems getting needs met (3.88); getting needs as soon as it was ask (3.71); realized that needs help in a particular situation after the situation has passed (4.15); do not know how to put needs into words (3.86); identify the kind of help or social support from other people (4.30); has trouble recognizing when to ask another person for something (3.82); can asked for something as soon as it is needed (4.03); avoid asking people for help in meeting the needs (3.67); can start to asked another person for something, then withdraw the request (3.49); denying help when someone notices the needs for assistance (3.58); express the needs subtly by hinting what is needed (3.67); when asking for assistance, people understand what is needed (4.12); giving a lot of emotional support, but do not get much support from the other people (4.00);

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Moreover, teachers moderately agreed on the following indicators: knows when need help or support from other people (4.65); able to identify the kind of help or social support from other people (4.38); can identify people who are willing and able to help in needs (4.55); asking a close friend or family member for help or social support (4.65); willing to accept assistance from someone once the person has agreed to help (4.64). However, the respondents mildly disagreed on the following indicators: asked a stranger or casual acquaintance for advice about a personal situation (2.96); asking for things too often (3.21); people don't like the way asking for things (3.19)

Table 2

School Administrators and Teachers Interpersonal Relationship Based on Assertion of Needs

Indicators	School Administrators Mean	Verbal Interpretation	Teachers' Mean	Verbal Interpretation
I have problems getting my needs met.	4.00	Mildly Agree	3.88	Mildly Agree
I get my needs met as soon as I ask.	4.75	Mildly Agree	3.71	Mildly Agree
I know when I need help or support from other people.	4.75	Moderately Agree	4.65	Moderately Agree
I realize that I need help in a particular situation after the situation has passed.	4.63	Mildly Agree	4.15	Mildly Agree
I do not know how to put my needs into words.	3.75	Mildly Agree	3.86	Mildly Agree
I can identify the kind of help or social support that I need from other people.	4.38	Mildly Agree	4.30	Mildly Agree
I have trouble recognizing when I ask another person for something.	4.00	Mildly Agree	3.82	Mildly Agree
When I need something, I ask for it as soon as I need it.	4.25	Mildly Agree	4.03	Mildly Agree
I can identify people who are willing and able to help me with my needs.	4.88	Moderately Agree	4.55	Moderately Agree
When I need help or social support, I will ask a close friend or family member.	4.13	Moderately Agree	4.65	Moderately Agree
I will ask a stranger or casual acquaintance for advice about a personal situation.	5.00	Mildly Disagree	2.96	Mildly Disagree
I avoid asking people for help in meeting my needs.	5.00	Mildly Agree	3.67	Mildly Agree

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I Start to ask another person for something, then withdraw my request.	4.25	Mildly Agree	3.49	Mildly Agree
I am willing to accept assistance from someone once the person has agreed to help me.	5.13	Moderately Agree	4.64	Moderately Agree
When someone notices that I need assistance, I deny that I need any help.	5.00	Mildly Agree	3.58	Mildly Agree
People do not respond when I ask for help or social support.	3.75	Mildly Disagree	3.19	Mildly Disagree
I express my needs subtly, for example, by hinting at what I need.	4.13	Mildly Agree	3.67	Mildly Agree
When I ask for assistance, people understand what I need.	4.63	Mildly Agree	4.12	Mildly Agree
In a relationship, I give a lot of emotional support, but do not get much support from the other person.	5.25	Mildly Agree	4.00	Mildly Agree
People tell me that I ask for things too often.	2.63	Mildly Disagree	3.21	Mildly Disagree
People don't like the way I ask for things.	4.38	Mildly Disagree	3.19	Mildly Disagree
Weighted Mean	4.31	Mildly Agree	3.87	Mildly Agree

Bidirectional Communication. Table 3 presents the school administrators' and teachers' interpersonal relationship based on bidirectional communication. As can be gleaned in table 3, the school administrators mildly agreed as revealed by the weighted mean (3.39). Kapur (2020) explained that it is necessary to carry out one's duties in an appropriate manner and attain the desired goals and objectives, the members need to develop mutual understanding and work in co-operation with each other. These can create amiable and pleasant environmental conditions, incur the feeling of job satisfaction, carry out job duties in a well-organized manner and achieve desired outcomes. Specifically, the school administrators mildly agreed on the following indicators: not sure how affects them when interacting with another person (3.63); know when having an unpleasant impact on others (4.38); carefully consider the source of feedback before changing any behavior (4,25); shut down when someone was giving negative feedback (3.88); easily hurt or upset when negative feedback

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was given (3.75); believing that it is another person’s problem if someone gives feedback (3.50); do not provide feedback to another person when having an unpleasant impact (4.25); when feedback given as excessive and too detailed (3.50);

