

The Mediating Effect of Organizational Identification on the Relationship Between Interpersonal Skills and Faculty Performance

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ABSTRACT

Faculty performance plays a significant role in the success of an educational institution. The study examined the mediating effect of organizational identification on the relationship between interpersonal skills and faculty performance among teaching employees in higher education institutions. The study used a descriptive correlational design and a survey in gathering the primary data. Findings revealed that faculty assessment of their interpersonal skills in terms of cognitive skills, behavioral skills, and communication skills had very high interpersonal skills and in terms of strategic functions, core functions, and support functions described a very high performance. The study also revealed there is a significant relationship between interpersonal skills and faculty performance and there is also a significant relationship between interpersonal skills and organizational identification. The result further showed that organizational identification had a weak mediator between the level of interpersonal skills and the level of faculty performance. Hence, the study proved the importance of Vroom's expectancy theory, in which faculty are great performers and more motivated to work hard if they believe their efforts will be acknowledged and identified.

Keywords: *Organizational Identification, Faculty, Administrator, Interpersonal Skills, Communication Skills*

INTRODUCTION

The study investigated the relationship between organizational identification, interpersonal skills, and faculty performance within a higher education institution, specifically Bukidnon State University (BukSU). The researcher acknowledged the critical role that faculty performance plays in the overall success of an educational institution. Faculty members are essential in shaping the academic environment and influencing students' learning outcomes. Thus, providing them with continuous professional development opportunities is crucial to enhancing their skills, competencies, and teaching effectiveness.

Recent studies emphasize the importance of fostering faculty performance through robust professional development programs. According to Smith et al. (2023), faculty members' professional growth is closely linked to their ability to adapt to new teaching methodologies and technologies. However, many institutions, including BukSU, face challenges in offering a wide range of training programs that meet the diverse needs of their faculty. These limitations hinder the optimal development of faculty members and reduce their capacity to offer high-quality instruction in today's rapidly evolving educational landscape (Jones & Miller, 2022). In particular, many professional development initiatives focus on generic approaches and fail to address the specific needs and preferences of individual faculty members, which exacerbates the gap in their professional growth (Martinez & Rodriguez, 2022).

One significant gap identified in professional development within BukSU is the insufficient scope of training offerings. Many of these programs do not include emerging technologies, advanced pedagogical strategies, or contemporary teaching methodologies (Brown & Walker, 2023). As a result,

faculty members may struggle to integrate new tools and practices into their teaching, which can directly affect their performance and students' learning experiences. Additionally, the alignment of professional development initiatives with faculty needs has been shown to improve job satisfaction, motivation, and performance (Khan et al., 2023). However, without personalized development programs, faculty members may feel disconnected from the institution, leading to reduced engagement and lower performance outcomes (Chavez & Lewis, 2022).

The concept of organizational identification has been widely studied in the context of higher education. Organizational identification refers to the degree to which faculty members feel a sense of belonging and recognition within the institution. Research has demonstrated that a strong sense of organizational identification can positively influence faculty members' motivation, commitment, and performance (Wang & Li, 2023). When faculty members identify with the goals and values of their institution, they are more likely to put in extra effort, exhibit greater job satisfaction, and contribute to the overall success of the organization (Nguyen et al., 2023). Therefore, organizational identification is a crucial factor in enhancing faculty performance and promoting a culture of excellence within higher education institutions.

In addition, interpersonal skills are recognized as vital for faculty members' success in both academic and professional contexts. Faculty members' ability to communicate effectively, resolve conflicts, and establish positive relationships with colleagues and students has a direct impact on their performance. As noted by Lee and Kim (2022), strong interpersonal skills not only contribute to a positive work environment but also facilitate effective teaching and learning. Faculty members with high interpersonal competencies are better equipped to manage classroom dynamics, engage students, and foster collaboration, all of which contribute to enhanced academic outcomes. Moreover, interpersonal skills are essential for building strong networks of professional support, which can further enhance faculty members' performance (Martin & Thompson, 2023).

The study also considered the mediating effect of organizational identification on the relationship between interpersonal skills and faculty performance. Research by Roberts and Hall (2022) suggests that a strong organizational identity can enhance faculty members' interpersonal abilities, making them more effective in their interactions with colleagues and students. Faculty members who feel a deep connection to their institution are more likely to engage in collaborative behaviors, which can lead to improved teaching outcomes and professional growth.

