Study of Interpersonal Relationships among Private School Teachers

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ABSTRACT
Interpersonal relationships among private school teachers in India have gained attention in recent years due to their potential impact on teaching and learning outcomes.Positive interpersonal relationships among private school teachers can lead to better collaboration, sharing of resources, and professional growth.The fundamental benefit of this collective endeavour was that it provided individuals with an opportunity to combine their skills and efforts in order to achieve more significant objectives, including constructing and defending their communities.The descriptive research design has been adopted for the study. Researcher employed stratified random sampling in the current study to gather data from various respondents. The study's scope for the current investigation is the private schools of National Capital Region, recognized and affiliated to CBSE, ICSE Board.Sample size of 385 respondents is selected considering the efforts possible to make by researcher during the stipulated period of research.
Key Words: Interpersonal relationships, Private school, Teachers, Potential growth.

I. INTRODUCTION

Education has long been seen by society as a crucial component of life. The fact that society changes throughout time is one of its most ineluctable characteristics. According to Good (1973), "education is the sum of all processes by which a person acquires abilities, attitudes, and forms of behaviour that are of positive value in the society in which he lives." He placed value on the ways that education may improve a person. The ultimate goal of any education, according to Himabindu (2012), is to create a man of excellent character and valuable member of society.

Initially, collective tasks were straightforward, such as acquiring food, moving, or guaranteeing the group's safety. The fundamental benefit of this collective endeavour was that it provided individuals with an opportunity to combine their skills and efforts in order to achieve more significant objectives, including constructing and defending their communities. Additionally, the group provides it a unique identity. Later, the specialised nature of roles allowed people to focus on the jobs they were greatest at rather than having to perform every job necessary for survival and advancement. Cooperation is necessary for this kind of group activity since without it, individuals may operate in opposition to one another and lose the advantages of association.

The level of psychological and emotional commitment someone has to their job, profession, and company is referred to as job engagement. The person's intrinsic motivation is what drives him or her to feel good about their jobs and to regard them as the most significant aspects of their lives. Therefore, successfully completing the tasks will be the main source of happiness (Elankumaran, 2004). Thus, the level of job involvement among the workforce will affect the effectiveness of the company. According to Lodahl and Kejner (1965), job engagement refers to "the extent to which a person identifies psychologically with his work or the significance of work in his overall self-image." It is an emotional dedication and psychological identification with one's work in which the person cares about and is worried about the task at hand (Robbins et al., 2007). According to Kanungo (1982), job participation is a psychological condition of cognitive connection with a specific job. This identification is based on expectations for specific needs from the job and how well those demands are met.

II. REVIEW OF LITERATURE

According to D.R. Mary Celin (1999), who examined "Students academic performance and their relationship with the teachers," the

teacher's goal is to promote the well-being of all students. The building of character and the enlightenment of the mind should be the teachers' goals. In particular, teaching is a spiritual activity that involves mind-to-mind communication. A "Maker of man," the instructor. When a teacher behaves in a way that is helpful to the development of a student's fundamental abilities, conceptual comprehension, work habits, desirable attitude, moral judgement, and adequate personal adjustment, teaching is successful.

In his study "Teachers effectiveness as judged by their students teachers," **G.N. Sunith Kumar (1999)** came to the conclusion that: The goals and objectives of teacher education for higher secondary and collegiate students develop competence to teach the subjects of his specialisation on the basis of recognised principles of learning and teaching. Therefore, teachers need to learn how to use educational technology to deliver effective instruction. Additionally, they should have experience working on investigative, participatory, and experimental initiatives in the fields of education and specialised subjects.

The following conclusions were made by **Singh, Surya (2002)** in their study, "A Study of Communication Behaviour of Prospective Teachers": The total scores of interpersonal communication behaviour of male and female prospective teachers, between art and science prospective teachers, and between graduate and post graduate prospective teachers were shown to differ significantly over the component "self-concept." There was no discernible difference between the holders of the first and second divisions. There was a significant difference in the total scores of interpersonal communication behaviour between male and female prospective instructors for the component "difficulties in coping with furious sentiments." Between graduate and postgraduate students, first and second divisional holding potential teachers, and between art and science, no discernible differences were detected. While there was no statistically significant difference between male and female prospective teachers, graduate and post-graduate, or between first and second division holders' prospective teachers, there was a significant difference between art and science prospective teachers over the component "good listener." Graduate and postgraduate students as well as holders of the first and second divisions lack "clarity of expression." However, there was no discernible difference between male and female prospective teachers, between prospective teachers with an art or science background, or in the communication styles of art and science graduates in the classroom. However, there were noticeable differences between graduate and post-graduate students as well as first and second division holding future teachers.