Moreover, the school administrators moderately agreed on the following indicators: hard to identify when people are giving feedback about one’s behavior (3.65); able to identify situations when it would be constructive to provide feedback to another person (4.88); avoid situations when to be provided with feedback (4.75); not certain about the impact of feedback on a close friend (4.88); don’t know how to respond regardless of whether the feedback was negative or positive (4.00); doing the opposite of what the person wants if someone gives negative impact (4.75); responding in a way that is brief and specific when providing feedback to others (4.25); Sometimes, the school administrators strongly agreed on this indicator: arguing when people gives unfavorable feedback (5.88);

Also, the respondents moderately disagreed on this indicator: when telling people that their behavior was having a negative effect, they do not change what they are doing (3.38); Nevertheless, the school administrators mildly disagreed on the following indicators: having problems receiving feedback from other people (3.38); having problems giving feedback to other people (3.00); try to ignore the persons discomfort when realizing an unpleasant impact on someone (3.38); too critical of other person when providing feedback (3.25); repeating position several times when giving feedback (3.25).

As can be gleaned from Table 3, the teachers mildly agreed as revealed by the Weighted Mean of (3.69).

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Specifically, the teachers mildly agreed on the following indicators: not sure how affects them when interacting with another person (4.13); avoid situations when provided with feedback (3.79); easily hurt or upset when negative feedback was given (3.68); don't know how to respond regardless of whether the feedback was negative or positive (3.85); do not provide feedback to another person when having an unpleasant impact (3.54); when telling people that their behavior was having a negative effect, they do not change what they are doing (3.75); responding in a way that is brief and specific when providing feedback to others (4.20); too critical of the other person when providing feedback (3.65); repeating position several times when giving feedback (3.58); had problems of giving feedback to other people 93.49); hard to identify when people are giving feedback about one's behavior (3.53); know when having an unpleasant impact on others (4.36); carefully consider the source of feedback before changing the behavior (4.37); able to identify situations when it would be constructive to provide feedback to another person (4.37); uncertain about the impact of feedback on a close friend (4.33); However, the teachers mildly disagreed on this indicators: problems receiving feedback from other people (3.0); it is another person's problem when giving feedback to someone (3.18); trying to ignore the persons discomfort when having unpleasant impact (3.24); doing the opposite of what the person wants when giving negative feedback (3.24); arguing when people gives unfavorable feedback (2.89); giving feedback that is excessive and too detailed (3.32). Sometimes, the teachers moderately disagreed on this indicator; shutdown when someone was giving negative feedback (3.46).

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Table 3

School Administrators and Teachers' Interpersonal Relationship Based on Bidirectional Communication

Indicators	School Administrator's Mean	Verbal Interpretation	Teacher's Mean	Verbal Interpretation
I have problems receiving feedback from other people.	3.20	Mildly Disagree	3.38	Mildly Disagree
I have problems giving feedback to other people.	3.49	Moderately Agree	3.00	Mildly Disagree
It is hard for me to identify when people are giving me feedback about my behavior.	3.53	Moderately Agree	3.63	Moderately Agree
When I am interacting with another person, I am not sure how I affect them.	4.13	Mildly Agree	3.63	Mildly Agree
I know when I am having an unpleasant impact on others.	4.36	Moderately Agree	4.38	Mildly Agree
I carefully consider the source of feedback before changing my behavior.	4.37	Moderately Agree	4.25	Mildly Agree
I can identify situations when it would be constructive to provide feedback to another person.	4.37	Moderately Agree	4.88	Moderately Agree
I avoid situations when I might be provided with feedback, e.g., speaking up in class or at a meeting.	3.79	Mildly Agree	4.75	Moderately Agree
If I am not certain about the impact I am having on a close friend, I will ask the friend to give me feedback.	4.33	Moderately Agree	4.88	Moderately Agree
When someone is giving me negative feedback, I shut down.	3.46	Moderately Disagree	3.88	Mildly Agree
I am easily hurt or upset when negative feedback is given to me.	3.68	Mildly Agree	3.75	Mildly Agree
Regardless of whether feedback is positive or negative, I don't know how to respond to it.	3.85	Mildly Agree	4.00	Moderately Agree
If someone gives me feedback, I believe it is that person's problem, not my problem.	3.18	Mildly Disagree	3.50	Mildly Agree
When I realize I am having an unpleasant impact on someone, I try to ignore the person's discomfort.	3.24	Mildly Disagree	3.38	Mildly Disagree
If someone gives me feedback that I don't like, I do the opposite of what the person wants.	3.24	Mildly Disagree	4.75	Moderately Agree
When people give me unfavorable feedback, I argue with them.	2.89	Mildly Disagree	5.88	Strongly Agree
I do not provide feedback to another person if they are having an unpleasant impact on me.	3.54	Mildly Agree	4.25	Mildly agree
When I tell people that their behavior is having a negative effect on me, they do not change what they are doing.	3.75	Mildly Agree	3.38	Moderately Disagree
I am told that the feedback I give is excessive and too detailed.	3.32	Mildly Disagree	3.50	Mildly Agree
When providing feedback to others, I respond in a way that is brief and specific.	4.20	Mildly Agree	4.25	Moderately Agree
I am told that when I provide feedback, I am too critical of the other person.	3.65	Mildly Agree	3.25	Mildly Disagree
When I give feedback, I repeat my position several times.	3.58	Mildly Agree	3.25	Mildly Disagree
Weighted Mean	3.99	Mildly Agree	3.69	Mildly Agree

