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Interpersonal
Relationships and
Job Satisfaction



“A STUDY ON JOB SATISFACTION TOWARDS INTERPERSONAL RELATIONSHIP AND PROFESSIONAL DEVELOPMENT OF THE FACULTY MEMBERS OF ARTS AND SCIENCE COLLEGES IN THANJAVUR DISTRICT”



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ABSTRACT

This study is organized to examine the factors of job satisfaction like interpersonal relationship and professional development, among the Faculty Members in Thanjavur District. The data collected from 100 Faculty Members from both Aided and Unaided College of Arts & Science. The data were collected with the help of structured questionnaire for measuring the interpersonal relationship and professional development that influences in job satisfaction. The researcher has followed convenience sampling as sample design. The collected data were analyzed with simple percentage method. There is a positive opinion about interpersonal relationship where as professional development is having negative opinion.

KEYWORDS :Job Satisfaction, Arts & Science Colleges, Interpersonal Relationship, Professional Development.

INTRODUCTION:

Job Satisfaction is a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. Job satisfaction is a positive attitude through which an employee learns to work with positive feelings. Job satisfaction is a factor related to mental and physical status of the human beings. Interpersonal relationship and the Professional development are the important factors

of job satisfaction. Job satisfaction brings the positive feelings to the employees especially to the college faculty members to offer the service to the students' community with dedication and commitment. Job satisfaction also will help the faculty members in the college to produce very talented and knowledgeable students the students who joined their hands in nation building. On the other hand, job satisfaction is the best mechanism of the management to retain the well experienced and dedicated faculty members who support in the organization development.

STATEMENT OF THE PROBLEM:

Job satisfaction is very important issue as it contributes many things in offering quality education to build the quality of the students. A few years back the job satisfaction was not considered as an issue of the employees in the organization, teachers in the school and faculty members in the colleges. But very later, the managements have understood the facts that the job satisfaction is the only source to get more production, more turnover and retain the employees in the industries and also it is possible to retain the qualified and experienced staff members to offer quality based education to the students according the need of modern world. So, the scholar wanted to research about job satisfaction of the faculty members in the present situation especially with the factors like Interpersonal Relationship and Professional Development that influences in job satisfaction.

INTERPERSONAL RELATIONSHIP:

An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship.

PROFESSIONAL DEVELOPMENT:

Professional development encompasses all types of facilitated learning opportunities including credentials such as academic degree to formal course work, conference and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. Teacher development has moved beyond simple in-service workshops and has expanded into a more robust system of continuing education. In order to advance in their careers, teachers should seek out professional development opportunities which are ongoing and aligned with standards and assessments.

REVIEW OF LITERATURE:

According to Glattenhorn (1987), Professional development refers to the development of a person in his or her professional role by gaining increased experience in one's teaching role they systematically gain increased experienced in their professional growth through examination of their teaching ability.

According to Pearson D.A. and Seiler R.E. (1983), this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a University setting" several demographic institutional and personal factors have been shown to impact job satisfaction levels for faculty members. A large number of researcher has used to combination of variables such as gender, ethnicity, job achievement, nature of work, salary, collegial relationship, rank and tenure to study the

impact on faculty job satisfaction.

Hill M.D. (1993), set out to examine the extent to which individual characteristics and work related characteristics influence levels of facet specific job satisfaction. The participants were 161 faculty members in community colleges in Pennsylvania. Based on factors analysis, Hill identified six facets of job satisfaction: economic, teaching, administrative, associational, recognition-support, and convenience. The predictors included, for example, academic rank, degree level, age, sex, disciplinary affiliation and involvement in faculty development programmes. Results showed that satisfied faculty was likely to be among the older groups, among those with higher ranks and among those who teach in business and nursing. Women tended to be less satisfied than men on several dimension.

Bruce W.M. and Blackburn J.W, (1992), supportive colleagues many individuals social needs can be satisfied through the favourable interaction with both co-workers and managers at work. Sympathetic and helpful co-workers can increase employee job satisfaction. Managers who interact favourably with employees assist in solving problems are aware of employees. Challenges and are able to communicate effectively and provide constructive feedback periodically. This managerial behaviour can lead to increased job satisfaction for employees.