The following conclusions were made by **Ravi, V. (2003)** in his work, "A Study of the Factors Contribution to the Efficiency of the Heads of the Institutes in Private Schools": (1) It is discovered that a principal's effectiveness varies significantly depending on their educational background. (2) It has been noted that a principal's performance as an administrator varies significantly depending on experience. (3) As principals, educators with more than 21 years of experience demonstrated superior performance. (4) More P.G. instructors in the classrooms appeared to increase the principal's effectiveness. (5) In terms of performance, there is no discernible correlation between the principal's effectiveness as an administrator and a teacher.

In his study "A Study of the Problems and Functioning of the Parent Teacher Associations of the Higher Secondary Schools In Thanjavur District," **Swaminathan, K. (2003),** made the following discoveries: (1) In many schools, executive committee meetings are not held on a regular basis as is customary. (2) The PTA's rules are not sufficiently understood by the parents in this district. The selection of PTA teachers in accordance with standards is significantly influenced by the type of schools. The location and each teacher's explanation of PTA have a major relationship.

The following conclusions were made by **Vaidya, S.A. (2006)** in her work, "A Study of Educational Aspiration of Higher Secondary Students in Relation to Different Variables": (1) Higher secondary students' mean educational aspiration score is 28.07 (on a scale of 0 to 40), which shows that societal awareness of education has grown. (2) In comparison to girls, boys have stronger educational aspirations. (3) The educational aspirations of urban pupils are higher than those of rural students. (4) Nongovernment school pupils have stronger educational aspirations than kids attending government schools. (5) The aspirations of science stream students are higher than those of arts stream students in terms of education. (6) Stream and standard of students do not have a significant group influence on their educational goal; nevertheless, gender, area, and socioeconomic position of the students have a substantial group effect on their educational aspiration and kind of schools. (7) Academic success, achievement, and self-concept The pupils'

motivation has a big impact on their collective aspirations for schooling. (8) There is a positive association between socioeconomic position, academic success, and student motivation as well as educational aspiration. (9) There is an inverse relationship between self-concept and educational aspiration.

Usop (2013) conducted research on teachers' job happiness and work performance. The 200 instructors who made up the sample came from 12 carefully chosen public schools in the Philippine province of Cotabato. Teachers' job satisfaction was found to be substantially correlated with school policies, supervision, salary, interpersonal relationships, chances for advancement and growth, working conditions, the actual work, achievement, recognition, and responsibility.

Tangthong et al. (2014) The research's primary focus was on issues related to employee retention in the context of Thai organisations, which revealed that HRM practises have a greater impact on the number of people leaving the organisation, employee performance, which is linked to company performance and necessitates significant effort on the part of the employer, and the desire to retain key talents. An employee with high motivation and aspirations will undoubtedly perform, so HR practises and policies should also focus on boosting individual motivation. This can be done in a variety of ways, including by rewarding good performance, creating a positive work environment, and boosting individual aspirations through various means.

Thirumaran and Ramasethu (2015) studied the job satisfaction of faculty members in Arts and Science colleges in the Coimbatore area of Tamil Nadu. Researchers considered a number of variables for their study, including working conditions, employee training, salaries, empowerment, and relationships with supervisors, coworkers, and management. The researchers employed a straightforward random sample procedure to gather information from 100 faculty members of educational institutions in the Coimbatore district using a questionnaire with a five-point Likert scale. Data analysis was carried out using a variety of statistical tools, including the Chi-square approach and simple percentages. The study's findings showed that there is no discernible difference in male and female faculty members' levels of satisfaction with their professional development and relationships with superiors, management, and other employees.

To determine how interpersonal relationships and workload affect engineering college faculty members in the Nellore district of Andhra Pradesh, Srivalli and Vijayalakshmi (2015) conducted a study. To gather information from 120 faculty members at six engineering colleges in the Nellore district, the researchers employed a questionnaire using a five-point Likert scale. The data were analysed using a variety of statistical methods for correlation and descriptive analysis. The study's findings showed that faculty members' levels of job satisfaction are positively impacted by good interpersonal relationships. It implies that when interpersonal relationships improve, so does job happiness, and vice versa. On the other side, job satisfaction is adversely correlated with workload. It indicates that as faculty members' workloads increase, their degree of job satisfaction declines. It indicates that as faculty members' workloads increase, their degree of job satisfaction declines.

