RELATIONSHIP MANAGEMENT AND TRANSPOSABLE IDENTITY OF TEACHERS IN THE DISTRICT OF MAAYON

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ABSTRACT

The study investigated the level of relationship management and degree of transposable identity of teachers in the District of Maayon. The respondents of the study were 219 randomly selected elementary school teachers in the District of Maayon. The study used the descriptive-correlational research design. Data were collected using a validated and reliability-tested researcher-made questionnaire. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, t-test, and analysis of variance, and Pearson r. The results revealed that the level of relationship management and the degree of transposable identity of teachers were very effective. There was no significant difference in the relationship management of teachers when they were grouped according to sex, age, educational attainment, and estimated monthly income. There was significant difference the degree of transposable identity of when they were grouped according to sex, while there was no significant difference when grouped according age, educational attainment, and estimated monthly income. The relationship management of teachers was found to be significantly associated with transposable identity.

KEYWORDS: ***Relationship Management, Transposable Identity, Teachers***

Introduction

A vital component of development within the educational system is the relationship management and the transposable identity of teachers. Along with helping the school achieve its objectives, teachers who display good relationship management within the system and have a strong transposable identity additionally promote the idea that teaching is a powerful force in the educative process.

A number of facets are involved in the relationship management of teachers inside the educational system. Research has shown that one important component of teachers' well-being is the quality of their interactions with their students (Spilt et al., 2011). Teachers who use relationship-based management strategies have a greater chance of improving student performance (Bola & Mhlanga, 2022). According to Gallup (2018) and Liu (2022), active engagement in education, teaching, and management activities requires the development of harmonious connections between teachers and students. According to Neto et al. (2020), it is clear that having a good rapport between teachers and students breaks down barriers to their engagement.

The correlation between disruptive conduct and teachers' views of the classroom climate in the United States has been established focusing on the implications of classroom management strategies for fostering a healthy school climate (Swan, 2019). In the context of Europe, teacher motivation is positively correlated with school climate and management style (Accariya & Khalil, 2016). Furthermore, research has examined the connection between educators' perspectives, technical proficiency, and classroom management styles, emphasizing the significance of technological pedagogical understanding in managing the classroom (Çar et al.,

2022). In Cyprus, managing relationships between educators and their coworkers is essential for flourishing workplace practices and meaningful work (Karami et al., 2023; Srid, 2020). A number of elements impact teachers' transposable identity within the educational system. Teacher identity has a vital role in teachers' professional lives in the context of persisting issues connected to teacher recruitment and retention (Rushton, 2023). For new teachers, there can be a conflict between their idealized identities and the teaching philosophies that the district and school administration uphold (Gray & Seiki, 2020). Teacher identity is shown as ever changing and described as an ongoing process of construction (Nagdi et al., 2018). In the European setting, there is a broad range in background, tasks, and chances for research, demonstrating the diversity and complexity of teacher identity within the European educational environment (Lunenberg et al., 2019).

The constant interpretation and integration of personal and professional elements shaped by the context and culture of the school constitutes the teacher's identity (Lee & Lee, 2022). Teachers' identity has a direct bearing on their professional development in teaching and learning, illustrating the interconnectedness of personal, societal, and professional identity and growth (Nanna et al., 2021). Professional development, cooperation, and school climate all affect how teachers form their identities (Magoma et al., 2021). Further, it is vital to consider the autonomous aspect of teacher identity while implementing administrative changes, as teachers are more than just executors for the imposed administrative agenda (Karaousiou, et al., 2019). However, Livingston (2014) emphasized the need for more research on teacher identity and the various roles teachers play during their careers even in light of the studies that have been done on this topic.