According to Paula Jorde-Bloom (1986), Job satisfaction is one that has always had personal and organizational relevance to educators. But recent reports of increased occupational stress and burn out in early childhood education indicate that the issue merits increased attention. It provides a brief overview of some of the diverse approaches that have evolved to define and measure work attitudes. It then presents a conceptual framework for understanding how the many facts of job satisfaction interrelate. The model builds on a social-ecological perspective of human behaviour and stresses the dynamic, interactive nature of person environment variables.

OBJECTIVES OF THE STUDY:

- + To study about the job satisfaction with the interpersonal relationship of the faculty members
- + To study about the job satisfaction with the professional development of the faculty members

RESEARCH METHODOLOGY:

The researcher collected both primary data and secondary data. The secondary data that were collected from the text book, journals, and previous records helped to frame the theory and questionnaire and the primary data that were collected from 100 Faculty members of Arts and Science Colleges in Thanjavur District, helped to evaluate the job satisfaction with interpersonal relationship and professional development. The questionnaire was set as two sections in which the first one is about their personal data and the second one is about the interpersonal relationship, professional development and job satisfaction. By using this questionnaire the researcher applied convenient sampling method for data collection.

DATA ANALYSIS:

TABLE - 1: Classification on the basis of Gender

GENDER	NO. OF RESPONDENTS	% OF RESPONDENTS
MALE	70	70
FEMALE	30	30
TOTAL	100	100

From the above table it is identified that 70% of the respondents are Male Faculty members and remaining 30% of the respondents are Female Faculty members.

TABLE – 2 : Classification on the basis of Age

AGE	NO. OF RESPONDENTS	% OF RESPONDENTS
UP TO 30	30	30
31-40	25	25
41-50	25	25
51-60	20	20
TOTAL	100	100

The above table indexed that 30% of the respondents are in the age group up to 30 years, 25% of the respondents are in the age group of 31 – 40 years, another 25% of the respondents are in the age group of 41 - 50 years and 20% of the respondents are in the age group of 51 – 60 years.

TABLE – 3 :Classification on the basis of Educational Qualification

EDUCATIONAL QUALIFICATION	NO. OF RESPONDENTS	% OF RESPONDENTS
M.Phil.,	50	50
M.Phil., with SET/NET	30	30
Ph.D.,	20	20
TOTAL	100	100

The above table informs that 50% of the respondents have completed M.Phil., 30% of the respondents have completed M.Phil., with SET/NET, and 20% of the respondents have completed Ph.D. 50% of the M.Phil., qualified respondents are mostly working in the Unaided colleges.

TABLE – 4 : Classification on the basis of Experience

EXPERIENCE	NO. OF RESPONDENTS	% OF RESPONDENTS
0-5	33	33
0-10	26	26
11-15	18	18
16-20	15	15
ABOVE 20 YEARS	8	8
TOTAL	100	100

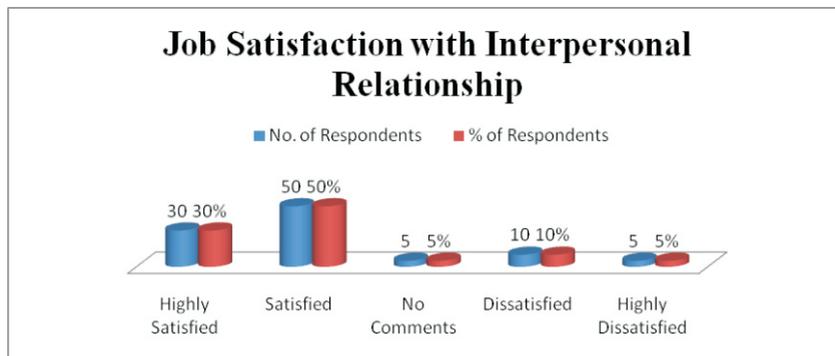
It is very clearly stated from the above table that 33% of the respondents are having 0 – 5 years of experience, 26% of the respondents are having 6 – 10 years of experience, 18% of the respondents are having 11 – 15 years of experience, 15% of the respondents are having 16 – 20 years of experience and only 8% of the respondents are having above 20 years of experience. Most of the Faculty members who are 5 or less than 5 years of experience are working in the Unaided colleges.