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Dhillon and Sharma (2017) in Punjab, India, investigated the relationship between teacher interpersonal relationships and teacher job satisfaction in private schools. The study found a significant positive relationship between interpersonal relationships and job satisfaction among private school teachers. The authors suggested that private school administrators should encourage positive interpersonal relationships among teachers to improve job satisfaction and retention.

Bano and Khanam (2019) aimed to explore the nature and types of interpersonal relationships among private school teachers in India. The study used a qualitative approach, with data collected through in-depth interviews with 20 private school teachers from different regions in India. The findings revealed that private school teachers in India generally have positive interpersonal relationships with their colleagues, based on mutual respect, trust, and support. The

study also identified different types of interpersonal relationships among private school teachers, including collegial, mentor-mentee, and friendship relationships.

In a study conducted by Kaur and Singh (2021) in Haryana, India, the authors examined the relationship between teacher interpersonal relationships and academic performance in private schools. The study found that positive teacher interpersonal relationships were significantly related to higher academic performance. The authors recommended that private school administrators should focus on developing a positive school culture that promotes positive interpersonal relationships among teachers.

OBJECTIVE OF THE STUDY
• To study the interpersonal relationships among private school teachers.

CONCEPT OF METHODOLOGY
For this topic, research methodology has been presented in the context of, survey design, data sources, and tools of the data collection, sample design, data analysis and interpretation.

RESEARCH DESIGN
The descriptive research design has been adopted for the study.

SAMPLE DESIGN & SAMPLE SIZE
Researcher employed stratified random sampling in the current study to gather data from various respondents. The particulars of sample design are as below:The study's scope for the current investigation is the private schools of National Capital Region, recognized and affiliated to CBSE, ICSE Board.

Sample Size: The term "sample size" describes how many components has been used in the analysis. Sample size of 385 respondents is selected considering the efforts possible to make by researcher during the stipulated period of research.

DATA COLLECTION METHODS
The gathering of data is the cornerstone of data analysis in statistics. Data is nothing more than a collection of organized facts and statistics that are used for an analysis.

Primary Data
In the present study the primary data has been collected from the selected teachers of private schools of National Capital Region, recognized and affiliated to CBSE, ICSE Board. The questionnaire has been designed on the basis of objectives of the present study.

Secondary Data
The researcher used the sources listed below to get secondary data: Research journals, and websites.

RESEARCH INSTRUMENT
To gather primary data for the current investigation, a questionnaire method was employed. A structured questionnaire has been used to collect the data and has been administered through hand delivery. The responses to the questions has been rated using a Likert Scale based on objective of the study.

ANALYSIS REGARDING INTERPERSONAL RELATIONSHIPS AMONG PRIVATE SCHOOL TEACHERS

Table 1:Response to the statement "My school organizes special workshops/seminars to enhance interpersonal relations and team work"

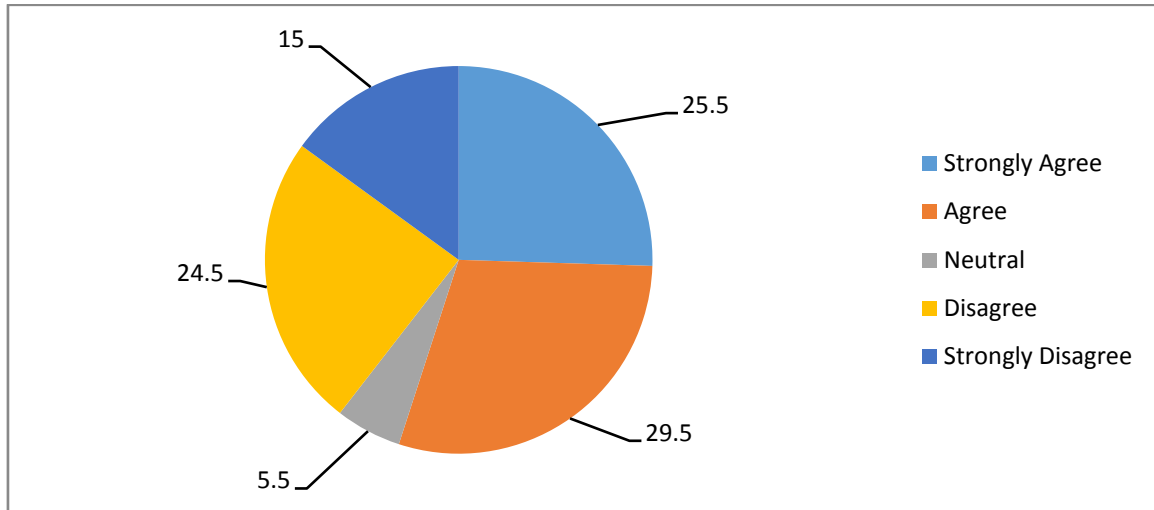| S. No.	Components	No. of Respondents	Per cent
1	Strongly Agree	98	25.5
2	Agree	113	29.5
3	Neutral	22	5.5
4	Disagree	94	24.5
5	Strongly Disagree	58	15
	Total	**385**	**100**

