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"The Relationship between Interpersonal Behaviour and Employee Performance among Companies in Uttar Pradesh"

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ABSTRACT: The purpose of this paper is to identify the key determinants of employee performance and their predictability of the concept. It also studies the impact of interpersonal behaviour on employee performance. The aim of this study is to assess the interpersonal relations of employees of the State & NCR located PSU's, as well as indicate the factors related to the level of satisfaction from the relations among the people employed at similar levels, and their relations with superiors. The issues were developed based on analysis of the results of research conducted among employees of these PSU's. The study was conducted in approximately 12 cities covering almost 23 Maharatnas, Miniratnas and other prominent PSUs' in the country.

KEYWORDS: Employee performance, Organisational Behaviour , Interpersonal Behaviour , Leadership

I. CHAPTER-1 INTRODUCTION

Organizational Behaviour

Organizations exist not just to fulfil needs of the people rather to enhance the efficiency and effectiveness of any activity performed with an intent to earn revenue. In today's competitive world, the organizations have to be growth-oriented and goal-oriented both so that the employees stay focussed with steer headed approach. This is possible only when productivity is ensured with respect to quantity of product along with workers, supervisors and managers all directed towards growth and productivity which is to be achieved with zero error quality. Employee dissatisfaction, absenteeism and employee interaction all impact turnover further affecting productivity. Employee who lacks motivation, passion, and commitment and is evading work frequently cannot contribute towards productivity and growth of the organization which makes an organisation difficult to sustain in the long run. In the same manner, employee satisfaction, employee trust on organisation and employee passion causes increased cost of production. Job satisfaction is one of the most important factors to analyse performance of an individual towards his work and on broader canvass towards the organisation at large. If the workers are satisfied they are productive worker who can contribute towards building an appropriate work culture in an organization. Organizations are composed of number of individuals working independently or collectively in teams, and these teams makes a department and number of such departments makes an organization and these organisations are further established in the society to provide various services. These formal structures along with all departments are always functioning in a coordinated manner to achieve the organizational objective which is an example of Profitable Organisation or an Organisation with sound mind and soul. It is therefore important for all employees to possess positive attitude towards work, they are required to function in congenial atmosphere and accomplish assigned goals. It is also important for managers to develop an appropriate work culture which is not only flexible but also accommodating authority, delegation of certain powers to subordinates, division of labour, efficient communication, benchmarking, re-engineering, and job re-design are some of the important factors so that an organization can function as well-oiled machine. This is largely applicable to manufacturing organizations but also envisages service and social organizations which are further more dependent on workers.

DEFINITIONS

"Organizational behaviour is a field of study that investigates the impact that individuals, groups and organizational structure have on behaviour within the organization, for the purpose of applying such knowledge towards enhancing employee performance and to ensure growth of resources at all levels."

The study of organizational behaviour has its roots in the late 1920s, the concept of organisation was adopted by many companies of that era which were working towards enhancing employee

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performance, series of studies of the behaviour of workers at its Hawthorne Works plant in Cicero, Illinois.

Studies revealed that there are varied aspects to determine whether workers could be made more productive if their environment was upgraded with better lighting, along with better working conditions with various other design improvements. After various studies conducted, the researchers found that the environment was less important than social factors amongst workers who were interacting at all levels. It was more important, for example, that people got along with their co-workers and felt that their bosses appreciated them for their performance with various appreciative measures at his laid the foundation of Interpersonal Behaviour within organisations which further gave way to broader concept of Organisational Behaviour.

These initial findings and research were inspired by a series of wide-ranging studies between 1924 and 1933 for many world operated organisations. They concluded the effects on productivity of work breaks, isolation, and lighting, work timings among many other factors and these led to the performance enhancement of the organisation. The best known of the results is called the Hawthorne Effect; this effect described the way subjects' behaviour may change when they know they are being observed. Various research shows that how to consider whether and to what degree the Hawthorne Effect extending and their findings on human behaviour.

CONCEPT OF ORGANIZATIONAL BEHAVIOUR SYSTEM

Organizations achieve their specific goals by creating and operating within a system of organizational behaviour which largely defines organizational structure, culture, operations and policies and their impact on employees in macro sense. The figure 3.1 shows the major elements of a good organizational behaviour system:

