

Interpersonal Relationship and Job Satisfaction Among Government and Private Secondary School Teachers

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ABSTRACT

This study investigated the difference between interpersonal relationship and job satisfaction among government and private secondary school teachers. A teacher mainly focuses on creating an environment that is suitable for learning and building relationships that goes beyond the traditional academic duties and also including the provision of additional support and care. Interpersonal relationships are social connections with others. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job and an affective reaction to one's job. The aim of the current paper was to study the difference in interpersonal relationship on job satisfaction among government and private secondary school teachers. For this study FIRO -B and Asha Job Satisfaction Scale was used. Data were collected from the samples of 30 secondary school teachers from Kerala and Karnataka. The findings of this study states that there is significant difference in interpersonal relationship between male and female government and private secondary school teachers and there is no significant difference in job satisfaction between male and female government and private secondary school teachers.

Keywords: *Interpersonal relationship, Job satisfaction, Private and Secondary school teachers*

A teacher plays a vital role in the teaching learning process upon whose competency and efficiency, the quality of education depends. Teachers can develop and create the scholars as accurate citizens. Teachers are maintaining a good relationship with their peers, other school staff, school administrators and parents. Human beings experience a spread of interpersonal relationships with family, friends, peers, tremendous others and those at our workplace. The teacher as a person, Classroom management and organization, Organizing and orienting for instruction, Implementing instructions and Professionalism. Studies suggest that relationships among teachers are important in building strong school communities (Penuel, Riel, Krause, & Frank, 2009), and that strong teacher networks can enhance teacher commitment and give teachers a sense of belonging and efficacy (Grodsky & Gamoran, 2003). There are important interpersonal relationships between the teacher and the students and teachers itself. Satisfaction and happiness are positively related to better

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performance (Fisher, et.al, 2010). Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual, but it is relevant for the society's well-being. The teachers would get interested in teaching their students effectively when they are satisfied with their jobs. A satisfied employee is always important for an organization as he/she aims to deliver the best of their capability. Every employee wants a strong career growth and work and life balance at workplace. If an employee feels happy with their company & work, they look to give back to the company with all their efforts.

Interpersonal relationship and Job satisfaction are the two very important factors when it comes to any kind of work occupation. For an employee to be satisfied with their jobs, various factors like the type of work, supervision, promotion, facilities, and benefits etc are all very important. Research carried out by SHRP 2007 (Society for Human Resource Professional) in the USA, found out that the top five contributors to job satisfaction were job security, communication between employees and senior managers, work flexibility and life issues and feelings of safety in the work environment.

A fundamental part of any study is acquiring proper knowledge of the area in which the research is to be conducted. It helps the investigator to become aware of the significance of the problem they have selected for the study of the initial stage of research to become familiar with the area. Many studies have been conducted based on interpersonal relationships and job satisfaction among primary and secondary school teachers. Rani, G., & Tyagi, M K (2013) conducted a study to understand the relationship between interpersonal skills and the attitude of teachers. They used Teacher Attitude Inventory (TAI) by S. P Ahluwalia and Behaviour Orientation Scale (B O S) by Praveen Kumar Jha participants were self-financed scheme teachers. The study found that good interpersonal relationships impact positively on the attitude of the teacher educators.

Another study conducted by Raj, T., & Lalita., (2013) investigated the present level of job satisfaction among the private and govt. schoolteachers. In this research, 50 Govt. and 50 Private teachers, 100 in total, working in different govt. & private schools were examined. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. It was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers.

Srivalli, P., & Vijayalakshmi., (2015) conducted a study to assess the level of job satisfaction and interpersonal relationships among faculty members of engineering colleges in Nellore Dist., Andhra Pradesh. The data is collected from 120 faculty members from six engineering colleges; convenience sampling is followed as sample design. The data is collected through a self-administered structured questionnaire. It is found from the analysis that there is a positive relationship between Interrelationship and Job satisfaction. Further, workload has a negative correlation with Job Satisfaction.

Rationale of the paper

Interpersonal relationships can be one of the significant contributors to job satisfaction. There is a growing need to understand the teachers' levels of job satisfaction, the level of interpersonal relationship they experience on their jobs and how they can be satisfied in their jobs etc. As researchers in this population have a very limited amount of literature and

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awareness regarding their difference between job satisfaction and interpersonal relationship. Teachers are the persons who could develop and mould the students as good citizens. They should create a better learning environment that arouses students' curiosity to achieve higher goals. Therefore, it is important to know how satisfied the teachers are with their jobs, the relationship they experience in work or home setting etc.