Figure 1:Response to the statement "My school organizes special workshops/seminars to enhance interpersonal relations and team work"

Analysis: The above figure found that more than half of the respondents felt that their school organizes special workshops/seminars to enhance interpersonal relations and team work whereas mostly the respondents felt that do not felt their school that organizes special workshops/seminars to enhance interpersonal relations and team work.
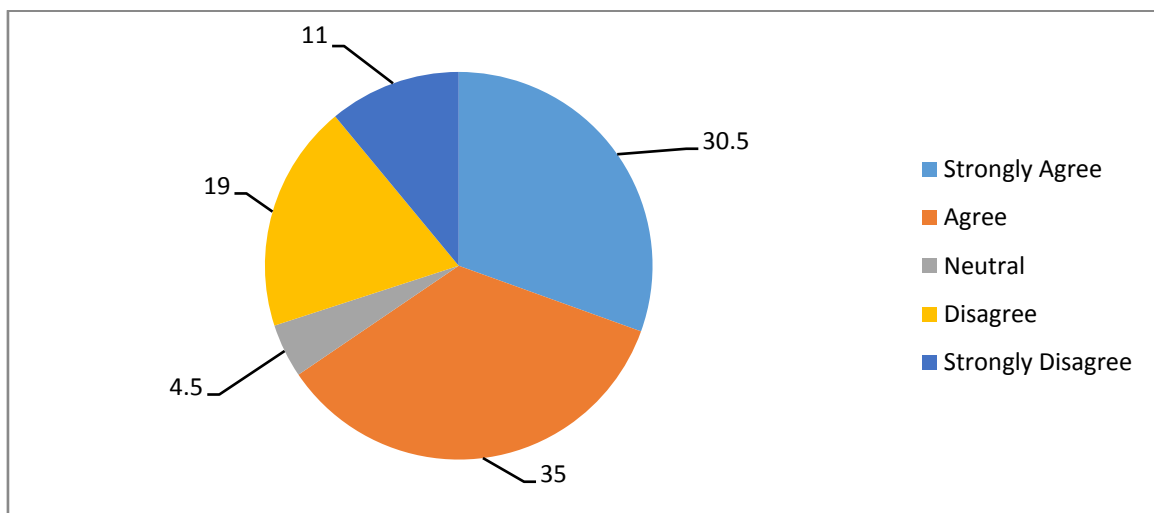
Table 2:Response to the statement "My head of department/Principal usually give sympathetic hearing to any problem brought to his/her notice"

S. No.	Components	No. of Respondents	Per cent
1	Strongly Agree	117	30.5
2	Agree	134	35
3	Neutral	17	4.5
4	Disagree	74	19
5	Strongly Disagree	43	11
	Total	**385**	**100**

Figure 2:Response to the statement "My head of department/Principal usually give sympathetic hearing to any problem brought to his/her notice"

Analysis: The above figure result found that majority of respondents felt that their head of

department/Principal usually give sympathetic hearing to any problem brought to his/her notice whereas almost 30 per cent disagreed to it.