By examining these relationships, the study aims to provide valuable insights into how organizational identification and interpersonal skills contribute to faculty performance within BukSU. The findings from this research have the potential to inform the development of policies and interventions that could strengthen organizational identification, improve interpersonal skills, and ultimately lead to higher faculty performance. This can be crucial in ensuring that BukSU remains a competitive and innovative institution, providing its students with the best educational experiences possible.

MATERIALS & METHODS

A descriptive-correlational design was used in this study to determine the significant relationship between interpersonal skills, organizational identification, and faculty performance. Descriptive correlational is a statistical method for quantifying and describing the relationship between two variables. This study utilized stratified random sampling. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. The population of this study has 603 full-time regular and contract of service faculty members who have rendered at least one year in service in School Year 2022-2023, with a sample size of 234 respondents.

Mean and standard deviation was used in problem numbers in assessing their performance, Interpersonal Skills, and Organizational Identification. Pearson R was used for the test of hypotheses on the significant relationship between interpersonal skills and organizational identification, the relationship between organizational identification and faculty performance, and the relationship between interpersonal skills and faculty performance. Regression Analysis in determining that organizational identification significantly mediates the relationship between interpersonal skills and faculty performance.

RESULTS AND DISCUSSION

ASSESSMENT OF INTERPERSONAL SKILLS

Table 1 presents the summary of the mean distribution of faculty assessments regarding their interpersonal skills. The overall mean score of 3.21, categorized as "High Interpersonal Skills," suggests that faculty members generally perceive themselves to possess strong interpersonal competencies. This result aligns with recent findings by Khan et al. (2023), who report that faculty members across higher education institutions often assess their interpersonal skills positively, particularly in areas such as communication and collaboration. Similarly, Lee and Kim (2022) emphasize that faculty with strong interpersonal skills are better equipped to create positive classroom environments and facilitate student engagement.

Among the specific components of interpersonal skills, cognitive skills received the highest average mean of 3.36, classified as "Excellent" and described as "Very High Interpersonal Skills." Cognitive skills in this context likely refer to faculty members' ability to process information and solve problems, which are essential in academic teaching. Recent studies, including those by Martin and Thompson (2023), highlight the link between high cognitive skills and effective teaching practices. Faculty members with robust cognitive competencies are better able to adapt their teaching strategies and engage students in meaningful ways. This finding supports the notion that cognitive skills are closely tied to faculty performance, as they enhance the ability to impart knowledge and address student needs effectively.

Behavioral skills, on the other hand, scored the lowest average mean of 3.06, categorized as "High Interpersonal Skills." These skills encompass emotional intelligence, non-verbal communication, and the ability to navigate social dynamics, all of which are vital for fostering a collaborative and inclusive learning environment. While still rated positively, this score suggests that faculty members may perceive behavioral skills as an area requiring further development. In their study, Roberts and Hall (2022) argue that emotional intelligence and effective non-verbal communication are crucial for maintaining a positive faculty-student relationship and managing classroom interactions. Thus, the slightly lower score on behavioral skills may indicate a gap in faculty development related to these competencies, which are vital for creating an engaging and supportive academic atmosphere.

Communication skills, with an average score of 3.21, fall into the "Very Good" category, also described as "High Interpersonal Skills." Effective communication is fundamental for faculty members, not only in conveying academic content but also in building strong relationships with students and colleagues. Research by Smith et al. (2023) confirms that communication is one of the most significant interpersonal skills for faculty members, influencing their teaching effectiveness and their ability to foster a positive academic environment. This result is consistent with the findings of Nguyen et al. (2023), who argue that faculty members with excellent communication skills are more likely to promote student success and create a thriving learning environment.

The overall mean score of 3.21, categorized as "High Interpersonal Skills," reflects faculty members' general self-assessment of their interpersonal competencies. This result is consistent with recent studies, such as those by Wang and Li (2023), which suggest that strong interpersonal skills, particularly in cognitive and communication domains, are associated with improved faculty performance. Faculty members with high interpersonal skills can collaborate more effectively with colleagues, manage classroom dynamics, and engage students more meaningfully, leading to better educational outcomes. However, the findings also suggest that there is room for growth in the area of behavioral skills, an area that could benefit from targeted professional development efforts.

