



THE INFLUENCE OF WORKPLACE RELATIONSHIPS ON SCHOOL TEACHERS' JOB SATISFACTION

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ABSTRACT

Teachers with high levels of job satisfaction could render reliable support for their schools as they are dynamic and collaborative. Enhanced job satisfaction in the workplace leads to improved morale and gratification of the teachers and can be influenced by several factors. One of the most significant factors is the teachers' relationship with their co-teachers, coordinators, and other superiors in their workplace. Teachers' healthy workplace relations with other coworkers would have a positive effect and improve their performance. The present study is an attempt to find out the influence of workplace relationships on School Teachers' Job Satisfaction. The data was gathered from the teachers working in different boards of schools in Coimbatore city. The statistical measures used to analyse the data in the study were the measures of frequency and ANOVA analysis. The result of this research shows that most of the teachers are satisfied with the work relations with their coordinators, superiors, and co-teachers which in turn influences their job satisfaction. It is also revealed that the teachers' gender, age & service in years have no significant difference in association with the relationship with others in their workplace.

INTRODUCTION

Teaching is stressful and challenging but at the same time, it is a very important job as it matters every single day. Though it is a rewarding profession, it often comes with a heavy workload. Teachers should prepare lessons; assign tests; evaluate the papers; and face disruptive students and the constant need for their creativity often increases their stress levels. Such prolonged stress would have a negative correlation with job satisfaction and consequently affect their efficient teaching and students' learning. Teachers can manage their stress by seeking support from other teachers and maintaining a good relationship with them. Building a good work relationship with other teachers would help them to burn out their stress and maintain their well-being. On the other hand, when there is a poor workplace relationship, one may feel isolated, and anxious. They may refrain from doing their work efficiently and may not have a sense of belonging in their workplace. This study helps to understand the influence of workplace relationships on school teachers' job satisfaction.

OBJECTIVES OF THE STUDIES

- To study the influence of workplace relationships on school teachers' job satisfaction.
- To determine the significant difference between gender, age & service in years in association with the relationship with their co-workers

REVIEW OF LITERATURE

Yavuzkurt, T., & Kiral, E. (2020). This study titled, 'The Relationship between Workplace Friendship and Job Satisfaction in Educational Organizations' aimed to reveal the relationship between secondary school teachers' workplace friendship perceptions and their job satisfaction. As a result of the study, it was found that secondary school teachers' friendship opportunities and internal job satisfaction perception levels were high. It was revealed that the teachers' friendship perceptions differed significantly according to marital status and gender, and their job satisfaction levels differed significantly according to age, marital status, and professional seniority. It was determined that the teachers' friendship opportunity perceptions predicted their job satisfaction significantly and positively.

Petro, M. (2023). Under the title, 'Techniques and Strategies of Communication and Cooperation with Colleagues Inside and Outside the School', this paper aims to develop and understand different forms of communication with colleagues in educational institutions, to increase and improve cooperation between them. It was found that



effective communication and cooperation with colleagues not only enhance the performance of teachers but also contribute to creating a positive school climate, ultimately affecting job satisfaction.

Lin, C. T. (2010). Relationship between job position, job attributes, and workplace friendship: Taiwan and China. The purpose of this paper is to examine the relationship between job attributes, job position, and workplace friendship. This paper shows that supervisors have better workplace friendships than subordinates.

Mao, H. Y., Hsieh, A. T., & Chen, C. Y. (2012). This study entitled ‘The relationship between workplace friendship and perceived job significance’, aimed to study the relationship among co-workers. The findings suggest workplace friendship is an effective factor in promoting employee perception of job significance. The findings suggest intrinsically motivating employees through workplace friendship, which extends extant literature on the work role of leaders/supervisors in employee motivation.

RESEARCH METHODOLOGY

Hypotheses

H1: There is no significant difference between Gender and relations with the co-teacher.

H2: There is no significant difference between age and relations with the coordinators and other superiors.