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Conflict. Table 4 presents the school administrators' and teachers' interpersonal relationships based on conflict. As can be gleaned from Table 4, the school administrators mildly agreed as revealed by the weighted mean of (4.39). Su (2022) suggested that under the guidance of people oriented and strive to create a harmonious, relaxed, and free interpersonal atmosphere, strive to build good school interpersonal skills to avoid conflict, to arouse the enthusiasm of teachers' work to the greatest extent. Specifically, the school administrators mildly agreed on the following indicators: feel that there are times when it is beneficial to express disagreement in a relationship (4.00); get into conflict with others overthink that do not seem to matter (3.88); withdrawn in the face of conflict regardless of the circumstances (3.50); successful at resolving conflict with others (4.5); express anger indirectly by not speaking to other person (4.00); the argument becomes more intense as time goes on when arguing with someone (4.13); Moreover, the school administrators moderately agreed on the following indicators: feel uncomfortable when experiencing disagreement with another person (5.00); aware when there is conflict between another person (5.00); misunderstand the problem when another person is angry (4.75); discussed conflict at inconvenient or inappropriate times (4.38); engaged in conflict with another person without considering who they are (4.25); immediately apologizing for bringing up the issue after a voice disagreement with another person (4.88); explaining repeatedly with the disagreement with another person (4.38); approaching solutions to conflict directly and clearly communicating what is done to resolve differences (4.88); more connected and close to the other person during an agreement (3.63); deliberately upset the other person during an

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argument (4.50). Moreover, the school administrators strongly agreed on the following indicators: avoid conflict at all costs (5.38); trying to anticipate what the other person wants to do to avoid conflict (4.63); the argument goes on for a long time when arguing with someone (5.50). However, administrators mildly disagreed on the following indicators: had problems with conflict in relationships (4.25); and unwillingness to compromise when there is a conflict (3.00).

As can be gleaned from Table 4, the teachers mildly agreed as revealed by the Weighted Mean of (3.80). Specifically, the school administrators mildly agreed on the following indicators: feel uncomfortable when experiencing disagreement with another person (3.97); misunderstand the problem between another person when angry (3.62); feel that there are times when it is beneficial to express disagreement in a relationship (4.19); getting into conflict with others over things that do not seem to matter to matter (3.85); trying to anticipate what the other person wants to do in order to avoid conflict (3.86); withdrawn in the face of conflict regardless of the circumstances (3.75); immediately apologizing for bringing up the issue after a voice disagreement with another person (4.21); successful at resolving conflict with others (4.00); explaining repeatedly after disagreement with another person (4.07); expressing anger indirectly by not speaking to the other person (4.13); unwillingness to compromise when there is a conflict (3.50); feel more connected and close to the other person during an agreement (3.59); deliberately upset the other person during an argument (3.26). Moreover, the teachers moderately agreed on the following indicators: aware when there is conflict with one another (4.47); avoid conflict at all costs (4.41); approaching solutions to conflict directly

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and clearly communicating what can be done to resolve the differences (4.33). However, the teachers mildly disagreed on the following indicators: had problems with conflict in relationships (3.37); discussing conflict at inconvenient or inappropriate times (3.46); engaging in conflict with another person without considering who they are (3.03); the argument goes on for a long time when arguing with someone (3.41); the argument becomes more intense as time goes on when arguing with someone (3.41).

Table 4

School Administrators and Teachers' Interpersonal Relationships Based on Conflict

Indicators	Mean	Verbal Interpretation	Teacher's Mean	Verbal Interpretation
I have problems with conflict in my relationships.	4.25	Mildly Disagree	3.37	Mildly Disagree
I feel uncomfortable when I experience disagreement with another person.	5.00	Moderately Agree	3.97	Mildly Agree
I am aware when there is conflict with me and another person.	5.00	Moderately Agree	4.47	Moderately Agree
When another person is angry with me, I do not understand the problem between us.	4.75	Moderately Agree	3.62	Mildly Agree
I feel that there are times when it is beneficial to express disagreement in a relationship.	4.00	Mildly Agree	4.19	Mildly Agree
I get into conflict with others over things that do not seem to matter to them.	3.88	Mildly Agree	3.85	Mildly Agree
People tell me that I want to discuss conflict at inconvenient or inappropriate times.	4.38	Moderately Agree	3.46	Mildly Disagree
I will engage in conflict with another person without considering who they are.	4.25	Moderately Agree	3.03	Mildly Disagree
I avoid conflict at all costs.	5.38	Strongly Agree	4.41	Moderately Agree
To avoid conflict, I try to anticipate what the other person wants me to do.	4.63	Strongly Agree	3.86	Mildly Agree
I withdraw in the face of conflict, regardless of the circumstances.	3.50	Mildly Agree	3.75	Mildly Agree