Relationship management has gained valuable insights from Philippines studies, including: the psychological states of teachers that can influence student motivation and the quality of interpersonal relationships (Shen et al., 2015); the challenges and motivations of teachers that shed light on the dynamics of professional development and teacher engagement (Ulla et al., 2017); and the dynamics of educational reform that emphasize the significance of comprehending teachers' perspectives in the context of change (Magallanes et al., 2022); teachers' collaborative efforts to enhance teaching practices were demonstrated by the shift from competition to collaboration through lesson study experiences (Bautista & Baniqued, 2021); and, studies comparing the Philippines to other nations such as Japan, which offered insights into pedagogical practices (Peniero & Matsuura, 2020), Indonesia, which compared reflective practices and ongoing innovation in teaching practices, the United States, which provided factors influencing teacher satisfaction in various contexts (Fabella et al., 2022); and, China, which revealed the uniqueness of Filipino teachers (Bagapuro & Santos, 2021). Further, teachers' identities are presented as life stories, emphasizing the relationship between their practical expertise and the environments in which they work and reside (Tarrayo et al., 2021).

In Capiz, there is a dearth in studies that deal with relationship management and the transposable identity of teachers. Teachers must possess both relationship management and a transposable identity because teaching is a noble and serious profession. To ensure that the high standard of education provided to pupils is not jeopardized, teachers must consistently exhibit strong relationship management and a transposable identity. The researcher aimed to investigate the degree of transposable identity and relationship management of instructors in light of the aforementioned situations. The study may contribute to a better understanding of the circumstances surrounding the development of an intervention program that can address concerns pertaining to teacher identity, management, interpersonal workplace dynamics, the teaching-learning process, and student performance in general.

The schematic diagram (Figure 1) presented the socio-demographic profile of teachers which included sex, age, educational attainment, and estimated monthly income as the independent variable. On the other hand, relationship management in terms of practices, strategies and technology, and the transposable identity in terms of relationship-oriented and student-centered identity of teachers were treated as the dependent variables.

The framework presented the actions of the researchers: to determine the level of relationship management and the degree of transposable identity and their components; to gauge whether there is significant associations between the variables (as indicated by the connecting lines between the independent and the dependent variables) when respondents are grouped according to the selected socio-demographic profile; and, to investigate whether components of the dependent variable have (positive or negative) relationship (as indicated by the arrowed line between the components of the dependent variable.
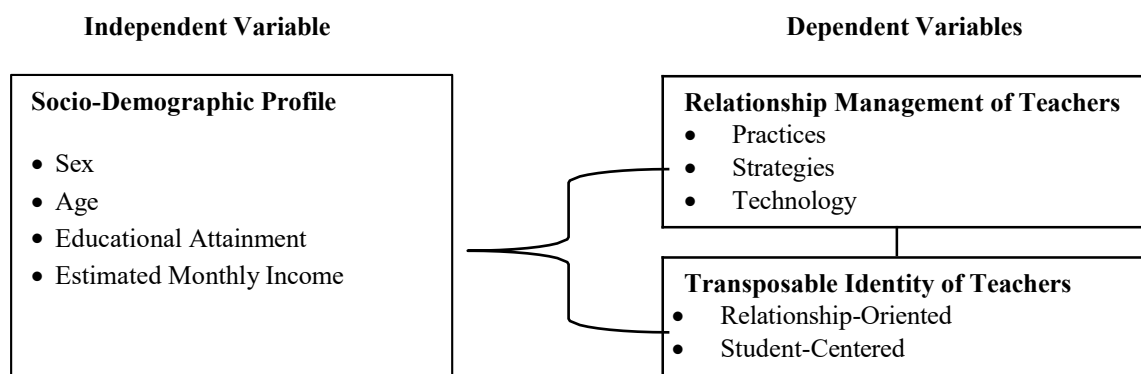
Independent Variable   **Dependent Variables**

Socio-Demographic Profile
• Sex
• Age
• Educational Attainment
• Estimated Monthly Income

Relationship Management of Teachers
• Practices
• Strategies
• Technology

Transposable Identity of Teachers
• Relationship-Oriented
• Student-Centered

Figure 1. Schematic diagram showing the framework of the study.

Methods

The study used a quantitative methodology using descriptive-correlational research design. Because descriptive research design allows for the collection and analysis of quantifiable data through quantitative techniques, it is highly effective in quantitative research. With the help of this design, data may be systematically gathered to characterize events and identify significant patterns and connections (Omair, 2015). Descriptive research designs in quantitative studies also facilitate data collecting via questionnaires and surveys, which adds to the thorough examination of the research issue (Sudiro et al., 2022).