H3: There is no significant difference between service in years and fellow teachers ready to render help when there is a need.

Research Design

The present study is a descriptive research. This research is a study on School Teachers’ Job Satisfaction and Workplace relationship. The main aim of this study is to identify the Influence of Workplace Relationships on School Teachers’ Job Satisfaction. To carry out this research, the results of primary data are employed. A self-structured questionnaire has been used to collect the primary data. The questionnaire was designed on a 5-point Likert scale starting from highly satisfied to highly not satisfied. The questionnaire was associated with the demographic profile of the respondents and analysis of the workplace relations of the teachers with their coworkers and others.

Sample Design

The total size of the sample was 135. The samples were collected using a convenient sampling method. Out of the 135 samples, 70 were male teachers and 65 were female teachers from various boards of schools.

Limitations of the study

- The present study is based on data collected from Coimbatore city.
- This study has a limited sample size
- This study is limited to analysing the relationship with co-teachers, coordinators, and other superiors only.

THE ANALYSIS AND INTERPRETATIONS

Table 1
Demographic Profile

S. No	Sources	Variable	Frequency	Percentage
1.	Gender	Male	70	51.9
		Female	65	48.1
		Total	135	100.0
2.	Age	Age 22 to 25	6	4.4
		26 to 30	22	16.3
		31 to 35	21	15.6
		36 to 40	28	20.7
		41 to 45	15	11.1
		More than 45	43	31.9
		Total	135	100
3.	Marital Status	Single	42	31.1
		Married	93	68.9
		Total	135	100



4.	Educational background	Diploma	4	3.0
		B.Ed. degree	45	33.3
		M.Ed. degree	17	12.6
		Ph.D	7	5.2
		Graduate	6	4.4
		Post Graduate	56	41.5
		Total	135	100
5.	Service in Years	1 to 5 Years	33	24.4
		6 to 10 Years	48	35.6
		11 to 15 Years	21	15.6
		16 to 20 Years	18	13.3
		21 to 25 Years	10	7.4
		More than 25	5	3.7
		Total	135	100

Table 1 shows the demographic profile of the school teachers working in different schools and provides information needed for research syntheses.

Table 2
Work relations with the co-teachers and others

S.N	Sources		HS	S	N	NS	HNS	Total
1.	Relations with my co-teachers.	N	54	60	15	4	2	135
		%	40.0	44.4	11.1	3.0	1.5	100.0
2.	Relation with my co-ordinators and other superiors.	N	50	55	21	4	5	135
		%	37.0	40.7	15.6	3.0	3.7	100.0
3.	The cooperative spirit of the teachers of my institution.	N	43	64	17	8	3	135
		%	31.9	47.4	12.6	5.9	2.2	100.0
4.	The fellow teachers are ready to render their help when I am in need.	N	46	66	15	7	1	500
		%	34.1	48.9	11.1	5.2	0.7	100.0

Table 2 helps to understand the level of teachers' job satisfaction about workplace relationships with other coworkers

Table 3
Gender and Relations with the co-teachers

H1: There is no significant difference between Gender and relations with the co-teacher.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.76	4	.44	1.79	.136
Within Groups	31.95	130	.25		
Total	33.70	134			

The above table reveals that the p-value is more than 0.05; the null hypothesis is accepted at a 5 per cent level of significance. It is concluded that there is no significant difference between gender and Relations with their co-teacher.

(F= 1.79; p>0.05).



Table 4

Age and Relation with the co-ordinators and other superiors

H2: There is no significant difference between age and relations with the coordinators and other superiors

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.13	4	3.28	1.28	0.283
Within Groups	334.47	130	2.57		
Total	347.60	134			

The above table reveals that the p-value is more than 0.05; the null hypothesis is accepted at a 5 per cent level of significance. It is concluded that there is no significant difference between age and relation with the coordinators and other superiors.

(F= 1.28; p<0.05).