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After I voice a disagreement with another person, I immediately apologize for bringing up the issue.	4.88	Moderately Agree	4.21	Mildly Agree
I am successful at resolving conflict with others.	4.25	Mildly Agree	4.00	Mildly Agree
When I have a disagreement with another person, I explain repeatedly why I think I am right.	4.38	Moderately Agree	4.07	Mildly Agree
I approach solutions to conflict directly, clearly communicating what can be done to resolve our differences.	4.88	Moderately Agree	4.33	Moderately Agree
I express anger indirectly, for example, by not speaking to the other person.	4.00	Mildly Agree	4.13	Mildly Agree
People say I am not willing to compromise when there is a conflict.	3.00	Mildly Disagree	3.50	Mildly Agree
When I am arguing with someone, the argument goes on for a long time.	5.50	Strongly Agree	3.41	Mildly Disagree
During an argument, I feel more connected and closer to the other person.	3.63	Moderately Agree	3.59	Mildly Agree
When I am arguing with someone, the argument becomes more intense as time goes on.	4.13	Mildly Agree	3.41	Mildly Disagree
I deliberately upset the other person during an argument.	4.50	Moderately Agree	3.26	Mildly Agree
Weighted Mean	3.80	Mildly Agree	3.80	Mildly Agree

Disclosure and Interpersonal Closeness. Table 5 presents the school administrators and teachers' interpersonal relationships based on disclosure and interpersonal closeness. As can be gleaned from Table 5, the school administrators mildly agreed as revealed by the Weighted Mean of (4.28). Nwinyokpugi and Omunakwe (2019) explained that interpersonal relationships are the ladder to gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is social work to be done because it is a social link between two or more people. Specifically, the school administrators mildly agreed on the following indicators: having one or more close relationships (4.25); sharing of personal information with

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a stranger or casual acquaintance (4.25); chose not to tell when friends ask about something (4.00); talking about own self and own experiences with other people (4.25); it is best not to talk about own experiences (4.00); asking other people to tell about their feelings and experiences (4.00); downplay the importance of what is disclosed after sharing personal matter (3.88); exaggerate own good points and brag about own skills and abilities (3.75); downplays own good qualities (3.50); sharing of information that is too personal (3.75). Moreover, the school administrators moderately agreed on the following indicators: has problems being close with others (4.63); awareness when it is appropriate to ask people about their experiences (4.38); feel the need to keep secrets from people we are closed (4.88); start to talk about what is going through and then decide it is better to keep the feelings (4.75); avoid telling people about own problems (4.50); do not share things about oneself to others (4.75); difficulty on making conversation with people (4.88); when talking about own experiences, people clearly understand it (4.75); talking too much about own self (3.25); However, the school administrators strongly agreed on the following indicators: talking about own self and own experiences with only a small and select group of people (5.25); close relationships are important (5.25); listening to others and offer them support (5.25). Sometimes, school administrators mildly disagreed on the following indicators: unable to identify when it would benefit to share experiences with another person (3.13); and asking for a lot of emotional support but provide little support to the other person (3.38).

As can be gleaned from Table 5, the teachers mildly agreed as revealed by the Weighted Mean of (3.72). Specifically, the teachers mildly agreed on the following indicators:

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have had one or more close relationships (4.27); unable to identify when it would benefit to share experiences with another person (3.78); chose not to tell when friends asked about something (3.74); feel the need to keep secrets from people we are closed (3.85); talking about own self and own experiences with other people (3.61); feel it is not best not to talk about own experiences with anyone (3.60); talking about what is going through, and then decide it is better to keep own feelings (4.0); avoid telling people about own problems (3.79); avoid sharing things about own self with others (3.86); asking other people to tell about their feelings and their experiences (4.97); difficulty about making conversation with people (3.60); people clearly understand when talking about experiences (3.89); downplay the importance of what is disclosed after sharing something personal (3.52); talking about own self in a way that downplays good qualities (3.58); listening to others and offer them support (3.66). Moreover, teachers moderately agreed on the following indicators: awareness when it is appropriate to ask people about their experiences (4.41); talking about own self and experiences with only a small and select group of people (4.33); close relationships are important (4.51); However, teachers mildly disagreed on the following indicators: had problems being close with others (3.28); sharing of personal information with a stranger or casual acquaintance (3.04); exaggerate good points and brag about skills and abilities (3.18); talked too much about own self (3.18); sharing of information that is too personal (3.13); asking for a lot of emotional support but provide little support to the other person (3.43).