The study employed correlational research design on the constructs being investigated. Measurement of the degree of relationship between two or more variables through statistical analysis is one way that the strength of correlational design in quantitative research is demonstrated (Maison et al., 2021).

In quantitative research, the strength of correlational design resides in its ability to evaluate the correlations between variables, offering insightful information about the interdependence of various elements. Because it allows the researcher to examine correlations, relationships, and associations on the relationship management and transposable identity of teachers, this design is appropriate for this study to gain a greater understanding of the constructs being studied.

The descriptive-correlational research design, as employed in this study, showed a strong method for examining the correlations between variables and giving an in-depth explanation on the relationship management and transposable identity of teachers in the District of Maayon.

The study focused on the relationship management and transposable identity of teachers. The study included two hundred nineteen (219) randomly selected elementary school teachers out of a population of two hundred seventy-three (273) teachers from thirty-two (32) public elementary schools in the District of Maayon for the school year 2023-2024. The margin of error was set at 3.0 percent in determining the number of teacher-respondents.

For relationship management, the study considered three (3) components which included practices, strategies, and technology. Further, for transposable identity, the study considered two (2) components which included the relationship-oriented identity, and student-centered identity.

Data were collected using a researcher-made questionnaire. The researcher faced difficulty in the retrieval of questionnaires because of the location of the schools and the busy schedules of the teachers. It took the researcher about one (1) month to finish the administration of the questionnaire. The study was conducted from October to December 2023. A 'researcher-made questionnaire' was used to gather the needed data consisting of three parts. The' statistical tools used to analyze the data were frequency count, percentage, mean, t-test, ANOVA and Pearson r. All statistical data were computer processed.

Results and Discussion

Level of Relationship Management of Teachers

Results on the level of relationship management of teachers in the District of Maayon had a grand mean of 4.76 with verbal interpretation of "Very Effective" as shown in Table 1.

Table 1
Level of Relationship Management of Teachers as a Whole.

Indicators	Mean	Verbal Interpretation
Practices	4.86	Very Effective
Strategies	4.81	Very Effective
Technology	4.60	Very Effective
Grand Mean	**4.76**	**Very Effective**

When all the 219 respondents were taken as a whole, data in Table 1 show that the level of relationship management of teachers had a mean of 4.76 verbally interpreted as "very effective". Results show that the level of relationship management of teachers in terms of practices had a mean score of 4.86 with verbal interpretation of "very effective" was higher than in terms of strategies and technology with mean scores of 4.81 and 4.60, similarly, with verbal interpretation of "very effective". The results implied that teachers have remarkable relationship management in their profession. They have versatile relationship management skills in terms of practice, strategies used and even through technology. The practices, strategies and technology-use teachers were highly commendable in developing relationship management with students. These positive relationship management approaches positively impact learners' acquisition of knowledge, skills, and values. The results conformed with Ledingham (2015) who stated that the benefit of relationship management between teacher and students were knowledge, support and respect are influenced by the perceived balance in the exchange of such resources. The relationship management is important in transforming work practices, strategies, and technology transfer of teachers in school to ensure their confidence in facilitating learning outcomes. Further, Naber (2017) affirmed that a good relationship management with colleagues makes the workplace enjoyable, and gives employees the freedom to focus on opportunities. Talis (2013) also emphasized that collaboration leads practitioners and teachers in a productive and professional development that gives educators fresh concepts to implement in the classroom, think differently about teaching tactics, and increase their subject knowledge.

Degree of Transposable Identity of Teachers
Results on the degree of transposable identity of teachers in the District of Maayon had a grand mean of 4.82 with verbal interpretation of "very effective" as shown in Table 2.

Table 2
Degree of Transposable Identity of Teachers as a Whole.