Table 3:Response to the statement "I have good relationship with my colleagues"

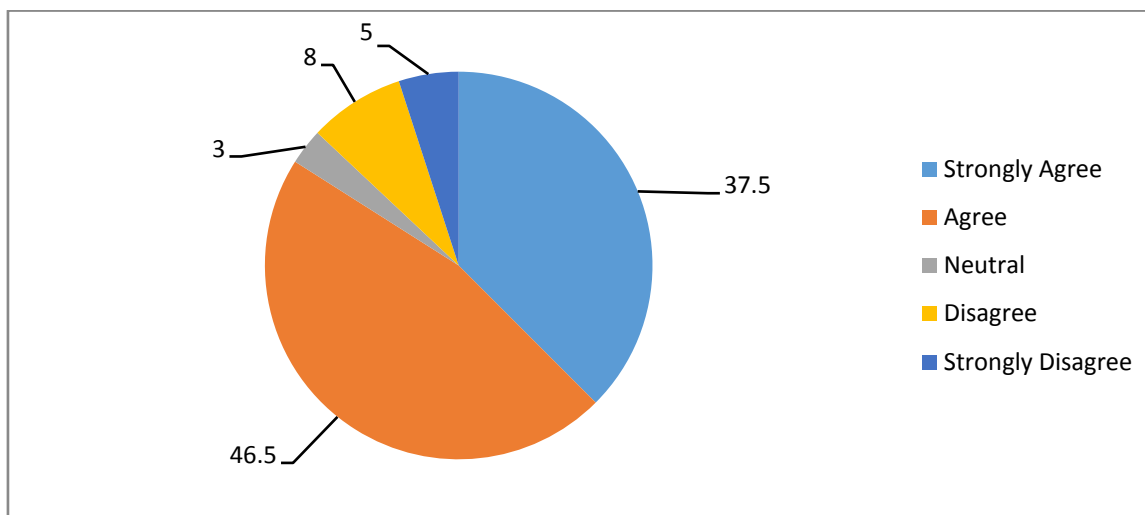| S. No.	Components	No. of Respondents	Per cent
1	Strongly Agree	145	37.5
2	Agree	179	46.5
3	Neutral	11	3
4	Disagree	31	8
5	Strongly Disagree	19	5
	Total	**385**	**100**

Figure 3:Response to the statement "I have good relationship with my colleagues"

Analysis: It is found that the teachers have good relationship with their colleagues because very high majority agreed whereas only 13 per cent felt that they have not good relationship with their colleagues.

Table 4:Response to the statement "I socialize with my colleagues outside the school as well"

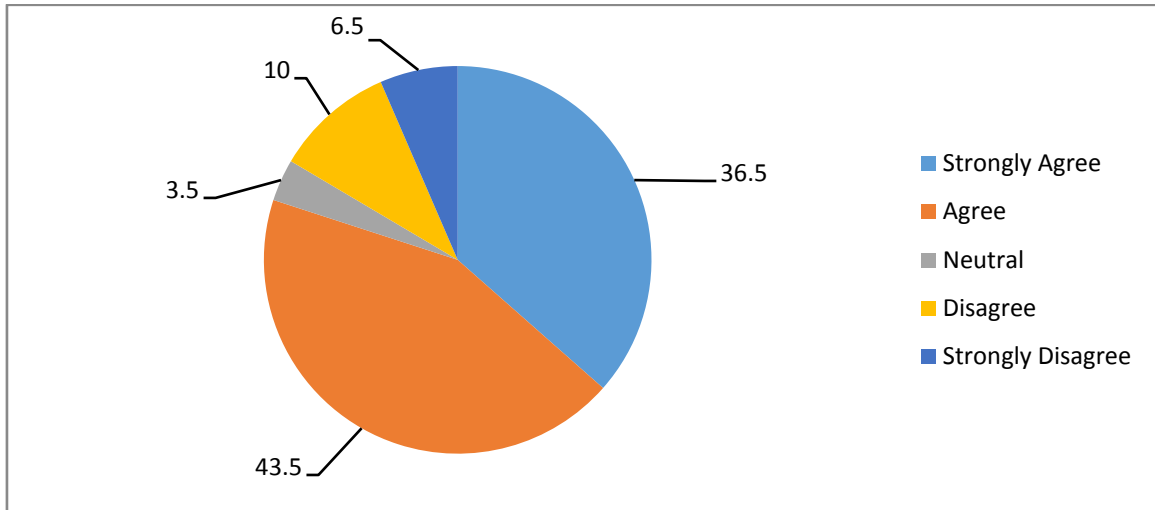| S. No.	Components	No. of Respondents	Per cent
1	Strongly Agree	140	36.5
2	Agree	167	43.5
3	Neutral	14	3.5
4	Disagree	39	10
5	Strongly Disagree	25	6.5
	Total	**385**	**100**

Figure 4:Response to the statement "I socialize with my colleagues outside the school as well"

Analysis: The figure 4 reveals that 70 per cent of respondents felt that they socialize with their colleagues outside the school as well whereas only one sixth of the respondents said that they are not socializing with their colleagues outside the school.