Table 5

Service in years and relation with co-teachers

H3: There is no significant difference between service in years and fellow teachers ready to render help when there is a need.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.36	4	2.34	1.24	0.299
Within Groups	246.08	130	1.89		
Total	255.44	134			

The above table reveals that the p-value is more than 0.05; the null hypothesis is accepted at 5 per cent level of significance. It is concluded that there is no significant difference between Service in years and fellow teachers are ready to render their help when there is a need

(F= 1.24; p<0.05).

FINDINGS & SUGGESTIONS

Table 1 shows the socio-economic profile of the school teachers working in different schools and provides information needed for research syntheses.

- Gender-wise classification shows that out of 135 teachers 70 (51.9 %) were males and the remaining 65 (48.1%) were females.
- Age-wise classification depicts that out of 135 teachers, 6 (4.4%) were between the age group 22 to 25; 22 (16.3%) were between the age group 26 to 30; 21 (15.6%) were between the age 31 to 35; 28 (20.7%) were between the age group 36 to 40; 15 (11.1%) were between the age group 41 to 45 and the remaining 43 (31.9%) were the age group more than 45.
- Marital Status clarifies that out of 135 teachers, 42 (31.1%) were single and 93 (68.9%) were married.
- Educational background classification displays that out of 135 teachers, 4 (3%) were Diploma holders; 45 (33.3%) were B.Ed. degree holders; 17 (12.6%) were M.Ed. degree holders; 7 (5.2%) were Ph.D. holders; 6 (4.4%) were Graduates and the remaining 56 (41.5%) were Post Graduates.
- Service in years classification exhibits that out of 135 teachers, 33 (24.4%) were from 1 to 5 years; 48 (35.6%) were from 6 to 10 years; 21 (15.6%) were from 11 to 15 years; 18 (13.3%) were from 16 to 20 years; 10 (7.4%) were from 21 to 25 years; and the remaining 5 (3.7%) were more than 25 years in service.

Table 2 helps to understand the level of teachers' job satisfaction about workplace relationships with other coworkers.

- Among the respondents, 54 (40%) teachers were highly satisfied with their relationship with their co-teachers, 60 (44.4%) were satisfied and 15 (11.1%) were neutral. However, 4 (3%) were not satisfied, and 2 (1.5%) were highly not satisfied.
- For the statement, "Relation of the teachers with co-ordinators and other superiors," 50 (37.0%) teachers were highly satisfied; 55 (40.7%) were satisfied; 21 (15.6%) were neutral; but 4 (3.0%) teachers were not satisfied, and 5 (3.7%) were highly dissatisfied.
- 43 (31.9%) and 64 (47.4%) teachers were highly satisfied and satisfied with the cooperative spirit of the teachers in their institutions, and 17 (12.6%) were neutral, yet 8 (5.9%) and 3 (2.2%) were not satisfied and highly not satisfied.
- Most of the respondents agree that their fellow teachers were ready to render them help when they were in need. The above table shows that 46 (34.1%) teachers were highly satisfied, 66 (48.9%) were satisfied, 15 (11.1%) were neutral, yet 7 (5.2%) were not satisfied, and 1 (0.7%) was highly dissatisfied.

Table 3 shows that there is no significant difference between Gender and relations with the co-teacher.



Table 4 shows that there is no significant difference between age and relations with the coordinators and other superiors

Table 5 shows that there is no significant difference between service in years and fellow teachers ready to render help when there is a need.

CONCLUSION

One of the key ingredients of teachers' job satisfaction is good relations with other teachers, coordinators, and other superiors irrespective of their gender, age, and service years of experience. This kind of social support helps the teachers feel respected and valued in their workplace. A positive work environment encourages teachers to have an impact on their students' learning. Thus, organizations can embed the mechanism of workplace friendship into the factors of job design to promote employees' intrinsic motivation and thus increase job efficiency and organizational productivity.

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