Indicators	Mean	Verbal Interpretation
Student-centered	4.85	Very Effective
Relationship-oriented	4.79	Very Effective
Grand Mean	**4.82**	**Very Effective**

When all the 219 respondents were taken as a whole, data in Table 3 show that the degree of transposable identity of teachers had a mean of 4.82 verbally interpreted as "very effective". Results show that the level of relationship management of teachers in terms of student-oriented had a mean score of 4.85 with verbal interpretation of "very effective" was higher than in terms of relationship-oriented with a mean score of 4.79 with verbal interpretation of "very effective". The results indicate that teachers have well-rounded identity making them flexible in handling students and working with colleagues. They are sensible of the needs and rights of their students and colleagues. They show professionalism in dealing with different personalities that affects the success of learning process. They possess personality that values integrity and respect towards others and recognizes individuality. The results of the study supported the findings of Pennington and Richards (2018) who revealed that a teacher's identity is characterized by student-centered and relationship-oriented approaches that encourage student empowerment, democratic classroom practices, and active learning. Teachers adopt a consultative leadership style, which allows students to play a central part in organizing, carrying out, and making decisions on their education. Students' engagement and eagerness to learn are greatly enhanced by positive student-teacher

connections. Further, McMichael and Belzer (2018) asserted that teachers' identity is a dynamic and diverse construct that is subject to change over time, shaped ultimately by their personal experiences, values, and aspirations that affects their professional identity and effectiveness in encouraging and motivating students to engage in the classroom activities and learn.

Differences in the Level of Relationship Management of Teachers and Some Variables

To determine the significant differences in the level of relationship management of teachers and the transposable identity of teachers, data on their socio demographic profile is shown in Table 3.

Table 3
Socio demographic Profile of the Respondents.

Profile	Frequency	Percent (%)
Sex		
Male	26	11.9
Female	193	88.1
Total	**219**	**100.0**
Age		
30 years old and below	28	12.8
31-49 years old	131	59.8
50 years old and above	60	27.4
Total	**219**	**100.0**
Educational Attainment		
Bachelor's Degree	60	27.4
With Master's Units	118	53.9
Master's Degree	29	13.2
With Doctoral Units	8	3.7
Doctoral Degree	4	1.8
Total	**219**	**100.0**
Estimated monthly income		
P27,000 and below	76	34.7
P29,000-31,000	121	55.3
P42,000-46,000	17	7.8
P52,000-59,000	5	2.3
Total	**219**	**100.0**

Data reveal that the majority of the respondents were females, belong to age 31-49 years old, married, with master's degree units, and have an estimated monthly income of P29, 000 -P31, 000.

Table 4 shows the distribution of different socio demographic profile of the respondents in the level of relationship management of teachers with their significant values, t/F values, and corresponding probability.

Table 4
Differences in the Level of Relationship Management of Teachers and Some Variables.

Profile	f/t-Value	Significant Value	Probability
Sex	1.655	0.099	n.s.
Age	0.155	0.857	n.s.
Educational Attainment	0.747	0.561	n.s.
Estimated monthly income	2.072	0.105	n.s.

The results in Table 4 show that there were no significant differences in the level of relationship management of teachers when they were grouped according to sex, age, highest educational attainment, and estimated monthly income. Therefore, the null hypothesis which states that there is no significant difference in the level of relationship management of teachers when they are grouped according to sex, age, educational attainment, and estimated monthly income is accepted. The results of this study do not agree with Salifu and Odame (2023) who investigated the self-efficacy among university teachers in Ghana. They found that sex was a

predictor of the teachers' self-efficacy in three domains of their work at a university. However, contradicted the findings which revealed that teacher's efficacy on teaching, research, and service activities is affected by academic qualification. Also, disagree with the findings which revealed that salary affected the self-efficacy of teacher in the domains of their work at a university. Additionally, the results of this study contradict the findings of Amalu (2021) which revealed that compared to their female counterparts, male teachers are more productive. Male teachers typically have an authoritarian and task-oriented teaching style, are demanding, possess a greater degree of control, place more emphasis on group projects and organized activities, and ask more pointed questions that force students to participate.

Differences in the Degree of Transposable Identity   of Teachers and Some variables

The distribution of different socio demographic profile of the respondents in the degree of transposable identity of teachers with their significant values, t/F values, and corresponding probability is shown in Table 5.

Table 5
Differences in the Degree of Transposable Identity of Teachers and Some Variables.