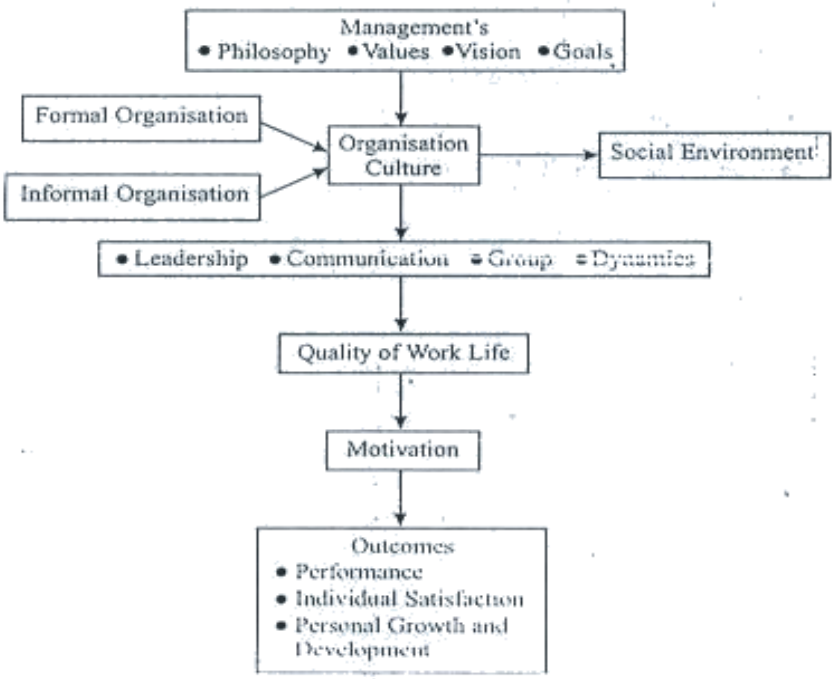

Figure 3.1: Major Elements of a Good Organisational Behaviour System

These systems exist in every organization, but they vary in form and style of functioning at almost every level. They have a greater chance of being successful, provided they have been consciously created, regularly examined and analysed to meet updated and emerging conditions. The primary advantage of organizational behaviour system is to identify the major human and organizational variables that affect outcomes and productivity. For many variables within the organisation managers can only be aware of them and acknowledge their impact whereas for many

other variables, managers and supervisors can exert some control over them. The outcomes are measured in terms of quantity and quality of products and services, level of customer service, employee satisfaction and personal growth and development.

Goals of Organizational Behaviour Study

The leaders of the Hawthorne study had a couple of radical notions; these notions or reports were prepared on real-time basis. They thought they could use the techniques of scientific observation to increase an employee's amount and quality of work; they never took any account of workers as interchangeable resources within organisation. On the other hand workers, they thought, were unique in terms of their psychology and potential fit within a company.

Over the following years, the concept of organizational behaviour widened, it started with World War II, but later researchers began focusing on logistics and management science. Various Studies conducted by the Carnegie School of Home Economics in the 1950s and 1960s further not only solidified these rationalist approaches towards decision-making rather they established few theories which were later referred for all further studies.

Today, those and other similar studies have evolved into modern theories of business structure and decision-making to enhance employee performance.

The new frontiers of organizational behaviour were the cultural components of organizations, race, class, and gender roles affect group building productivity of employees. These studies take into account the ways in which decision-making process was further established.

Objectives of Organisational Behaviour:

- Organizational behaviour is the study of how people behave within groups and teams.
- Early studies determined the importance of group dynamics in business productivity and employee performance
- The study of organizational behaviour is a foundation of corporate human resources and productive resources.

Importance Of Organisational Behaviour

Organisational behaviour provides several ideas to management as to how human factor should be properly emphasised and utilised to achieve organisational objectives. In this reference Barnard has observed that an organisation is a conscious interaction of two or more people at all levels of hierarchy which further suggests that since an organisation is the interaction of people, process and policies, they should be given adequate preference and control in managing the organisation. Further it provides opportunity to management to analyse human behaviour and prescribe means for shaping it to a particular direction with a broad vision ahead. Understanding any Human Behaviour for the purpose of Organisational behaviour provides understanding that human behaviour is all pervading and is at all levels where human resource interacts effectively. Organisational behaviour is to be analysed at individual level, interpersonal level, superior level and group level and inter-group level for all organisations to function effectively.

Organisational behaviour helps to analyse 'why' and 'how' an individual behaves in a particular way. Human behaviour is a complex phenomenon and is affected by a large number of factors including the psychological, social and cultural implications. Organisational behaviour integrates these factors to provide simplicity in understanding the human behaviour.

- **Interpersonal Level:** Human behaviour can be understood at the level of interpersonal interaction. It provides means for understanding the interpersonal relationships in an organisation, analysis of reciprocal relationships, role analysis and transactional analysis are some of the common methods, which provide such understanding.
- **Group Level:** People interpret anything at their individual level, their views are often modified and developed by group pressures and an influence, which then becomes a force in shaping human behaviour, thus individual behaviour should be assessed in groups also. For many researchers group dynamics has contributed vitally to organisational behaviour and visualises how a group behaves in its norms, cohesion, goals, procedures, communication pattern and leadership. The research results are further assisting and advancing knowledge for understanding group behaviour along with interpersonal behaviour which is very important for organisational morale and productivity.
- **Inter-group Level:** Any organisation is made up of many groups that develop complex relationships to build their process and policies. If this effect is to be understood then the effect of group relationship is important for managers in today's organisation which is

forms the bases of any organisation. Inter-group relationship may be in the form of co-operation or competition to further analyse the scenario.