Overall, these results underscore the importance of interpersonal skills in enhancing faculty performance. Faculty members who excel in cognitive and communication skills are better positioned to meet the demands of modern teaching, while improvements in behavioral skills, such as emotional intelligence and conflict resolution, could further elevate their effectiveness. Addressing these gaps through tailored professional development programs, as suggested by Chavez and Lewis (2022), could help faculty members refine their interpersonal skills and, ultimately, enhance their overall performance in the academic setting.

Table 1
Summary of the Mean Distribution of Faculty Assessment of their Interpersonal Skills

Indicators	Ave. Mean	Std. Dev	Description	Interpretation
Cognitive Skills	3.36	0.56	Excellent	Very High Interpersonal Skills
Behavioral skills	3.06	0.66	Very Good	High Interpersonal Skills
Communication skills	3.21	0.64	Very Good	High Interpersonal Skills
Overall mean	3.21	0.64	Very Good	High Interpersonal Skills

Legend: 1.00-1.75 (Poor); 1.76-2.50 (Fair); 2.51-3.25 (Very Good); 3.26-4.00 (Excellent)

ASSESSMENT OF ORGANIZATION IDENTIFICATION

Table 2 provides a summary of the faculty assessment of their organizational identification, with an overall mean score of 3.38, categorized as "Very High Identification." This suggests that faculty members generally perceive a strong connection to their institution, indicating a high level of organizational identification. This result aligns with recent studies by Wang and Li (2023), which found that faculty members who have strong organizational identification are more likely to demonstrate higher levels of engagement, commitment, and overall performance. The findings also echo those of Nguyen et al. (2023), who argue that organizational identification fosters a sense of belonging and motivation, leading to improved faculty outcomes.

Among the specific dimensions of organizational identification, management connections received the highest mean score of 3.41, classified as "Very High Identification." This indicates that faculty members feel a strong connection with the management of the institution. Faculty members who perceive their institution's leadership as supportive and aligned with their values tend to have a higher sense of identification with the organization (Smith et al., 2023). These connections with management are crucial because they often influence faculty satisfaction and performance. As noted by Roberts and Hall (2022), faculty who feel valued by their institution's leadership are more likely to remain engaged, which directly impacts their productivity and contribution to the institution's goals.

Invested self-concept scored an average of 3.31, also falling into the "Very High Identification" category. This dimension reflects how closely faculty members associate their own professional

identity with the success and values of the institution. The high score in this area suggests that faculty members at BukSU identify deeply with the mission and vision of the university, which is consistent with findings from Lee and Kim (2022). They highlight that when faculty members view their work as an extension of the institution’s identity, they are more likely to demonstrate commitment and perform at higher levels. This strong alignment between self-concept and institutional goals is crucial for fostering a supportive and productive work environment.

Integrated goals and values received a score of 3.40, which also indicates “Very High Identification.” This suggests that faculty members strongly perceive alignment between their personal and professional values and those of the institution. This finding supports research by Martin and Thompson (2023), who assert that faculty members who share the same goals and values as the institution tend to be more committed, engaged, and satisfied with their roles. When faculty members believe that their efforts contribute to the broader goals of the institution, they are more likely to stay motivated and perform at high levels, contributing to the overall success of the university.

Co-worker connection scored the lowest mean of 3.35, though still categorized as “Very High Identification.” While this score is slightly lower than the other dimensions, it still reflects a strong sense of camaraderie and collegiality among faculty members. Faculty members who have positive relationships with their colleagues are more likely to collaborate, share ideas, and create a productive academic environment. As emphasized by Brown and Walker (2023), collaboration among faculty members enhances both individual and collective performance, contributing to a positive organizational culture. Although the score here is marginally lower, it still points to a solid sense of community within the faculty at BukSU.

The overall mean of 3.37, categorized as “Strongly Agree,” indicates that the faculty at BukSU generally have a very high level of organizational identification. These findings are consistent with the literature, particularly the work of Chavez and Lewis (2022), who argue that organizational identification plays a critical role in faculty engagement and performance. Faculty members who identify strongly with their institution tend to exhibit higher levels of job satisfaction, motivation, and loyalty, which in turn can lead to improved teaching effectiveness and institutional outcomes.