Profile	f/t-Value	Significant Value	Probability
Sex	2.285	0.023	s.
Age	0.396	0.674	n.s.
Educational Attainment	0.674	0.610	n.s.
Estimated monthly income	0.504	0.680	n.s.

As shown in Table 5, there was a significant difference in the degree of transposable identity of teachers when they were grouped according to age, monthly income, and length of service. Therefore, the null hypothesis which states that there is no significant difference in the degree of transposable identity of teachers when they are grouped according to sex is rejected. On the other hand, there were no significant differences in the degree of transposable identity of teachers when they were grouped according to age, educational attainment, and estimated monthly income. Therefore, the null hypothesis which states that there is no significant difference in the degree of transposable identity of teachers when they are grouped according to age, educational attainment, and estimated monthly income is accepted. The results of the study support the findings of Alnahdi and Schwab (2023) which revealed that teachers' attitudes differed by gender. Female teachers hold more positive attitudes towards teaching. Although male and female teachers receive training for both genders, it is undeniable that gender difference between male and female teachers influences their relationships and designing classroom activities. Furthermore, Unterhalter et al. (2014) noted that hiring female instructors is linked to improving girls' learning results and that female teachers are generally more supportive of all children's learning. The results of this study contradict the findings of Kothari and Pingle (2015) which revealed that age, teaching qualification, and salary posted a significant difference in the personality traits and teaching styles of teachers.

Relationship between the Level of Relationship Management and the Degree of Transposable Identity of Teachers

The relationship between the level of relationship management and the degree of transposable identity of teachers in Maayon is shown in Table 6.

Table 6
Relationship between the Level of Relationship Management and the Degree of Transposable Identity of Teachers.

Variable	N	Pearson's r	Significance Value	Probability
Relationship Management Transposable Identity	219	0.940	0.000	s.

As shown in the table, there was a significant relationship between the level of relationship management and the degree of transposable identity of teachers. The Pearson r value of **0.940** had a significant value of **0.000** which was lower than 0.05 alpha. Based on the computed values, the null hypothesis which states that there is no

significant relationship between the level of relationship management and the degree of transposable identity of teachers is rejected. The results implied that the higher the level of relationship management, the higher the degree of transposable identity of teachers. Their exposure, experience, and values towards positive relationships in the learning environment affect their transposable identity as teachers. The higher level of relationship management indicates that the teachers' transposable identity or flexibility in handling learners also increases. Teachers' cooperation, sensitivity, and adaptiveness in the learning environment an effective strategies and practices to extend a high level of positive relationship that creates a safe, friendly, and effective experience for learners. The results conform to what Roorda et al. (2017) discovered that emotional teacher-student relationships were found to be substantially associated with student involvement, which in turn moderated the association between the two variables and student accomplishment. Similarly, positive student-faculty interactions in higher education have also been linked to increased retention rates, better academic achievement, and lower dropout rates, as Snijders et al. (2020) showed. Hence, when teachers gain more positive relationships with their students, they become more effective in their teaching performance and feel more competent and satisfied with their work.

Conclusions and Implications

Based on the findings of the study, the following conclusions are drawn: Teachers manifest excellence in the management of the time, spaces, instructional activities, resources, and expectations for learning. Teachers exhibit commendable dynamism in teaching as shown by their flexibility in providing the learners' needs and establishing rapport with them. The socio-demographic profile such sex, age, educational attainment, and estimated monthly income of teachers do not creates variations in the level of relationship management. Sex creates variations in the degree of transposable identity of teachers. The relationship management of teachers is associated with their transposable identity. Improvement in the transposable identity of teachers can be achieved by improving their relationship management. The results implied that the higher the level of relationship management, the higher the degree of transposable identity of teachers. Their exposure, experience, and values towards positive relationships in the learning environment affect their transposable identity as teachers. The higher level of relationship management indicates that the teachers' transposable identity or flexibility in handling learners also increases. The school stakeholders spearheaded by the principal with the assistance of the PTA Officials may implement award and incentive programs that recognize not only the students with desirable behavior but also teachers to serve as role models in effective use of relationship management practices and strategies that can be a benchmark for other educators.

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