The interpersonal relationship assists the organisation in achieving its objectives. Organisational behaviour provides means to understand and achieve interpersonal group relationships through interaction, rotation of members among groups, avoidance of win-lose situation and focussing on total group objectives.

In any society success of a business depends upon its capability to realize the human potential to the fullest and the future would be practising new competencies, methods, strategies and value creating processes. Although by now it is accepted that human resource is the most valuable asset of an organisation, we have not succeeded in asserting the value of this asset and realises the value worth of the same in terms of monetary benefits for an organisation. To study the human factor "Organisational Behaviour" is taken in to consideration with respect to companies and emphasis on individuals, group of people working together in teams and inter group teams and departments as well as it leads to understanding of process with more efficiency.

Interpersonal Behaviour-

Interpersonal behaviour is the interaction between two or more persons and it is imperative to building and maintaining any type of relationship in our social world. However, when looking at interpersonal behaviour in the workplace, things become a little more complicated. Interpersonal behaviour not only affects the relationships between co-worker and co-worker, co-worker and supervisor, and even worker and customer rather it also exists and is invariably most important in career and job success. For any organisation positive interpersonal relationships can lead to harmonious work achievement, overall happiness, and even success. On the contrary negative relationships can lead to poor work performance and can hinder problem solving and conflict resolution which further leads to employee dissatisfaction.

However, the research that has been found proves that healthy relationships within the organization do help the organization as a whole become more productive.

Defining Interpersonal behaviour

Interpersonal behaviour defines "how" two people interact in any particular organisation, it is extremely important in any organization to strengthen interpersonal relationships to enhance further employee performance. This behaviour results in productive work which is ultimately what organizations are emphasising for. At the employee level if trust and passion for work exists, the unity between them can achieve great results and these results would be in terms of reduction in the time lag, better quality work, and excellence in working procedures. Hence, Interpersonal behaviour despite its most essential requirement of face to face interactions it is not confined to situations in which the interacting humans are physically present, rather it helps to develop, sustain or thwart certain kind of relationships between and among people working in the same group or team and even different teams as well. Some of these relationships are compatible and fulfilling, while others turn out to be incompatible and frustrating in social life, and even in the workplace as well they create conflicts.

In order to deal with interpersonal behaviour it is necessary to have an understanding of the general principles of the above mentioned behaviour, since formulas for handling specific situations are of limited value at best. The very basis for evolving this theory of interpersonal behaviour is the individual's Fundamental Interpersonal Relations Orientation or FIRO. The basic assumption of this approach is that people need people to interact, communicate and to develop intergroup activities as every human being, he lives in a society, must establish equilibrium between himself and his human environment just as he must establish equilibrium between himself and the physical world. The Fundamental Interpersonal Relations Orientation Theory presented in this respect is useful in helping individuals gain an awareness of their needs in situations requiring interpersonal contacts thereby improving the overall managerial job for effective decision making and implementing decisions for growth of any organisation along with their individual growth.

Interpersonal relationships According to Wheatley (2001, in Sias, 2008) relationships are necessary for existing systems and are the most essential requirement of any organizations. It is through interpersonal relationships that organizations maintain stability, growth and productivity (Katz & Kahn, 1978). Wheatley (2001) further suggests that 'researchers should give attention on the concept of workplace dynamics to understand how organization, manages