TABLE – 5 : Satisfaction with Interpersonal Relationship

S.No.	INTER-PERSONAL RELATIONSHIP	HS	S	NSNDS	DS	HDS	TOTAL
a.	Relationship between Faculty and Management	30	50	5	10	5	100
b.	Relationship between Faculty and Student	55	25	10	5	5	100
c.	Relationship between other Department Faculties	45	35	7	8	5	100
d.	Good understanding among the Faculties	30	40	10	8	12	100
e.	Good Co-operation and Co-ordination among the Faculties	45	30	15	5	5	100

The above table indicates about the interpersonal relationship under different variance. Accordingly, 30% of the respondents are highly satisfied with the relationship between Faculty and Management, 55% of the respondents are highly satisfied with the relationship between Faculty and Students, 45% of the respondents are highly satisfied with the relationship between Other Department Faculties, 30% of the respondents are highly satisfied with Good understanding among the Faculties, 45% of the respondents are highly satisfied with Good Co-operation and Co-ordination among the Faculties.

CHART - 1: Overall Satisfaction with Interpersonal Relationship



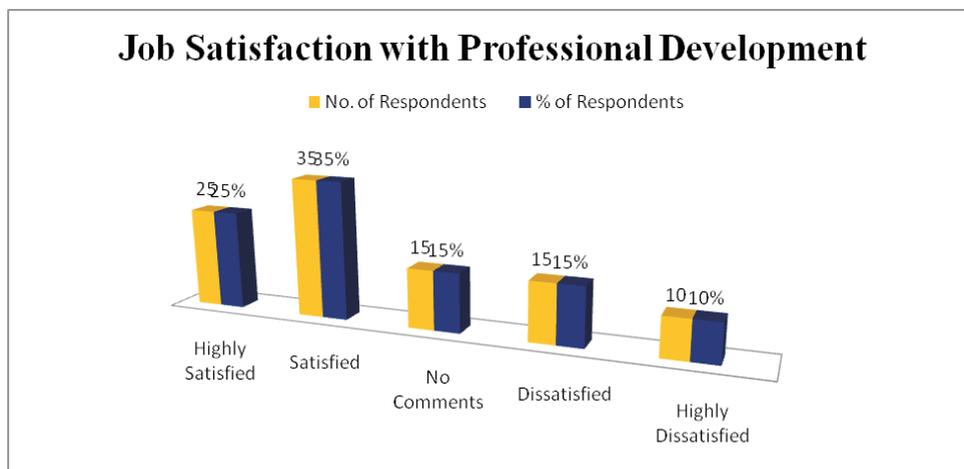
From the above chart, it is observed that 30% of the respondents are highly satisfied with Interpersonal Relationship, 50% of the respondents are satisfied with Interpersonal Relationship, 5% of the respondents replied no comments regarding Interpersonal Relationship, 10% of the respondents are dissatisfied with Interpersonal Relationship and 5% of the respondents are highly dissatisfied with Interpersonal Relationship.

TABLE – 6 : Job Satisfaction with Professional Development:

S.No.	PROFESSIONAL DEVELOPMENT	HS	S	NSNDS	DS	HDS	TOTAL
a.	Permission for Personal Research Work	20	30	20	25	5	100
b.	Permission to Organize and to addend Conference/seminar/Workshop	25	30	15	20	10	100
c.	Permission to carry University Responsibilities	20	35	20	15	10	100
d.	Permission to deliver Guest lecture	20	40	25	5	10	100
e.	Opportunities for Self Learning	25	35	20	8	12	100

The above table indicates about the Professional Development under different variance. According to the above table 20% of the respondents are highly satisfied with professional development on having permission for personal research work, 25% of the respondents are highly satisfied with professional development on having permission to organize and to attend Conference/Seminar/Workshop, 20% of the respondents are highly satisfied with professional development on having permission to deliver guest lecture and 25% of the respondents are highly satisfied with professional development on having Opportunities for self learning.

CHART – 2 : Overall Satisfaction with Professional Development



From the above chart it is observed that 25% of the respondents are highly satisfied with Professional Development, 35% of the respondents are satisfied with Professional Development, 15% of the respondents replied no comments regarding Professional Development, 15% of the respondents are dissatisfied with Professional Development and 10% of the respondents are highly dissatisfied with Professional Development.

TABLE – 7 : Finding the Relationship between Gender and Overall Job Satisfaction with Interpersonal Relationship

OVERALL SATISFACTION/ GENDER	HS	S	NSNDS	DS	HDS	TOTAL
MALE	20	40	3	5	2	70
FEMALE	10	10	2	5	3	30
TOTAL	30	50	5	10	5	100

TESTING OF HYPOTHESIS :

H_0 : There is no Association between Gender and Overall Satisfaction with Interpersonal Relationship.

