INTERPERSONAL RELATIONSHIP – DETERMINANT OF FACULTY RETENTION

PRATEEBA DEVI.J[1] AND SEKAR SUBRAMANIAN.S[2]

[1]Assistant Professor, Department of Business Administration
The S.F.R.College for Women, Sivakasi
[2]Associate Professor, Department of Business Administration
VHNSN College, Virudhunagar, Tamil Nadu, India.

ABSTRACT

Interpersonal relationships in the workplace are an inescapable reality for all those working in organizations. This study aims to examine the determinant of faculty's retention with the interpersonal relationship among the management and principal, co-workers, parents and students. In particular, this study intends to test the respondents' opinion towards the interpersonal relationship on their retention in the workplace. This research was conducted at the private schools in Virudhunagar district, with a sample of 176 teachers. For testing the hypotheses, Chi-square, ANOVA, Regression and Correlation analysis were used. The findings of the study states that the factors that had a greater influence on employee retention were relationship with colleague and support of students' parents.

Keywords: Co-workers, Interpersonal relations, Management, Parents, Retention

INTRODUCTION

Interpersonal relationship refers to a strong association among individuals working together in the same organization. Employees working together ought to share a special bond for them to deliver their level best. It is essential for individuals to be honest with each other for a healthy interpersonal relationship. Interpersonal relationship skills refer to the ability to build rapport with individuals having similar interests and goals as we do. In a workplace, interpersonal relationship skills allow us to share a special bond with our co-workers such that trust and positive feelings for one another are maintained. Interpersonal relationship skills at workplace allow a better understanding among employees as well as more effective communication. For individuals spending, on average, seven to eight hours of their day at work, it is irrational to believe they

can work all by themselves. So we all ought to have healthy interpersonal relationships at work in order to be able to have a friendly ambience.

LITERATURE REVIEW

According to **Berman et al.,** [1] workplace friendships are "nonexclusive workplace relations that involve mutual trust, commitment, reciprocal liking and shared interests or values"

Clark and Payne [2] identified four factors of character-based qualities of trust (i.e., ability, integrity, fairness, and openness) in leaders, and argued that this variable is an important predictor of positive interpersonal relationships and group processes.

Heaphy and Dutton [3] argued that leaders who promote a common identity and interdependence among employees are better able to minimize perceived differences between people, which should result in a stronger foundation for positive interactions at work.

Madlock and Booth-Butterfield [4] emphasize that co-worker relations are an important source in providing support to co-workers and positive effect on employee satisfaction. Employees develop a relationship with her co-workers to add friendship. Employees who feel a

friendship with co-workers will experience mental and physical health is good. It is based on the feeling of security and self-confidence of the individuals associated with the work and motivation to encourage friendships in the workplace.

May et al., [5] research results states that the employee relationship with co-workers and supervisors will increase the psychological meaningfulness and employee engagement in the workplace. The relationship will increase the friendship and sense of belonging that enhances psychological meaningfulness. Appreciation from co-workers and supervisors will create caring and improve the safety of employees in the workplace.

Raabe and Beehr [6] examined the supervisor is a representation of the organization. Therefore, a good relationship between the employee and the supervisor can present a good relationship between the company and the employees, so that employees feel attached to the organization and want to be involved in the organization. Compared relationship with a co-worker, relationship between employee and supervisor are more profitable.

According to **Randel and Ranft** [7] there are two underlying motivations for forming and maintaining workplace friendships: relationship motivation (i.e.,

enhancing one's social support) and job facilitation motivation (i.e., enhancing one's job success). These researchers found that both forms of motivation were positively related to an employee's sense of social inclusion (i.e., belonging). As such, one's motivation for friendship formation may be relatively unimportant to the successful satisfaction of the need to belong.

Rothmann and Welsh [8] revealed that individuals who are appreciated by colleagues connected with them will have psychological meaningfulness in the workplace. Employees will also indicate the availability of her if they know that co-workers and supervisors cared about him.