its relationships with reference to all its available resources; not just the tasks, roles and hierarchies, but also, the form of relationships and capabilities built to maintain and transform them in productive resources. Workplace relationships comprise those relationships in which individuals are involved in the course of performing their jobs; these relationships include supervisor-subordinate relationships, peer-worker relationships, workplace friendships, and customer relationships (Sias, 2008). However, this research primarily depends on the supervisor-subordinate subordinate-subordinate and supervisor-supervisor relationships in the Public Sector Undertakings, to ascertain whether interpersonal relationships positively or negatively influence individual employee performance at work to affect the organisation. It also proposed a bidirectional assumption to the understanding of interpersonal relationships, namely; psychological orientation and interdependence. Psychological orientation is the consistent complicated, motivational and moral backgrounds involved in any situation that serves to guide an individual's behaviour and responses in that situation. A further assumption was that individuals differ in their ability and readiness to engage with different orientations, and that their engagements might affect their results (outcomes). The roles of the player and the probability of the timing of the relationship determine the strength of the relationship (Wish, Deutsch & Kaplan, 1976; Triandis, 1972; Marwell & Hage, 1970). The new interpretations of an interpersonal relationship consider psychological interdependence as follows: First, cooperation-competition, which was explained by Kelly and Thibaut (1978) as positive-negative interpersonal disposition, love-hate, evaluative, friendly-hostile, this further elaborates WIN-WIN situation at all levels. Second,power in distribution "equal versus unequal". Triandis (1972) called it super-ordination-subordination; Kelly (1979) described it as dominance-submission, the Autocratic style of working widens the gap between superior and subordinates. Third, task oriented versus social emotional, this measures the level of intimacy with this the social emotional relationships are more informal than task oriented relationships. Fourth, formal and informal, this is measured by the intensity of the activities in the relationship. Employer-employee, manager-supervisor, mentor-men tee are examples of formal relationships. Professor-student relationship can be both formal & informal. The dimensions of relationship are important to this paper because they will provide the study with a background about the characteristics of relationships between the supervisors and the subordinates in various industries and organizations. The basic outlines of interpersonal relationship are the same thing as the strength of interpersonal relationship described by Deutsch (2011). These dimensions are the basis of categorization between supervisor and subordinate, superior and superior and subordinate and subordinate relationships. 1.2. Leader-member exchange. LMX theory contends that leaders develop different relationships with their subordinates via different exchanges that can be called high or low quality (Graen & Uhl-Bien, 1995), which further explains that Leaders are required to establish much stronger interpersonal communication with their team members. When the quality of relationship is high, the exchanges between the supervisors and subordinates have mutual obligations and trust in a way that permits reciprocation of interaction between the supervisor and subordinates (Graen & Uhl-Bien, 1995). The art of negotiating for the role of subordinates over the years, allows the subordinates to engage in decision making process that enhance their status as "in-group" members (Liden, Erdogan, Wayne & Sparrowe, 2006). This happens when a subordinate has earned the trust of the supervisor to be able to handle specific tasks, and serve as an assistant, without any proper answer ability for the tasks performed. The out-going groups include those subordinates that fall within the exchange parameters of role requirements, job descriptions and contract of employment. Such information stems from the supervisor to subordinate unilaterally (Wang, Niu, & Luo, 2004). Leaders in LMX Use resources to meet the needs of the subordinates, with the expectation that the subordinate will respond through services.Dienesch and Liden (1986) listed the factors of currencies of exchange as affect, loyalty, contribution and professional respect.

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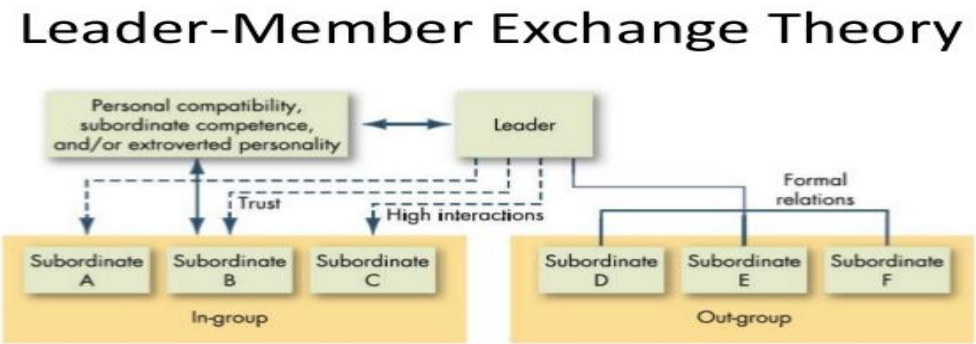

HUMAN RELATION

As we are aware that Interpersonal relationships extend not only to organizations rather they are important for the existence of organizations, every human relation broadly implies the interactions and cooperation of people in groups which operate in different fields such as business, schools, clubs, homes and the government. However, in industrial and business settings the term '**Human Relation' has a different connotation altogether for persons in managerial positions.**

In this context, it means the integration of people into a work situation which motivates them to work together effectively, providing them social, psychological and economic satisfaction. Defined this way, observes Davies, "Human Relations are motivating people in organizational settings to develop teamwork which accomplishes individual as well as organizational goals effectively".

WHY INTERPERSONAL RELATIONSHIP AT WORKPLACE

Let us go through the importance of interpersonal relationship at workplace, an employee spends around eight to nine hours in his organization and it is practically not possible for him to work all alone in isolation without interacting with any other person present in the same organization. Human beings are not machines or robots who can work at a stretch without emotional quotient involved. We need people to talk to and share our feelings, imagine yourself working in an organization with no friends around, its not even possible to hypothetically think of such a situation. We are social animals and we need friends around, an individual working in isolation is more prone to stress and anxiety and dissatisfaction at all levels. They hardly enjoy their work and attend office just for the sake of it, employees working alone find their job monotonous. It is essential to have trustworthy fellow workers around with whom one can share all his secrets without the fear of them getting leaked. We must have friends at the workplace who can give us honest feedback.

A single brain alone can't take all decisions alone and perform various tasks alone without any team or group assistance; even we can't even take birth alone or die alone if we talk about social reforms. We need people to discuss various issues, evaluate positive and negative aspects and reach to solutions which are goal-oriented not only for the employees but also for the organization on the whole. Employees can brainstorm together for effective results and to frame better ideas and strategies. Strategies must be discussed on an open platform where every individual has the liberty to express his/her views they must be given authority to participate in meetings at least once in a week to promote open communication ,interaction on a regular basis is important for healthy relationship within the organization.