Table 5:Response to the statement "Communication among teachers is encouraged by my organization"

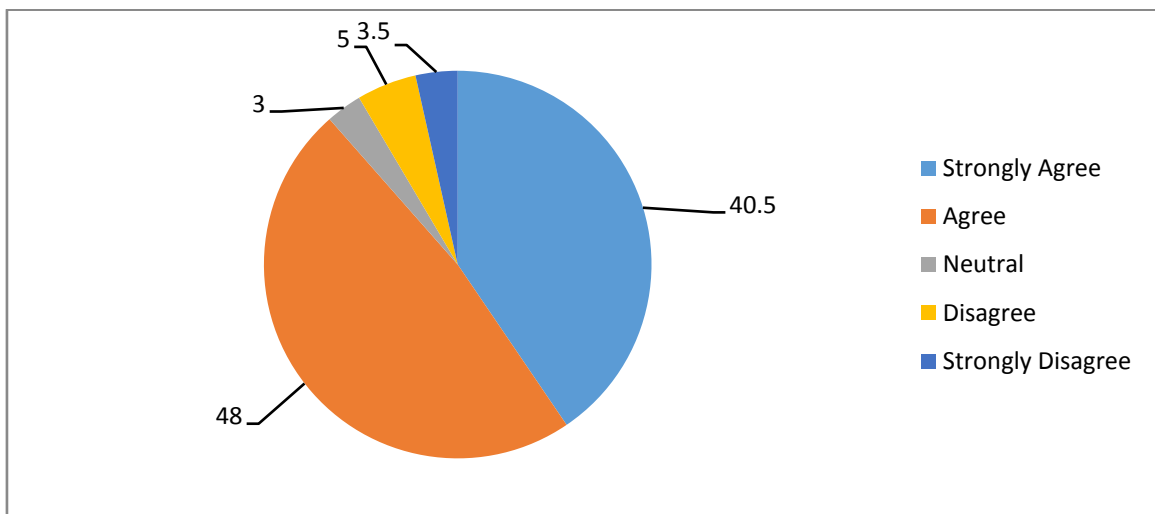| S. No.	Components	No. of Respondents	Per cent
1	Strongly Agree	156	40.5
2	Agree	184	48
3	Neutral	12	3
4	Disagree	20	5
5	Strongly Disagree	13	3.5
	Total	**385**	**100**

Figure 5:Response to the statement "Communication among teachers is encouraged by my organization"

Analysis: As far as communication is concerned almost 90 per cent of respondents agreed that the communication among teachers is encouraged by their school whereas almost one tenth of respondents disagreed to it.

III.   FINDINGS

1. The result found that more than half of the respondents felt that their school organizes special workshops/seminars to enhance interpersonal

relations and team work whereas mostly the respondents felt that do not felt their school that organizes special workshops/seminars to enhance interpersonal relations and team work.

2. The result found that majority of respondents felt that their head of department/Principal usually give sympathetic hearing to any problem brought to his/her notice whereas almost 30 per cent disagreed to it.

3. It was found that the teachers have good relationship with their colleagues because very high majority agreed whereas only 13 per cent felt that they have not good relationship with their colleagues.

4. The result reveals that 70 per cent of respondents felt that they socialize with their colleagues outside the school as well whereas only one sixth of the respondents said that they are not socializing with their colleagues outside the school.

5. As far as communication is concerned almost 90 per cent of respondents agreed that the communication among teachers is encouraged by their school whereas almost one tenth of respondents disagreed to it.

IV. CONCLUSIONS

- The present research has analyzed the interpersonal relationship of private school teachers. The several attributes which were considered in the present research study are as follows:

(a) workshops/seminars,

(b) Principal usually gives sympathetic hearing to any problem,

(c) Relationship with their colleagues,

(d) Socialize with their colleagues outside the school,

(e) Communication.

- It was found that the teachers have good relationship with their colleagues and the communication among teachers is encouraged by their school.

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