METHODS

Aim

To study the difference in interpersonal relationship on job satisfaction among government and private secondary school teachers.

Hypothesis

- H₁ 1: There is a significant difference in interpersonal relationships between male government and private secondary school teachers.
- H₁ 2: There is a significant difference in interpersonal relationships between female government and private secondary school teachers.
- H₁ 3: There is a significant difference in job satisfaction between male government and private secondary school teachers.
- H₁ 4: There is a significant difference in job satisfaction between female government and private secondary school teachers.

Variables

Independent Variable: Government and private secondary school teachers.

Dependent Variable: Interpersonal relationships and job satisfaction.

Operational definitions

Secondary school teachers - Defined as the teachers who prepare and teach academic, technical, vocational or specialized subjects at government and private schools, typically from grades 8-12.

Interpersonal relationships- it is defined as the relationship of an individual with his surrounding people.

Job satisfaction – it is defined as the extent to which one person feels self-motivated and satisfied with his job.

Sample

Sample description: For the present study data was collected from Karnataka & Kerala Government and Private secondary school teachers. Both male and female aged between 27-45 and having work experience of 3 years.

Sampling size: 30 secondary school teachers were selected out of which 19 were female teachers and 11 were male teachers.

Sampling method: For the current study participants were chosen using Snowball and Convenient sampling techniques. Snowball sampling is a technique where participants recruit other participants for a test or study. Convenience sampling is a type of sampling where the first available primary data source will be used for research without additional requirements.

Inclusion criteria

- Age ranging from 27-45 teachers. Government and private secondary school teachers from Karnataka and Kerala.
- Currently working teachers who has minimum 3 years of teaching experience.
- Married

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Exclusion criteria

- Part time working teachers are not included.
- Physical educators, craft teachers.

Tools for data collection

- **Inform consent Form:** It include the consent letter from the participants.
- **Socio demographic data:** The scheduled sheet will include the Name, Age, Gender, Education, Place of residence etc.
- **FIRO-B:** It was developed by an American Psychologist, Will Schutz (1925-2002) in 1958. FIRO-B instrument is a short self-report tool designed to measure behaviour that derives from interpersonal needs. It gives people insight about their behaviour and feelings. The FIRO-B has the following six scales: expressed inclusion (eI), wanted inclusion (wI), expressed control (eC), wanted control (wC), expressed affection (eA) and wanted affection (wA). The instrument consists of 54 items, each scale consisting of 9 items. The instrument has two sets of response categories which is rated on 6-point: (1) usually, (2) often, (3) sometimes, (4) occasionally, (5) rarely, and (6) never, as well as (1) most people, (2) many people, (3) some people, (4) a few people, (5) one or two people, and (6) nobody. The scores of each dimension ranges from 0 to 9.
- **Asha Job Satisfaction Scale (AJSS):** It was developed by Dr. Asha Hingar, Dr. Uma Mittal, Dr. Vinita Mathur and Ms. Mansi Parnami. (Hinger, 2012). It includes five dimensions. They are salary and facilities, supervision, promotion, work opportunity and human relations. Reliability: The Split-half reliability using Spearman brown formula is 0.79. Validity: Different methods of validation Cross validation, concurrent and factorial validation were used.

Procedure for Data collection

The researcher was contacted schools and collect data from the participants. Informed consent is provided. The above-mentioned tools was used for the data collection. Both 50% Google form and 50% scales are using for data collection.

Procedure for Data Analysis: The data was scored and tabulated in SPSS 16. Independent sample -t test was used for data analysis.

RESULTS AND DISCUSSION

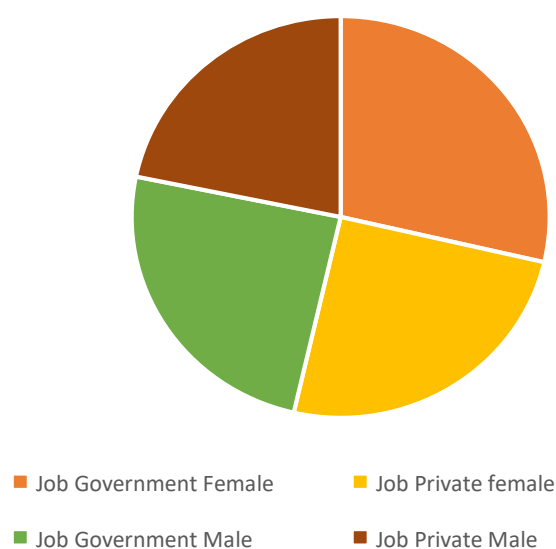
Table 1: Showing the test variables, sectors, Gender, Mean, Standard deviation, t score and p value of Male and Female Government and Private secondary school teachers.