Interpersonal relationship has a direct effect on the organization culture. Furthermore misunderstandings, miscommunications and confusions lead to negativity at the workplace. If we take things ahead then these situations turn towards conflicts which lead us nowhere and in turn spoil the work environment.

We need people around who can appreciate our hard work and motivate us from time to time. It is essential to have trustworthy, cooperative, professional co workers at the workplace who not only appreciate us when our performance is improved or we have performed effective work but also to critically evaluate our work and share our negatives. A pat on the back goes a long way in extracting the best out of individuals; one requires having people at the workplace who are more like mentors than mere colleagues.

An individual needs to get along with fellow workers to complete assignments within the stipulated time frame every employee who is working all alone is overburdened and never finishes tasks within deadlines, moreover employees are more productive in groups and teams as they have other members to share the work burden. Support of fellow workers is important. You just can't do everything on your own. Roles and responsibilities must be delegated as per specialization, educational qualification and interests of employees. An individual needs help of his fellow workers to complete assignments on time and for better results.

Table 1. Correlation matrix for supervisors' and subordinates' interpersonal relationships and employee performance

Respondent Type	Variables	Mean	Standard Deviation	Correlation (r)	Correlation (R)
Subordinate	Total Interpersonal relations	25.68	10.55	-0.031	0.00
	Total Employee performance	33.40	5.91		
Supervisors	Total Interpersonal relations	22.59	4.89	.122	0.00
	Total Employee performance	33.57	4.89		

What are the effects of your interpersonal competence on your managerial behaviour?

Inter personally incompetent managers or employees create an organizational environment in which members act very aggressively and defensively to protect their own interests without taking in to account the growth of organization. Since everybody acts defensively in the organization, where roles and relationships are basically interdependent, neither the personal goals of the members, nor the organizational goals can be fully realized. With this the problems are not confronted neither discussed and are kept hidden from each other for fear that exploring the problems will only aggravate the situation. In course of time, issues which were avoided and swept under the rug assume gigantic proportions thereby turning the situation from bad to worse and overwhelm the members. On the other hand, inter personally competent managers allow their subordinates to challenge their views and to question the organisation's norms, policies, rules and objectives to further modify them and enhance employee performance. When these behaviours are further accepted and not confronted, people are likely to discover problems and commit themselves to their solutions and in such situations the organisational effectiveness increases. Your role in the organisation can be viewed as a central role surrounded by at least three other types of roles: Superiors, Colleagues and Subordinates.

Interpersonal relationship at work constitutes the day to day interaction between co-workers, or managers and employees. These relations are a natural part of the work environment and are usually pleasant and creative, but sometimes they are even source of tension, stress and anxiety and frustration. Workplace: A workplace is a location or building where people perform physical or mental working order to earn a living and also deliver goods, services or other semi produced goods for the customers.2.1 Concept of Interpersonal Relationship is born, fed, nurtured and, it grows within workplace to enhance the

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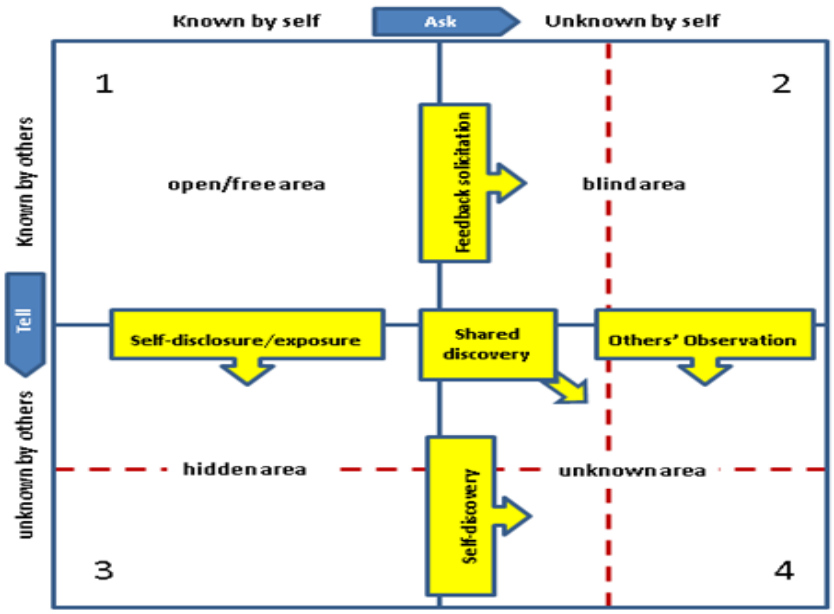
effectiveness of employees. It is born at the level of acquaintance relationship; it is fed at associate relationship and is nurtured at friendship, anyone who must be involved in interpersonal relationship must have a goal to attain at each level in order to achieve its purpose. Though Relationship is the ladder to your gain or pain and therefore, it must be consciously handled by all members of organization, it does not come by chance. We can explain this situation as social exchange of activities to be done because interpersonal relationship is the social link between two or more persons. Maxwell (2004) observed that anything which is associated with two persons together to make them remain in the context of relationship within any organization, such things may be common interest like desire, aspiration or a goal or any other activity which requires team or group. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and brings dissatisfaction along with de motivation. The broader purpose of employee interaction is to develop interpersonal relationship and it even bigger task that yields dividends to those committed to it. Interpersonal relationship is the social association, connection or affiliation between two or more people.2.2 Theory of Interpersonal Relationship. According to Social Exchange theory proposed by George Casper Homans within the year 1958, "give and take" forms the idea of just about all relationships though their proportions may vary as per the intensity of the relationship. In a relationship, every individual has expectations from his/her partner. A relationship without expectations is meaningless. According to Social Exchange Theory feelings and emotions need to be reciprocated for a successful and long lasting relationship. Relationships can never be one sided. An individual invests his time and energy in relationships only he gets something out of it. There are relationships where an individual receives less than he gives. This theory becomes necessary to organisations because it takes two or more people to make a team and a team cannot exist without "give and take" which is that the core of any relationship. Therefore, this theory emphasises the necessity for positive interpersonal relationship among organisation's members in other to realize itsgoals.2.2.1 Interpersonal Relationship-Johari's Awareness Model. The Johari window (or diagram) gives a start line for people to understand about themselves et al., and the way they will learn to know others even better. It is a behavioural model created by two psychologists, Joseph Luft and Harry Lingham. This excellent tool can improve interpersonal communication. (Anthony, 1995).To understand relationship, the Johari window utilises four quadrants to represent the entire person in relationship to others as shown in figure 1 (Anthony, 1995).