STATEMENT OF THE PROBLEM

Interpersonal relationship is an important aspect in every organization. Employees are valuable assets of an organization. Every organization wants to improve its efficiency in order to survive and compete. In today's fast moving world it is very difficult to hire people and retain them. Hence organizations are trying to maintain the work force and to get the best out of them in that process. They want higher productivity i.e. maximum output with less input. A study on inter-personal relationship and faculty retention enhances

understanding the concern of the workers, which means attracting, retaining, developing, motivating, communicating to contribute their best the organizational. The present study has made an attempt.

OBJECTIVES OF THE STUDY

The main objective of the study is to identify the impact of interpersonal relationship practices on the retention.

HYPOTHESIS OF THE STUDY

Faculty retention was the dependent variable, which was going to be checked for link by means of interpersonal relationship with management, principal, co-workers, parents and students that were considered as independent variables. The following hypothesis has been formulated and tested to draw the conclusion:

H_o: The interpersonal relationship does not create any impact on the retention.

RESEARCH METHODOLOGY

- **Research Design**

Research Design is the basic framework which provides guidelines for the rest of research process. The research design followed for this study is Descriptive research design.

- **Source of Data**

A significant and distinctive stage of research is the collection of necessary information to prove their hypothesis. The sources of information are generally classified as primary and secondary information.

❖ Primary data – The primary data are collected from the teachers of private schools in Virudhunagar district through a structured questionnaire.

❖ Secondary Data – newspaper, websites, magazines, and research articles were used widely as a support to primary data.

● **Sampling Plan**

The sample design is a definite plan for obtaining a sample from a given population.

❖ Sampling Technique – The technique adopted for the study is probability sampling technique of stratified sampling.

❖ Sampling Unit – It is not always necessary to collect data from the whole universe. A small sample serves the purpose. The teachers who are working in private schools in Virudhunagar district were selected as the sampling unit for this study.

❖ Sample Size – A sample size of 176 Respondents was interviewed for the research.

● **Statistical Tools Used**

    ❖ Chi-square

    ❖ ANOVA

    ❖ Correlation

    ❖ Regression

ANALYSIS & INTERPRETATION

❖ **To analyse whether or not male and female differ concerning their job satisfaction**

H_0: There is no significant difference between male and female respondents regarding their job satisfaction.

Tool used: Chi-Square test

Table 1: Gender * Job satisfaction Cross tabulation

			Job satisfaction		
			Yes	**No**	**Total**
Gender	**Male**	Count	22	2	24
		% within Gender	91.7%	8.3%	100.0%
		% within JS	13.6%	14.3%	13.6%
	Female	Count	140	12	152
		% within Gender	92.1%	7.9%	100.0%
		% within JS	86.4%	85.7%	86.4%
Total		Count	162	14	176
		% within Gender	**92.0%**	**8.0%**	100.0%
		% within JS	100.0%	100.0%	100.0%

Table 2: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.005[a]	1	.941		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.005	1	.942		
Fisher's Exact Test				1.000	.597
Linear-by-Linear Association	.005	1	.941		
N of Valid Cases	176				

a. 1 cells (25.0%) have expected count less than 5. The

minimum expected count is 1.91.

b. Computed only for a 2x2 table

It is inferred from the Table 2 that the significance value is 0.941 which is greater than 0.05, hence the null hypothesis is accepted. Therefore, there is no significant difference between male and female respondents regarding their job satisfaction.

❖ **To check whether there is any significant difference between monthly income of the respondents and their preference to continue the job**

H_0: There is no significant difference between monthly income and retention

Tool used: Chi-Square test

Table 3: Monthly Income * Retention Cross tabulation

			Retention					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Monthly Income	Rs.5000 and Below	Count	1	1	2	17	26	47
		% within Monthly Income	2.1%	2.1%	4.3%	36.2%	55.3%	100.0%
		% within Retention	100.0%	25.0%	25.0%	21.8%	30.6%	26.7%
	Rs.5001 to Rs.10000	Count	0	3	4	36	45	88
		% within Monthly Income	0.0%	3.4%	4.5%	40.9%	51.1%	100.0%
		% within Retention	0.0%	75.0%	50.0%	46.2%	52.9%	50.0%
	Rs.10001 to Rs.15000	Count	0	0	1	19	10	30
		% within Monthly Income	0.0%	0.0%	3.3%	63.3%	33.3%	100.0%
		% within Retention	0.0%	0.0%	12.5%	24.4%	11.8%	17.0%
	Above Rs.15000	Count	0	0	1	6	4	11
		% within Monthly Income	0.0%	0.0%	9.1%	54.5%	36.4%	100.0%
		% within Retention	0.0%	0.0%	12.5%	7.7%	4.7%	6.3%
Total		Count	1	4	8	78	85	176
		% within Monthly Income	0.6%	2.3%	4.5%	44.3%	48.3%	100.0%
		% within Retention	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.771[a]	12	.549
Likelihood Ratio	11.351	12	.499
Linear-by-Linear Association	.536	1	.464
N of Valid Cases	176		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .06.