H_1 : There is Association between Gender and Overall Satisfaction with Interpersonal Relationship.

H_0 : $O_i = E_i$ and alternate hypothesis is H_1 : O_i is not equal to E_i

O is observed frequency

E is expected frequency

Level of significance = 0.05

Critical Region:

If calculated value of Chi-square is less than the Critical/Table value, the null hypothesis is accepted.

If calculated value of Chi-square is higher than the Critical/Table value, the null hypothesis is rejected.

TABLE – 8 : APPLICATION OF CHI-SQUARE TEST:

GENDER	LEVEL OF SATISFACTION	O	E	O - E	$(O - E)^2$	$(O - E)^2/E = X^2$
	HS	20	25	-5	25	1
	S	40	35	5	25	0.71
MALE	NSNDS	3	4	-1	1	0.25
	DS	5	3	2	4	1.33
	HDS	2	3	-1	1	0.33
	HS	10	8	2	4	0.5
	S	10	12	-2	4	0.33
FEMALE	NSNDS	2	4	-2	4	1
	DS	5	4	1	1	0.25
	HDS	3	2	1	1	0.5
TOTAL		100	100			6.2

THE DEGREE OF FREEDOM

$= (r-1)(c-1)$

$= (2-)(5-1)$

$= (1)(4)$

$= 4$

The critical value of χ^2 for 4 degree of freedom at 0.05 levels is = 9.488

Since the calculated value of Chi-square is 6.2 which is less than the critical value i.e., 9.488 the null hypothesis is accepted.

Hence it is concluded that there is no relationship between Gender and Overall Satisfaction with Interpersonal Relationship.

FINDINGS:

- + 70% of the respondents are Male Faculty members and remaining
- + Maximum 30% of the respondents are in the age group of up to 30 years
- + 50% of the respondents have completed only M.Phil.,
- + 33% of the respondents are having 0–5 years of experience
- + 80% of the respondents are having positive feelings on relationship between Faculty members and Management
- + 80% of the respondents are having positive feelings on relationship between Faculty members and Students
- + 80% of the respondents are having positive feelings on relationship between other Department Faculty members
- + 70% of the respondents are having positive feelings on Good understanding among the Faculty members
- + 75% of the respondents are having positive feelings on good co-operation and co-ordination among the Faculty members
- + 50% of the respondents are having positive feeling on granting permission for personal research work
- + 55% of the respondents are having positive feeling on granting permission to organize and attend Conference/Seminar/Workshop
- + 55% of the respondents are having positive feeling on granting permission to carry University responsibilities
- + 60% of the respondents are having positive feeling on granting permission to deliver guest lecture out of their institution
- + 60% of the respondents are having positive feeling on granting Opportunities for self learning
- + 40% of the faculty members are not satisfied with professional development.

SUGGESTIONS:

- + Co-education colleges may give equal important to the Female Faculty members.
- + Unaided colleges try to retain the faculty members for long period by satisfying their needs.
- + UGC & Government may consider the M.Phil., qualified members as a Faculty under any circumstances.
- + Working in an Unaided college for above 20 years is not possible due to inadequate salary unless the Unaided colleges revise the salary pattern.
- + Good relationship between Management and Faculty members and Students must be maintained especially in the Unaided colleges.
- + There must be good relationship should be extended among other department members. This is possible by conducting periodical meeting for the Faculty members.
- + Management people should provide free platform for maintaining good co-operation and co-ordination.

- + The respondents' interpersonal relationship is lacking that should be emerged.
- + Every college should give freedom to the Faculty members to do research work.
- + Unaided colleges should show interest to conduct Conference/Seminar/Workshop.
- + Every institutions should grant permission for involving in University work
- + All the institutions must consider the professional development of their faculty members who support in the development of the institution.

CONCLUSION:

It is very clear that the interpersonal relationship and the professional development are the main factors that influencing in job satisfaction of the Faculty members of Arts & Science Colleges. From this study it is clearly identified that both the interpersonal relationship and the professional development are very weak position, especially in the self-financing colleges. But when we compare these two factors, the status of interpersonal relationship is better than the professional development. However, the management may conduct regular and periodical meeting, entertainment programme and cultural event for both the faculty members and to the students that may help in development of interpersonal relationship. Likewise the management may consider their faculty members and give them the maximum opportunities in all the ways to improve their professional development.

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