Johari Window model



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A Johari window is a psychological tool created by Joseph Luft and Harry Ingham in 1955. It's a simple and useful tool for understanding and training:

- self-awareness
- personal development
- improving communications
- interpersonal relationships
- group dynamics
- team development; and
- inter group relationships

It is one among the few tools out there that has a stress on "soft skills" like behaviour, empathy, and co-operation, inter group development and interpersonal development. It's an excellent model to use due to its simplicity and also because it are often applied during a sort of situations and environments.

In this example we are getting to mention how the Johari window works with a private within a team. In this instance there are two factors at work within the Johari window. The first factor is what you recognize about yourself. The second factor relates to what people realize you.

The model works using four area quadrants. Anything you recognize about yourself and are willing to share is a component of your open area. Individuals can build trust between themselves by disclosing information to others and learning about others from the knowledge they successively disclose about themselves.

Any aspect that you simply don't realize yourself, but others within the group became conscious of, is in your blind area. With the assistance of feedback from others you'll become conscious of a number of your positive and negative traits as perceived by others and overcome a number of the private issues which will be inhibiting your personal or social psychology within the team.

Quadrant 1. The Open Area or Arena refers to behaviour and motivation known to self et al. . It shows the extent to which two or more persons can freely give and take, work together, and luxuriate in experiences together. The larger this area, the greater peoples' contact with reality and therefore the more open are their abilities and wishes to themselves and their associates.

Quadrant 2.The Blind Area represents behaviour and motivation not known to people themselves but which are readily apparent to others. For instance, if an individual speak with an accent or mispronounce the "th" sound as "d" or "dh" or an individual may brush back my hair when I'm thinking. I may be unaware of these facts, but they are obvious to others.

Quadrant 3. The Hidden Area means behaviour and motivation hospitable the person but kept secret from others. Some call this quadrant the hidden agenda, for instance , i would like a specific assignment from my boss in order that I can make myself look good once I successfully carry out the assignment. However, I don't tell my boss why i would like the assignment and that i don't set about trying to urge the assignment in a clear way.

Quadrant 4. Area of Unknown Activity means behaviour and motivation not known to the individuals themselves or to others. People know this quadrant exists because they occasionally discover new behaviour or motives never known, but present right along. I might surprise myself by taking up the group's direction during a critical period. Someone else may discover a great ability in bringing warring factions together. In a new group, quadrant 1 is small. Little spontaneous interactions take place. As the group matures, quadrant 1 expands. This usually means that people find greater freedom to be themselves and to perceive others as they are. Quadrant 3 shrinks as quadrant 1 enlarges. Group members have less got to hide or deny things they know or feel. In an environment of growing mutual trust, with less need for hiding thoughts or feelings (those things hidden probably relate to whatever troubles the members have, it takes longer to reduce quadrant 2. People usually have good psychological reasons to blind themselves to the items they feel and do.

There also are aspects about yourself that you simply are conscious of but won't want others to understand, this quadrant is understood as your hidden area. This leaves only one area and is that the area that's unknown to you or anyone else – the unknown area.