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Table 5

School Administrators and Teachers' Interpersonal Relationships Based on Disclosure and Interpersonal Closeness

Indicators	School Administrator's Mean	Verbal Interpretation	Teacher's Mean	Verbal Interpretation
I have problems being close with others.	4.63	Moderately Agree	3.28	Mildly Disagree
I have had one or more close relationships.	4.25	Mildly Agree	4.27	Mildly Agree
I am not able to identify when it would benefit me to share my experiences with another person.	3.13	Mildly Disagree	3.78	Mildly Agree
I am aware when it is appropriate to ask people about their experiences.	4.38	Moderately Agree	4.41	Moderately Agree
I will share personal information with a stranger or casual acquaintance.	4.25	Mildly Agree	3.04	Mildly Disagree
I will talk about myself and my experiences with only a small and select group of people.	5.25	Strongly Agree	4.33	Moderately Agree
When friends ask me about how I am doing, I choose not to tell them.	4.00	Mildly Agree	3.74	Mildly Agree
I feel the need to keep secrets from people who are close to me.	4.88	Moderately Agree	3.85	Mildly Agree
I talk about myself and my experiences with other people.	4.25	Mildly Agree	3.61	Mildly Agree
I feel it is best not to talk about my own experiences with anyone.	4.00	Mildly Agree	3.60	Mildly Agree
I start to talk about what I am going through, and then decide it is better to keep my feelings to myself.	4.75	Moderately Agree	4.06	Mildly Agree
I have told people about my problems, and then wished that I hadn't.	4.50	Moderately Agree	3.79	Mildly Agree
Close relationships are important to me.	5.25	Strongly Agree	4.51	Moderately Agree
I do not want to share things about myself with others.	4.75	Moderately Agree	3.86	Mildly Agree
I ask other people to tell me about their feelings and their experiences.	4.00	Mildly Agree	4.07	Mildly Agree

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I have difficulty making conversation with people.	4.88	Moderately Agree	3.60	Mildly Agree
When I talk about my experiences, people clearly understand what I am telling them.	4.75	Moderately Agree	3.89	Mildly Agree
After I share something personal about myself, I downplay the importance of what I've disclosed.	3.88	Mildly Agree	3.52	Mildly Agree
I exaggerate my good points and brag about my skills and abilities.	3.75	Mildly Agree	3.18	Mildly Disagree
People say that I talk about myself in a way that downplays my good qualities.	3.50	Mildly Agree	3.58	Mildly Agree
I am told that I talk too much about myself.	3.25	Moderately Agree	3.18	Mildly Disagree
People tell me that when I talk about my own experience, I share information that is too personal.	3.75	Mildly Agree	3.13	Mildly Disagree
I listen to others and offer them support.	5.25	Strongly Agree	3.66	Mildly Agree
I am told that in relationships, I ask for a lot of emotional support, but provide little support to the other person.	3.38	Mildly Disagree	3.43	Mildly Disagree
Weighted Mean	4.28	Mildly Agree	3.72	Mildly Agree

Emotional Experience and Expression. Table 6 presents the school administrators and teachers' interpersonal relationships based on emotional experience and expression. As can be gleaned from Table 6, the school administrators moderately agreed as revealed by the weight mean of (4.42). Panol (2020) stated that interpersonal relations have a great impact on the elective operation of the school unit and on the all-around development of the educational system and good encouragement will result on becoming more productive, compassionate environment for everyone involved to learn and work.

Specifically, the school administrators mildly agreed on the following indicators: allowing own self to feel all emotions even strong ones (3.50); telling people the feeling of

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being one way when feeling another way (3.75); people don't like when talking about emotions (3.60); people are annoyed in expression emotions (3.63). Moreover, school administrators moderately agreed on the following indicators: had problems with emotions (4.50); aware of feelings and emotional experiences as they are happening (4.88); fail to notice emotions during an experience but become aware of them looking back at the event (4.50); tell the difference between one emotion and another (4.75); emotional responses make sense considering the circumstances (4.38); expressing own emotions at appropriate times and places (4.50); intentionally hide own feelings (4.50); try not to feel certain emotions (4.63); avoid situations that might bring out strong feelings (4.50); take immediate action to stop unpleasant emotion (4.63); able to put a name to what is being felt (4.63); people tell that emotional expression was flat (4.50); use the same few words to describe feelings(5.00); people tell that they want to express feelings more openly (4.88); sharing of feelings with others do not react in the way it was expected (4.88); clearly communicate own emotions to people (4.63); talking about own feelings too much (4.38). Sometimes, school administrators strongly agreed on problems in identifying own feelings (5.25); and mildly disagreed on expressing emotions in an overly intense manner (3.25).