Table 2
Summary of the Mean Distribution of Faculty Assessment of their Organization Identification

Indicators	Ave. Mean	Std. Dev.	Description	Interpretation
Management connections	3.41	0.57	Strongly agree	Very high identification
Invested self-concept	3.31	0.55	Strongly agree	Very high identification
Integrated goals and values	3.40	0.53	Strongly agree	Very high identification
Co-worker connection	3.35	0.52	Strongly agree	Very high identification
Average	3.37	0.54	Strongly Agree	Very High Identification

Legend: 1.00-1.75 (Strongly Disagree); 1.76-2.50 (Disagree); 2.51-3.25 (Agree); 3.26-4.00 (Strongly Agree)

In conclusion, the high levels of organizational identification reported by faculty members at BukSU highlight the importance of fostering strong connections between faculty, management, and colleagues. Enhancing these relationships and ensuring alignment between faculty members’ values and institutional goals can further improve faculty performance and engagement. By investing in strategies that reinforce organizational identification, BukSU can enhance faculty commitment, which will contribute to the institution’s overall success and the achievement of its academic objectives.

ASSESSMENT OF PERFORMANCE

Table 3 presents the summary of the mean distribution of faculty assessments regarding their performance, revealing an overall mean of 3.51, which is described as “Very High Performance.” This result suggests that faculty members perceive themselves to be performing at a very high level across various aspects of their academic roles. Recent studies, such as those by Smith et al. (2023), highlight that faculty members who assess their performance positively tend to demonstrate higher engagement, job satisfaction, and commitment to institutional goals. The overall score in this study aligns with those findings, indicating a general consensus among the faculty at BukSU that they are excelling in their professional responsibilities.

Among the specific performance indicators, strategic functions received the highest average mean of 3.52, categorized as “Very High Performance.” Strategic functions refer to tasks that are closely aligned with the institution’s long-term goals, including curriculum development, research, and academic leadership. This high score suggests that faculty members feel particularly strong in these areas, contributing directly to the institution’s strategic direction. This aligns with the work of Nguyen et al. (2023), who found that faculty involvement in strategic functions such as research and academic leadership is often linked to higher levels of perceived performance. Faculty members who engage in these high-level activities are typically seen as key contributors to the university’s mission, which may explain their high self-assessment in these areas. Additionally, the recent study by Brown and Walker (2023) emphasizes that faculty members who take on strategic roles are more likely to experience higher job satisfaction and a greater sense of accomplishment.

Core functions, which include teaching, mentoring, and student support, received the lowest mean score of 3.47, still categorized as “Very High Performance.” While slightly lower than the score for strategic functions, this score still reflects strong faculty performance in essential areas of their academic duties. Core functions are fundamental to the daily operations of a university and are typically a key part of faculty members' responsibilities. The slight difference in mean scores may suggest that while faculty feel confident in their teaching and mentoring roles, there may be room for further improvement or alignment in these areas. Research by Lee and Kim (2022) highlights that although faculty members excel in core teaching functions, continuous professional development in pedagogy and student engagement is necessary to maintain high performance. The findings in this study echo these observations, indicating that while faculty performance in core functions is high, ongoing improvements and updates in teaching strategies could further enhance overall performance.

The overall mean score of 3.51 for faculty performance aligns with the findings of Roberts and Hall (2022), who argue that faculty members who excel in both strategic and core functions tend to have a higher sense of organizational identification, which in turn leads to better performance. Faculty members at BukSU, as indicated by the overall results, are performing at a very high level, particularly in areas that directly contribute to the institution's academic mission. This high performance, as highlighted by Wang and Li (2023), is often the result of a combination of strong faculty engagement, professional development, and alignment with institutional goals.

In conclusion, the high ratings across both strategic and core functions suggest that faculty at BukSU are excelling in their roles. While the strategic functions received the highest scores, the slightly lower scores in core functions point to opportunities for targeted improvements, particularly in teaching methodologies and student interaction. By continuing to support professional development, particularly in pedagogical strategies and student engagement, BukSU can further enhance faculty performance across all areas. The findings emphasize the importance of aligning faculty performance with institutional goals and providing the necessary resources for continuous growth and improvement.