The balance between the four quadrants can change. You might want to inform someone a facet of your life that you simply had previously kept hidden. For example, maybe you're not comfortable contributing ideas in large groups. This would increase your open area and reduce your hidden area. It is also possible to extend your open area by posing for feedback from people. When feedback is given honestly to you it can reduce the dimensions of your blind area. Maybe you interrupt people before they need finished making their point which may cause frustration. Alternatively people may always want to speak to you because you're an honest listener. Sometimes you don't realise these aspects of your character until it's acknowledged

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Impact of Interpersonal Relations in Organizations

As Drucker (1999) explains, a couple of "> only a few people work by themselves and achieve results by themselves – a few great artists, a couple of great scientists, a couple of great athletes. Most people work with people and are effective through people . To manage oneself, therefore, requires taking responsibility for relationships with other people.

Some evolutionary thinkers see the key moment for the emergence of interpersonal relations and interpersonal skills as some extent at which our ancestors moved from treetops to broad savannas - when social coordination in hunting and gathering paid huge dividends (Goleman, 1998). Yet, it had been not before the 1920s and therefore the so-called Human Resource approaches to management that management theoreticians and practitioners started putting a stress on the human side of the workplace. The Hawthorne studies, conducted by Mayo and his associates, were the primary that helped shift the eye of managers and management researchers faraway from the technical and structural concerns of the classical approach and toward social and human concerns as keys to productivity. They showed that people's feelings, attitudes, and relationships with co-workers should be important to management and they recognized the importance of the work group.

Table.2: Research Instrument Reliability Rate.

S/No	Variables	Number of items	Number of cases	Cronbach's Alpha
1	Employee Communication	5	186	0.759
2	Team Building	5	186	0.737
3	Social Support	4	186	0.748
4	Relational Justice	5	186	0.775
5	Customer Satisfaction	3	186	0.890
6	Organizational Growth	3	186	0.751
7	Organizational Culture	3	186	0.855
8	Leadership Styles	3	186	0.765

urce: SPSS Output, 2018

To conclude, the contemporary meltdown of old organizational forms from a hierarchical schematic into the mandala of an internet, alongside the ascendance of teamwork, increased the importance of traditional people skills like building bonds, influence, and collaboration (Goleman, 1998).

A Dictionary of Human Resources & Personnel Management (1997) defines interpersonal relations as relations, communications and dealing with people. According to Toropov (1997), there are three main types of interpersonal relations at work or three main areas of dealing with coworkers: (1) dealing with subordinates, (2) dealing with peers, and (3) dealing with superiors.

Although abilities such as good interpersonal skills, communication skills, empathy, collaboration and cooperation, and conflict management are required for good interpersonal relations at work in the case of all three groups of coworkers, there are some specific features of each of them that require further explanation.

Dealing with subordinates

Davis et al. (1996 in Hunt & Baruch, 2003) proposed a framework with five groupings of managerial skills, which they argue are essential for a manager to be successful: (1) administrative, (2) communication, (3) interpersonal, (4) leadership, and (5) motivation skills. As many as four out of the five groupings of managerial skills are skills needed for handling subordinates, that's skills required permanently interpersonal relations with them.

Mintzberg (1975) defined three groups of roles of a manager (interpersonal, informational and decisional), among which interpersonal roles ranked first, i.e. they were positioned as a foundation. He explains that status comes from formal authority, which involves various interpersonal relations consequently leading to access to information. Information, in turn, enables the manager to form decisions and methods for the unit. Mintzberg identified three interpersonal roles that are the prerequisites for the successful completion of a manager's job: a figurehead role, a leader role, and a liaison role.

Many management theoreticians worked on the identification of managerial skills and roles, and that they all agree that interpersonal skills are

essential skills, which proficiency in those skills is what good and bad managers are distinguished by. In other words, interpersonal ineptitude in leaders lowers everyone's performance: it wastes time, creates acrimony, corrodes motivation and commitment, and builds hostility and apathy (Goleman, 1998).

Therefore, to successfully affect their subordinates, managers should possess the subsequent interpersonal skills: (1) relationship building – ability to develop and maintain conversation and interaction, (2) listening to others, (3) empathy – understanding others' needs and feelings, (4) encouraging others to present their ideas, expose feelings and express opinions, and (5) giving feedback. Of the listed skills, listening skills are the start of successful communication, and that they are especially important permanently interpersonal relations with subordinates. Namely, when a manager listens, he/she is best ready to communicate with others, get along side them, and support them (Browning, 2002). In other words, active listening may be a key to empathy. Moreover, as Mark Loehr, a director at Salomon Smith Barney, observed to Goleman (1998): "When you communicate openly, you open the likelihood of getting the only out of individuals – their energy, creativity. If you don't, then they just feel like cogs in a machine, trapped and unhappy."

Together with the five groups of interpersonal skills, good leadership skills are crucial when handling subordinates, as Mintzberg recognized some 30 years ago. Contemporary managers use and will use the "soft" approach to conducting business and leading people. In other words, they ought to use the transformational leadership style (also called the interactive or emotional leadership style) to guide and motivate their people. This leadership style is characterized by cooperation, participation, teamwork, highly developed interpersonal skills, charismatic power, sharing of power and knowledge, enhancing self-worth of others, energizing others, and setting a positive example (Pološki, 2001).