It is noted from the Table 4 that the significance value is 0.549 which is greater than 0.05, hence the null hypothesis is accepted.

Therefore, there is no significant difference in the opinion of respondents towards preference to continue the job with regard to their monthly income.

❖ **To check whether there is any significant difference between experience of the respondents and having positive relationship with their colleague**

H_0: Having positive relationship with colleague does not significantly differs regarding their years of experience

Tool used: Chi-Square test

Table 5: Teaching Experience * Positive Relationship Crosstabulation

Count

		Positive Relationship				Total
		Disagree	Neutral	Agree	Strongly Agree	
Teaching Experience	5 yrs and Below	1	12	39	41	93
	6 to 10 yrs	0	5	23	31	59
	11 to 15 yrs	0	1	9	6	16
	Above 15 yrs	0	0	4	4	8
Total		1	18	75	82	176

Table 6: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.657[a]	9	.863
Likelihood Ratio	5.800	9	.760
Linear-by-Linear Association	.997	1	.318
N of Valid Cases	176		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .05.

It is explained from the Table 6 that the significance value is 0.863 which is greater than 0.05, hence the null hypothesis is accepted. Therefore, there is no significant difference between having positive relationship with their colleague and experience of the respondents. The faculty having minimum years of experience have also maintains good relationship with their co-worker.

❖ **To check whether the age of the respondents influence the opinion towards the interpersonal relationship in the work place**

H_0: Age does not influence the respondents opinion towards the interpersonal relationship in the work place

Tool used: ANOVA

Table 7: Descriptive
Opinion on Interpersonal Relationship

Age of the Respondents	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
25 yrs and Below	27	3.85	.770	.148	3.55	4.16	3	5
26 to 35 yrs	98	4.06	.797	.081	3.90	4.22	3	5
36 to 45 yrs	43	4.07	.768	.117	3.83	4.31	3	5
Above 45 yrs	8	4.75	.463	.164	4.36	5.14	4	5
Total	176	4.06	.787	.059	3.95	4.18	3	5

Table 8: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.982	3	1.661	2.764	.044
Within Groups	103.331	172	.601		
Total	108.312	175			

It is elucidated from the Table 8 that the significance value is 0.044 which is lesser than 0.05, hence the null hypothesis is rejected.

Age of the respondents influence the opinion towards the interpersonal relationship in the work place.

Therefore, the different age group people have different opinion regarding the work place relationship.

❖ **To check whether there is any association between maintaining healthy relationship with management and their preference to continue the job (retention)**

H_0: There is no association between maintaining healthy relationship with management and their preference to continue the job

Tool used: Correlation

Table 9: Descriptive Statistics

	Mean	Std. Deviation	N
Relationship	3.92	.817	176
Retention	4.38	.730	176

Table 10: Correlations

		Healthy relationship with management	Retention
Healthy relationship with management	Pearson Correlation	1	.251**
	Sig. (2-tailed)		.001
	N	176	176
Retention	Pearson Correlation	.251**	1
	Sig. (2-tailed)	.001	
	N	176	176

**. Correlation is significant at the 0.01 level (2-tailed).

It is observed from the Table 10 that the significant value is 0.001 which is lesser than 0.05; hence the null hypothesis is rejected.

Therefore, there is association between maintaining healthy relationship with management and their preference to continue the job.

Whenever the relationship is positive among the management and the workers then the workers are prefer to continue their job in the same work place.