As can be gleaned from Table 6, the teachers mildly agreed as revealed by the Weighted Mean of (3.94). Specifically, the school administrators mildly agreed on the following indicators: had problems with own emotions (3.86); had problems identifying what is the feeling (3.99); fail to notice own emotions during an experience but become aware of them looking back at the event (4.12); intentionally hide own feelings (4.22); try not to feel certain

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emotions (4.00); taking immediate action on unpleasant emotion (4.31); able to put a name to what is being felt (3.78); telling people of being one way when actually feeling another way (3.83); people tell that emotional expression was flat (3.68); using the same few words to describe own feelings (4.17); expressing feelings more openly (3.86); sharing of feelings with others do not react in the way it was expected (3.69); clearly communicate own to people (3.96). Moreover, teachers moderately agreed on the following indicators: aware of own feelings and emotional experiences as they are happening (4.51); telling the difference between one emotion and another (4.38); emotional responses make sense considering the circumstances (4.50); expressing own emotions at appropriate times and places (4.44); avoid situations that might bring out strong feelings (4.49); allowing to feel all emotions even strong ones (4.37). However, teachers mildly disagreed on the following indicators: talking about own feelings too much (3.19); expressing emotions in an overly intense manner (3.18); talking about own emotions (3.07); people are annoyed in expressing emotions (2.91).

Table 6

School Administrators and Teachers' Interpersonal Relationships Based on Emotional Experience and Expression

Indicators	School Administrator's Mean	Verbal Interpretation	Teacher's Mean	Verbal Interpretation
I have problems with my emotions.	4.50	Moderately Agree	3.86	Mildly
I have problems identifying what I am feeling.	5.25	Strongly Agree	3.99	Mildly Agree
I am aware of my feelings and emotional experiences as they are happening.	4.88	Moderately Agree	4.51	Moderately Agree
I fail to notice my emotions during an experience but become	4.50	Moderately Agree	4.12	Mildly Agree

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aware of them when I look back at the event.				
I can tell the difference between one emotion and another.	4.75	Moderately Agree	4.38	Moderately Agree
My emotional responses make sense to me when I consider the circumstances.	4.38	Moderately Agree	4.50	Moderately Agree
I express my emotions at appropriate times and places.	4.50	Moderately Agree	4.44	Moderately Agree
I intentionally hide my feelings.	4.50	Moderately Agree	4.22	Mildly Agree
I try not to feel certain emotions.	4.63	Moderately Agree	4.00	Mildly Agree
I avoid situations that might bring out strong feelings.	4.50	Moderately Agree	4.49	Moderately Agree
I allow myself to feel all emotions, even strong ones.	3.50	Mildly Agree	4.37	Moderately Agree
When I have an unpleasant emotion, I take immediate action to stop feeling it.	4.63	Moderately Agree	4.31	Mildly Agree
I am able to put a name to what I am feeling.	4.63	Moderately Agree	3.78	Mildly Agree
I tell people that I am feeling one way, when I am feeling another way.	3.75	Mildly Agree	3.83	Mildly Agree
People tell me that my emotional expression is flat.	4.50	Moderately Agree	3.68	Mildly Agree
When I talk about how I am feeling, I use the same few words to describe my feelings.	5.00	Moderately Agree	4.17	Mildly Agree
People tell me that they want me to express my feelings more openly.	4.88	Moderately Agree	3.86	Mildly Agree
When I share my feelings with others, they do not react in the way that I expect.	4.88	Moderately Agree	3.69	Mildly Agree
I clearly communicate my emotions to people so that they know exactly how I feel.	4.63	Moderately Agree	3.96	Mildly Agree
People say that I talk about my feelings too much.	4.38	Moderately Agree	3.19	Mildly Disagree
I express my emotions in an overly intense manner.	3.25	Mildly Disagree	3.18	Mildly Disagree
People don't like it when I talk about my emotions.	3.63	Mildly Agree	3.07	Mildly Disagree
People are annoyed by the way that I express my emotions.	3.63	Mildly Agree	2.91	Mildly Disagree

Weighted Mean	4.42	Moderately Agree	3.94	Mildly Agree
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Table 7 revealed that interpersonal relationships of the administrators were often mildly agreed on as shown by the Weighted Mean of 4.28. They were often mildly agreed in

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all interpersonal relationships namely: assertion of needs (4.31); bidirectional communication (3.99); conflict (4.39); disclosure and interpersonal closeness (4.28); emotional experience and expression (4.42). Table 7 further revealed that the school administrators' interpersonal relationships were mostly based on emotional experience and expression and least based on bidirectional communication. Assertion of needs came in between being conflict and disclosure and interpersonal closeness. The lowest Mean score (3.99) earned by bidirectional communication. Iqbal et al. (2020) further highlight that interpersonal relationships play a significant role in fostering intellectual growth and progress within a school community. These relationships serve as motivation for members to work together for the betterment and advancement of the school.