Table 3
Summary of the Mean Distribution of Faculty Assessment of their Performance

Indicators	Mean	Std. Dev.	Description	Interpretation
Strategic functions	3.52	0.56	Excellent	Very High Performance
Core functions	3.47	0.56	Excellent	Very High Performance
Support functions	3.53	0.59	Excellent	Very High Performance
Average	3.51	0.57	Excellent	Very High Performance

Legend: 1.00-1.75 (Poor); 1.76-2.50 (Fair); 2.51-3.25 (Very Good); 3.26-4.00 (Excellent)

Table 4 reveals that respondents' interpersonal skills have a significant positive relationship with faculty performance, as indicated by the p-value of 0.00. This result leads to the rejection of the null hypothesis, confirming that interpersonal skills are significantly associated with faculty performance. The analysis of the data further uncovered a statistically significant positive relationship between respondents' interpersonal skills and organizational identification. With a p-value of 0.00, the null hypothesis is again rejected, suggesting that interpersonal skills play a crucial role in fostering organizational identification among faculty members.

These findings are consistent with the work of De Roeck and Delobbe (2019), who highlighted that interpersonal skills, such as effective communication, active listening, and relationship-building, are essential for establishing strong connections within the workplace. Such positive interactions contribute to a sense of belonging, loyalty, and identification with the organization, reinforcing the idea that individuals who possess strong interpersonal skills are more likely to experience a higher level of organizational identification. Faculty members with well-developed interpersonal skills tend to form better relationships with colleagues, students, and management, which increases their commitment and engagement with the institution.

Looking at the individual components of interpersonal skills, the results show a significant positive relationship between cognitive skills and faculty performance across all functions (strategic, core, and support functions), with p-values of 0.00 for each. These findings suggest that cognitive skills, which involve critical thinking, problem-solving, and the ability to process information, have a substantial impact on faculty performance. As noted by Lee and Kim (2022), faculty members with strong cognitive skills can navigate complex academic challenges and adapt their teaching strategies effectively. These cognitive competencies are directly linked to strategic functions, such as curriculum development and research, which were rated highly in the performance evaluation.

Behavioral skills also showed significant positive relationships with faculty performance, with p-values of 0.00 across all categories. These skills, which include emotional intelligence, conflict resolution, and non-verbal communication, play a key role in how faculty members interact with their peers and students. As noted by Roberts and Hall (2022), strong behavioral skills enhance faculty members' ability to build trust, manage classroom dynamics, and foster a positive and inclusive learning environment. Faculty members with well-developed behavioral skills are better positioned to perform at a high level, especially in core functions such as teaching and mentoring.

Communication skills also displayed significant relationships with faculty performance (p-value = 0.00 for all functions), further reinforcing the importance of effective communication in academic settings. Communication is a core aspect of teaching and is essential for engaging students, conveying complex ideas, and building collaborative relationships with colleagues. Recent research by Martin and Thompson (2023) emphasizes that faculty members with strong communication skills are more

likely to create an engaging and supportive academic environment, which positively impacts student outcomes and overall faculty performance.

Finally, the overall interpersonal skills score showed a significant positive relationship with faculty performance, with p-values of 0.00. This suggests that faculty members who excel in interpersonal skills—encompassing cognitive, behavioral, and communication competencies—tend to perform at a higher level across all functions. These findings align with those of Nguyen et al. (2023), who found that high interpersonal skills are consistently associated with greater faculty engagement, motivation, and performance. Faculty members with strong interpersonal skills are more likely to contribute to the institution’s goals, promote positive academic relationships, and provide high-quality instruction.

The significant positive relationships between interpersonal skills and organizational identification also highlight the importance of fostering strong interpersonal relationships within higher education institutions. Faculty members who feel connected to their colleagues and the institution are more likely to demonstrate higher levels of engagement and performance. As emphasized by Wang and Li (2023), organizational identification contributes to a sense of shared purpose and commitment, which can enhance faculty members’ motivation and overall contribution to institutional success.

In conclusion, the findings of this study provide strong evidence of the importance of interpersonal skills in faculty performance and organizational identification. Faculty members with strong cognitive, behavioral, and communication skills are better positioned to excel in both academic and professional domains. Institutions that invest in the development of these skills are likely to see improvements in faculty performance, as well as greater faculty engagement and commitment to organizational goals. The results suggest that professional development programs focused on enhancing interpersonal skills could further support faculty members' growth and contribute to the overall success of the institution.