❖ **To check whether there is any relationship between work place interpersonal relationship factor and (preference to continue the job) faculty retention**

H_0: There is no relationship between work place interpersonal relationship factor and faculty retention

Tool used: Regression

Table 11: ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.326	5	1.665	3.333	.007[b]
Residual	84.924	170	.500		
Total	93.250	175			

a. Dependent Variable: Retention

b. Predictors: (Constant), Interpersonal Relationship Factors

Table 12: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.161	.420		7.516	.000
Motivation by Principal	-.091	.071	-.102	-1.274	.204
Motivation by Colleague	.126	.063	.152	2.001	**.047**
Students' Parents support	.168	.088	.174	1.913	**.057**
Respected and Obedient Students	.072	.101	.076	.718	.474
Satisfied relationship with Students	.034	.089	.039	.388	.699

a. Dependent Variable: Retention

The significant value for the sub factors of Interpersonal relationship like motivation by Principal (0.204), respected & obedient students (0.474) and maintaining satisfied relationship with students (0.699) are greater than 0.05; hence the null hypothesis is accepted. Therefore, these factors do not have any relationship with the retention.

The significant value for the sub factors of Interpersonal relationship like motivation by colleague and students' parents support are smaller than 0.05; hence the null hypothesis is rejected. Therefore, the colleague and students' parents are playing a significant role in faculty retention.

FINDINGS AND SUGGESTIONS OF THE STUDY

❖ There is no significant difference between male and female respondents regarding their job satisfaction.

❖ There is no significant difference in the opinion of respondents towards preference to continue the job with regard to their monthly income.
  Suggestion: The teachers are satisfied with their monthly income level. They expect some non-monetary motivation like recognition and rewards for the purpose of developing the intention to retain in the same school. If the management can arrange for that then, they will easily retain their school teachers.

❖ There is no significant difference between having positive relationship with their colleague and experience of the respondents. The faculty having minimum years of experience have also

maintains good relationship with their co-worker.

❖ Age of the respondents influence the opinion towards the interpersonal relationship in the work place. Therefore, the different age group people have different opinion regarding the work place relationship.

❖ There is association between maintaining healthy relationship with management and their preference to continue the job. Whenever the relationship is positive among the management and the workers then the workers are prefer to continue their job in the same work place.

❖ The colleague and students' parents are playing a significant role in faculty retention.
  Suggestion: Teachers are not able to retain their job where there is the lack of satisfied level of relationship with management, principal and students. Management shall consider this kind of situation and make their teachers satisfied with above mentioned all kind of interpersonal relationship.

CONCLUSION

One of the vital components of Human Relationship is interpersonal relationship.

Employees are more productive when they have the ability to develop effective relationships with their supervisor, fellow workers and subordinates. To deal with this, the school management needs to come up with healthy practices that consider the teachers requirements and satisfaction.

REFERENCES

1. Berman. E. M., West. J. P. and Richter. M. N. (2002), "Workplace relations: Friendship patterns and consequences (according to managers)", Public Administration Review, 62, pp.217-230.

2. Clark. M. C. and Payne. R. L. (2006), "Character-based determinants of trust in leaders", Risk Analysis, 26, pp.1161-1173.

3. Heaphy. E. D. and Dutton. J. E. (2008), "Positive social interactions and the human body at work: Linking organizations and physiology", Academy of Management Review, 33, pp.137-162.

4. Madlock. P. E. and Booth-Butterfield. M. (2012), "The influence of relational maintenance strategies among coworkers", International Journal of Business Communication, 49(1), pp.21-47.

5. May. D. R., Gilson. R. L. and Harter. L. M. (2004), "The psychological conditions of meaningfulness, safety, and availability and the engagement of the human spirit at work", Journal of Occupational and Organizational Psychology, 77(1), pp.11-37.

6. Raabe. B. and Beehr. T. A. (2003), "Formal mentoring versus supervisor and coworker relationships: Differences in perceptions and impact", Journal of Organizational Behavior, 24(3), pp.271-293.

7. Randel. A. E. and Ranft. A. L. (2007), "Motivations to maintain social ties with coworkers: The moderating role of turnover intentions on information exchange", Group and Organization Management, 32, pp.208-232.

8. Rothmann. S. and Welsh. C. (2013), "Employee engagement: The role of psychological conditions", Management Dynamics, 22(1), pp.14-25.