Table 7 also revealed that interpersonal relationships of the teachers were often mildly agreed on as shown by the Weighted Mean of 3.80. They were often mildly agreed in all interpersonal relationships namely: assertion of needs (3.87); bidirectional communication (3.69); conflict (3.80); disclosure and interpersonal closeness (3.72); emotional experience and expression (3.94). Table 7 further revealed that the teachers' interpersonal relationships were mostly based on emotional experience and expression and least based on bidirectional communication. Conflict came in between being assertion of needs and disclosure and interpersonal closeness. The lowest Mean score (3.69) earned by bidirectional communication. The relationship between schoolteacher–learner effective relationships is of utmost significance (Xie & Derakhshan, 2021).

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Table 7

School Administrators and Teachers' Interpersonal Relationships

Indicators	School Administrator's Mean	Verbal Interpretation	Teacher's Mean	Verbal Interpretation
Assertion of Needs	4.31	Mildly Agree	3.87	Mildly Agree
Bidirectional Communication	3.99	Mildly Agree	3.69	Mildly Agree
Conflict	4.39	Mildly Agree	3.80	Mildly Agree
Disclosure and Interpersonal Closeness	4.28	Mildly Agree	3.72	Mildly Agree
Emotional Experience and Expression	4.42	Moderately Agree	3.94	Mildly Agree
Weighted Mean	4.28	Mildly Agree	3.80	Mildly Agree

Learners Academic Performance of the Senior High School

Table 8 presents the learners academic performance of the Senior High School during the School Year 2022-2023. As can be gleaned from Table 8, 41.27% or 97 out of 235 senior high school learners were outstanding academically. 30.64% or 72 out of 235 learners academically performed very satisfactorily. 22.55% or 53 out of 235 learners rated satisfactory and 5.54% or 13 out of 235 learners were satisfactory. No learner did not meet expectations. Moreover, most of the learners were outstanding while least of them were satisfactory. Frazier (2018) found that stress was the most reported impediment to academic performance among learners. The study examined the accuracy of these perceptions, identify demographic and psychosocial factors that distinguished among students who differed in perceptions of how stress affected their performance, and assess the relations between these factors and general weighted average (GWA). Saleman et al. (2019), propose that empowering teachers through the development of effective practices, coupled with their existing qualities, can bring about

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comprehensive transformation in the educational system. Secondary school leaders should recognize teacher empowerment as a complementary factor to teacher quality. Empowerment involves granting teachers the authority to ensure the sustainability of the education system. When teachers are empowered, it positively impacts learners' academic performance. According to Mensah & Koomson (2020), students who perceive their educators as more supportive tend to achieve higher academic success. Teachers should actively engage in communication with their students to enhance their language learning capabilities. Additionally, a positive teacher-student interpersonal relationship fosters an environment conducive to academic engagement and achievement. Conversely, the absence of such a relationship hampers academic engagement and achievement to some extent. Providing students with a sense of belonging is crucial for enhancing their academic work.

Table 8

Learners' Academic Performance

Indicators	Frequency	Percentage
90-100 (Outstanding)	97	41.27
85-89 (Very Satisfactory)	72	30.64
80-84 (Satisfactory)	53	22.55
75-79 (Fairly Satisfactory)	13	5.54
74 and Below (Did Not Meet Expectations)	0	0
Total	235	100

The Effect of School Administrators' Interpersonal Relationships on the Learners'

Academic Performance

Table 9 presents the regression analysis on the effect of school administrators' interpersonal relationships on the academic performance of the learners. Data on Table 9

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showed the results of the analysis of regression. The five indicators in affecting learners' performance are assertion of needs, bidirectional communication, conflict, disclosure and interpersonal closeness, and emotional experience and expression produced B coefficients of 2.957, 3.964, 5.079, 3.225, and 2.859 respectively with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in assertion of needs, bidirectional communication, conflict, disclosure and interpersonal closeness and emotional experience and expression could generate a .354, .423, .488, .312 and 1.169 increases in performance of learners. The obtained Beta coefficients of .354 (assertion of needs), .423 (bidirectional communication), .488 (conflict), .312 (disclosure and interpersonal closeness), and 1.169 (emotional experience and expression) indicate that the five factors contribute a significant effect on the learners' performance. The table shows that bidirectional communication, and conflict indicators has a significance value of 0.046 and .028 respectively. With the alpha of 0.05, this explains that bidirectional communication and conflict indicators are substantial factors to the learners' performance.