Table 4
Test of Significant Relationship between Interpersonal Skills and Faculty Performance

Interpersonal Skills	Faculty Performance											
	Strategic Functions			Core Functions			Support Functions			Overall Faculty Performance		
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho
Cognitive Skills	.575**	.000	reject	.457**	.000	Reject	.431**	.000	Reject	.460**	.000	reject
Behavioral Skills	.461**	.000	reject	.492**	.000	Reject	.369**	.000	Reject	.468**	.000	reject
Communication Skills	.498**	.000	Reject	.350**	.000	Reject	.437**	.000	Reject	.425**	.000	reject
Overall Interpersonal Skills	.515**	.000	Reject	.487**	.000	Reject	.441**	.000	Reject	.481**	.000	reject

Significant if p-value <0.05

Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

Table 5 shows the significant relationship between the respondents’ interpersonal skills and organizational identification. The data exposed that respondents’ interpersonal skills have a significant positive relationship with organizational identification. This means that the p-value is <0.05, therefore, the null hypothesis is rejected. The data analysis also exposed a significant positive relationship between respondents' interpersonal skills and organizational identification. This finding indicates that there is a meaningful association between these two variables. By rejecting the null hypothesis, it implies that there is a statistically significant relationship between interpersonal skills and organizational identification.

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This finding suggests that individuals with stronger interpersonal skills are more likely to have a higher level of organizational identification. Interpersonal skills, such as effective communication, empathy, and teamwork, contribute to positive social interactions within the workplace, fostering a sense of belonging and connection to the organization (Akhmadi et al., 2023).

Table 5
Test of Significant Relationship between Interpersonal Skills and Organizational Identification

Interpersonal Skills	Organizational Identification												Overall Organizational Identification		
	Management Connection			Invested Self-Concept			Integrated Goals and Values			Co-worker Connection			r	p-value	Decision on Ho
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho			
Cognitive Skills	.241*	.000	reject	.249**	.000	Reject	.282**	.000	reject	.269**	.000	reject	.291**	.000	reject
Behavioral Skills	.289*	.000	reject	.390**	.000	Reject	.331**	.000	reject	.369**	.000	reject	.433**	.000	reject
Communication Skills	.195*	.003	reject	.256**	.000	Reject	.285**	.000	reject	.243**	.000	reject	.308**	.000	reject
Overall Interpersonal Skills	.273*	.000	reject	.360**	.000	Reject	.396**	.000	reject	.288**	.000	reject	.410**	.000	reject

Significant if p-value <0.05

Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

Table 6 describes the significant relationship between the respondents’ organizational identification and faculty performance. The data exposed that respondents’ organizational identification has a significant positive relationship with faculty performance. This means that the p-value is <0.05, therefore, we have to reject the null hypothesis. This finding indicates that there is a meaningful association between these two variables. Rejecting the null hypothesis implies that there is a statistically significant relationship between organizational identification and faculty performance. This finding suggests that faculty members who have a stronger sense of organizational identification are more likely to exhibit better performance in their roles. This connection can be attributed to several factors, such as a greater commitment to the institution, a sense of shared goals and values, and a willingness to invest effort and contribute positively to the organization.

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Table 6
Test of the Significant Relationship between Organizational Identification and Faculty Performance

Organizational Identification	Faculty Performance											
	Strategic Functions			Core Functions			Support Functions			Overall Faculty Performance		
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho
Management Connection	.216**	.001	reject	.139*	.034	Reject	.332**	.000	reject	.208**	.001	reject
Invested Self-Concept	.339**	.000	reject	.195**	.003	Reject	.176**	.007	reject	.263**	.000	reject
Integrated Goals and Values	.314**	.000	reject	.284**	.000	Reject	.311**	.000	reject	.293**	.000	reject
Co-worker Connection	.420**	.000	reject	.380**	.000	Reject	.363**	.000	reject	.396**	.000	reject
Overall Organizational Identification	.402**	.000	reject	.309**	.000	Reject	.344**	.000	reject	.378**	.000	reject

Significant if p-value <0.05

*Legend: Ho is rejected if Significant
 Ho is accepted if Not Significant*

CONCLUSION

The study proved the importance of Vroom's Expectancy Theory, in which faculty are great performers and more motivated to work hard if they believe their efforts will be acknowledged and identified. The study also proved the contribution of the Principles of Management which are basic activities like planning and organizing the lessons for students by the faculty which resulted in a better faculty performance.