Test variable	Sector	Gender	N	Mean	Standard deviation	t	Sig.
Job	Government	Female	5	41.40	4.775	1.654	.117
	Private	Female	14	36.14	6.455		
	Government	Male	5	35.60	8.961	.801	.444
	Private	Male	6	31.50	8.019		
Relation	Government	Female	5	36.80	8.758	2.654	.017
	Private	Female	14	23.14	10.197		
	Government	Male	5	36.80	6.979	3.180	.011
	Private	Male	6	22.33	7.916		

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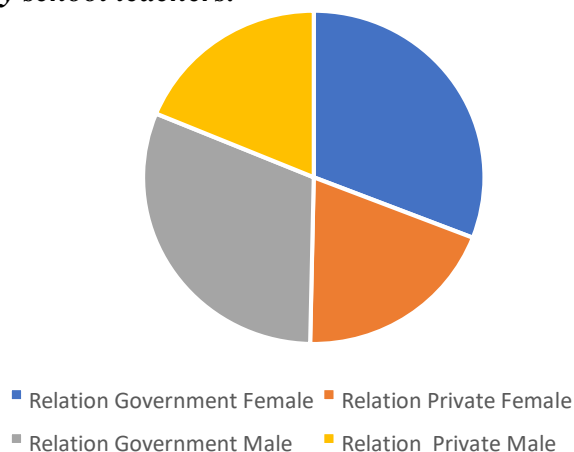
For the research sample (N=30), Female Government and private teachers' Job satisfaction mean score are 41.40 and 36.14. Male Government and private teachers' Job satisfaction mean score are 35.60 and 31.50 are respectively. Female Government and private teachers' Interpersonal relationship mean score are 36.80 and 23.14. Male Government and private teachers' Interpersonal relationship mean score are 36.80 and 22.33 are respectively. To know the difference in interpersonal relationship on job satisfaction among government and private secondary school teachers t test has done. p value for job satisfaction shows that it is not significant at 0.01 or 0.05 level. But p value of interpersonal relationship for male and female government and private school teachers' shows that it is significant at 0.05 level.

Graph 1: Showing the job satisfaction of Male and Female Government and Private secondary school teachers.



This graph showing the mean scores of job satisfaction of male and female government and private secondary school teachers. From the graph it can be understood that female government secondary school teachers have higher job satisfaction than others.

Graph 2: Showing the Interpersonal relationship of Male and Female Government and Private secondary school teachers.



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This graph showing the mean scores of interpersonal relationships of male and female government and private secondary school teachers. From this graph it can be understood that government male and female have equal interpersonal relationship than others.

CONCLUSION

The current study aimed at to study the difference in interpersonal relationship on job satisfaction among government and private secondary school teachers. 30 samples were collected from Kerala and Karnataka using snowball and purposive sampling techniques. Firob and Asha Job Satisfaction scale were used. The results indicated that there is a significant difference in interpersonal relationship between male and female government and private secondary school teachers. And it also identified that there is no significant difference in job satisfaction between male and female government and private secondary school teachers. A study by Raj, T., &Lalita.,(2013) also identified that there is no significant difference in the level of satisfaction of Govt. and Private school teachers.

Limitations

The aim of the current study was to study the difference in interpersonal relationship on job satisfaction among government and private secondary school teachers. This study will help the teachers to identify the influence of interpersonal relationship on job satisfaction and it also help the governments or school managers to increase their facilities to improve their job satisfaction. However, the study has some limitations also. The sample size of the present study is very small. The sample is collected from only two states of India so it cannot be generalized to the whole Indian population. The truthfulness of study depends on honesty of those who filled the questionnaires. Finally, the accuracy of the results may be affected because of the limitations in the questionnaires.

Suggestions

This study can be done with samples from other states of India and can increase the size of samples as well.

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Conflict of Interest

The author declared no conflict of interest.

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