Table 9

Regression Analysis on the Effect of School Administrators' Interpersonal Relationships on the Academic Performance of the Learners

	B	Std. Error	Beta	T	Sig.
Constant	93.212	11.702	.354	7.965	.000
Assertion of Needs	2.957	1.611	.423	1.836	.086
Bidirectional Communication	3.964	1.820	.488	2.179	.046
Conflict	5.079	2.095	.312	2.424	.028
Disclosure and Interpersonal Closeness	3.225	2.007	1.169	1.607	.129

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Emotional Experience and Expression	2.859	.029	99.890	.006
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R-value = .613
R-squared = .093
F-value = 3.098
P-value = .018
Alpha = .05

The r-square value of the study, 0.613, depicts that all variables have 61.3 percent of significance to the learners' performance. Meanwhile, the f-value, 3.098 and p-value 0.018 appeared to be less than the alpha 0.05, thus indicates that there is high significance level between the tallied variables. Furthermore, the R able to denote multiple correlation coefficient between the different variables as a predictor of the dependent variable. It could be noted that the R is .613 which indicates a level of prediction while R-square figure is a statistical measure on closeness of the data in regression line as the coefficient of determination or simply the coefficient of multiple determination for multiple regression. It can be indicated that the explanatory powers of the dependent variable of .613 implies that 61.3% of the variation in effect of interpersonal relationship on learners' academic performance.

The Effect of Teachers' Interpersonal Relationships on the Learners' Academic Performance

Table 10 presents the regression analysis on the effect of teachers' interpersonal relationships on the academic performance of the learners. Data on Table 10 showed the results of the analysis of regression. The five indicators in affecting learners' performance are assertion of needs, bidirectional communication, conflict, disclosure and interpersonal

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closeness, and emotional experience and expression produced B coefficients of 0.20, .011, 4.369, 1.884, and 2.876 respectively with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in assertion, bidirectional, conflict, disclosure and exposure could generate a .158, .070, .516, .228 and 1.166 increases in performance of students. The obtained Beta coefficients of .158 (assertion of needs), .070 (bidirectional communication), .516 (conflict), .228 (disclosure and interpersonal closeness), and 1.166 (emotional experience and expression) indicate that the five factors contribute a significant effect on the learners' performance.

The table shows that all the indicators have a significance value of 0.020, 0.028, 0.000, 0.000 and 0.014 respectively. With the alpha of 0.05, this explains that all indicators are substantial factors to the learners' performance.

Table 10

Regression Analysis on the Effect of Teachers' Interpersonal Relationships on the Academic Performance of the Learners

	B	Std. Error	Beta	T	Sig.
Constant	Constant	4.845	.073	66.832	.000
Assertion of Needs	.020	.018	.158	1.113	.020
Bidirectional Communication	.011	.023	.070	.496	.011
Conflict	4.369	1.203	.516	3.632	.000
Disclosure and Interpersonal Closeness	1.884	.468	.228	4.029	.000
Emotional Experience and Expression	2.876	1.166	.247	2.467	.014

R-value = .736
R-squared = .542
F-value = 3.548

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P-value = .026

Alpha = .05

The r-square value of the study, 0.736, depicts that all variables have 73.6 percent of significance to the learner' performance. Meanwhile, the f-value, 3.458 and p-value 0.026 appeared to be less than the alpha 0.05, thus indicates that there is high significance level between the tallied variables. Furthermore, the R able to denote multiple correlation coefficient between the different variables as a predictor of the dependent variable. It could be noted that the R is .736 which indicates a level of prediction while R-square figure is a statistical measure on closeness of the data in regression line as the coefficient of determination or simply the coefficient of multiple determination for multiple regression. It can be indicated that the explanatory powers of the dependent variable of .736 implies that 73.6% of the variation in effect of interpersonal relationship of teachers on learners' academic performance.

Conclusions

In the light of the findings of the study, the following conclusions were drawn:

- That school administrators and teachers must carry out one's duties in an appropriate manner and attain the desired goals and objectives, the members must develop mutual understanding and work in co-operation with each other. School administrators must provide the vision and plan, while teachers must bring the plan to life by constructing a strong educational foundation for students.
- That the level of academic performance of the senior high school may have been outstanding due to learners has experience the feeling of being more contented and

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inspired to learn when school administrators and teachers showed a positive interpersonal relationship and encourage them to engage more in educational contexts.

- That the school administrators and teachers' interpersonal relationship particularly their emotional experience and expression may have contributed to the academic performance of the learners, be it outstanding, very satisfactory, satisfactory, and fairly satisfactory and did not meet expectations.
- That the school administrators and teachers training program focused on Developing Strong Interpersonal Skills for a Thriving School Environment to foster a positive learning environment for all members of the school community. was proposed based on the findings of the study.

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