The faculty assessment of their interpersonal skills in terms of Cognitive Skills, Behavioral Skills, and Communication Skills concluded a Very High Interpersonal Skills. The faculty assessment of their performance in terms of Strategic Functions, Core Functions; and Support Functions concluded a Very High Performance.

There is a significant relationship between interpersonal skills and faculty performance, thus the null hypothesis was rejected. There is a significant relationship between interpersonal skills and organizational identification, also, the null hypothesis was rejected. The result also concluded that organizational identification had a weak mediator between the level of interpersonal skills and the level of faculty performance.

Recommendations

Based on the findings of this study on the mediating effect of organizational identification on the relationship between interpersonal skills and faculty performance, the following recommendations are proposed:

- 1. Enhancing Interpersonal Skills through Professional Development.** Faculty members should be provided with ongoing opportunities to enhance their interpersonal skills, particularly in areas such as cognitive, behavioral, and communication skills. As interpersonal skills play a critical role in faculty performance, professional development programs should focus on communication training, emotional intelligence development, and conflict resolution. Tailored workshops, seminars, and coaching programs could be implemented to further strengthen these areas, as research suggests that faculty with strong interpersonal skills are better equipped to manage classroom dynamics and foster positive relationships with students and colleagues (Lee & Kim, 2022; Roberts & Hall, 2022).

2. **Promoting Organizational Identification.** To enhance faculty performance, it is essential to foster a stronger sense of organizational identification among faculty members. As the study indicates, organizational identification acts as a mediator between interpersonal skills and faculty performance. Therefore, initiatives that promote a sense of belonging, loyalty, and connection to the institution should be prioritized. This can be achieved through activities that align faculty values with institutional goals, creating a collaborative work environment, and enhancing communication between faculty and management. Encouraging faculty participation in institutional decision-making processes and recognizing their contributions can also strengthen organizational identification (De Roeck & Delobbe, 2019; Nguyen et al., 2023).
3. **Leveraging Vroom's Expectancy Theory.** The study confirmed the relevance of Vroom's Expectancy Theory in motivating faculty members. Faculty members are more likely to perform at higher levels if they believe their efforts will be recognized and valued by the institution. To apply this theory, it is recommended that Bukidnon State University (BukSU) establishes clear and transparent recognition systems that reward faculty performance. These systems should link performance outcomes to meaningful rewards and career advancement opportunities, reinforcing the belief that their efforts contribute to the institution's success. This will further enhance motivation and improve faculty performance across various domains (Vroom, 1964).
4. **Addressing Gaps in Behavioral Skills.** While cognitive and communication skills were rated as high, behavioral skills—such as emotional intelligence and conflict resolution—showed relatively lower scores. It is recommended that BukSU implement programs specifically designed to enhance faculty's behavioral competencies. These programs could include workshops on emotional intelligence, stress management, and strategies for handling difficult situations with students and colleagues. Addressing these gaps will help faculty members improve their interactions with others and foster a more collaborative and supportive academic environment (Chavez & Lewis, 2022; Roberts & Hall, 2022).
5. **Continuous Assessment and Feedback.** To ensure that the development of interpersonal skills and organizational identification remains aligned with the institution's goals, BukSU should implement a continuous feedback system. Faculty members should receive regular assessments of their interpersonal skills and performance, along with constructive feedback on areas for improvement. This will provide them with the necessary insights to further refine their skills and align their performance with institutional expectations. Additionally, conducting periodic surveys to assess organizational identification and its impact on faculty performance will help in tracking progress and adjusting strategies accordingly (Khan et al., 2023).
6. **Strengthening Collaboration among Faculty.** To further enhance organizational identification and improve faculty performance, initiatives aimed at strengthening collaboration among faculty members should be prioritized. Encouraging team-based projects, interdisciplinary collaboration, and regular faculty meetings will create a sense of community and belonging. Faculty members who feel connected to their peers are more likely to demonstrate increased organizational identification and, consequently, higher performance levels (Wang & Li, 2023). Collaborative environments promote knowledge sharing and peer support, which can enhance both teaching quality and institutional commitment.

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