Lastly, managers should remember of behaviors that damage their relationships with subordinates, like eager to be "liked" by everybody, socializing with staff an excessive amount of (outside work), proving to be the simplest at accomplishing the task, thinking to be the sole one who can do something, and similar (Knippen & Green, 1999b).

Dealing with peers

It is said that if a corporation wants to enhance the standard of its products/services, it should help team members develop their personal relationships, and appearance at one another more as people.

Several competencies are especially valuable when handling peers: (1) building bonds – nurturing instrumental relationships, (2) collaboration and cooperation – working with others toward shared goals, and (3) team capabilities – creating synergy in working toward a gaggle (Goleman, 1998). People who are good at building bonds cultivate and maintain extensive informal networks, hunt down relationships that are interdependent, build rapport and keep others within the loop, and make and maintain personal friendships among work associates. People good together and cooperation balance the main target on the task attentively given to relationships, share plans, information and resources; they promote a friendly, cooperative climate; and they spot and nurture opportunities for collaboration. Team capabilities, in other words creating group synergy in pursuing collective goals, are also important because when teams work well, turnover and absenteeism decline, while productivity tends to rise (Moreland et al. in Goleman, 1998).

In handling peers, calmness and patience are key issues (Walter V. Clarke Associates, 1997 in Goleman, 1998). As mentioned before, the emotional economy is that the sum of the exchanges of feelings among us. Every encounter are often weighted along a scale from emotionally toxic to nourishing. While its operation is essentially invisible, this economy can have immense benefits for a business or for the tone of the organizational life (Goleman, 1998). In other words, good feelings spread more powerfully than bad ones, and thus the consequences are extremely salutary, boosting cooperation, fairness, collaboration, and thus the general group performance (Goleman, 1998).

Finally, one among the talents that permits good interpersonal relations among colleagues at work is conflict management. Although essential when dealing both with superiors and subordinates, conflict management is especially useful for negotiating and resolving disagreements among peers. People with this competence handle difficult people and tense situations diplomatically and tact, spot potential conflict, bring disagreements into the open, encourage debate and open discussion, and orchestrate win-win solutions (Goleman, 1998).

Dealing with superiors

Interactions with superiors probably have a greater impact on the employee's career success than his/her contacts with the opposite individual within the organization (Toropov, 1997). That is why the world of handling superiors shouldn't be neglected, because it usually is in contemporary management literature.

Toropov (1997) gives tips for effective day-to-day interactions with superiors. He advises to stay the appeals with a boss brief, get right to the purpose, and persist with the facts which will act as a backup. He also advises to understand when to supply help without being asked for it, to require the blame and advance in tough times, and when unsure, assume personal responsibility. When handling superiors, it's knowing give positive reinforcement. The employee should praise his/her boss for meeting, listening, understanding, being open-minded, and being willing to figure with him/her (Knippen & Green, 1999a). Additionally, Toropov (1997) warns never to pass along workplace gossip that has the boss's name, he suggests to spot a shared non-work related interest with a boss, and to take notes when speaking with a superior because that sends a series of important messages such as: "I'm listening" or "What you're saying is vital enough to record during a permanent medium."

As a final point, bosses prefer handling employees with which they will effectively communicate, on which they will rely, and which support them. In addition, they like handling employees who aren't overly aggressive with them (Walter V. Clarke Associates, 1997 in Goleman, 1998). In other words, they like handling employees who are ready to settle down the working atmosphere or have a tranquilizing persona.

Need for the Study of Interpersonal Behaviour

The Need for the above study extends on a broader canvass towards the contribution of behavioural factors towards attaining Job satisfaction in Public Sector companies. In this reference the above study incorporates the factors and the theories related with those factors to extract the relevance of the study within the public sector organization.

The people's behaviour is to a large extent dependent upon the orientation of their interpersonal relations. To emphasize the importance of interpersonal relations in behaviour development, what an individual learns - that is, how he reacts in life with others is influenced most by the way he is treated by others.

The various determinants of interpersonal behaviour according to Schutz are:

1. Self Concept:-

Interpersonal competence is the heart of social skills required by any manager in any organization. In order to enhance interpersonal competence, one must have a reasonably accurate idea about one's self concept. Mankind is unique because only a human being has the capacity for thinking about his or her behaviour and appearance. Each person has an attitude toward himself or herself and this attitude compromises the self or self-concept.

An individual as a social animal derives his self-concept from his experiences with other human beings. Everyone has hundreds of concepts about himself: who he is, what he stands for, what he values, what he believes and so on. Individuals learn who they are from the ways they are treated by people in their lives. A person's self concept – which he is, is the centre of his universe, his frame of reference, his personal reality –these form the screen through which he sees, hears, evaluates and understands everything else. It is his own filter on the word around him. Self concept is a critical factor in a person's ability to be an effective communicator with others.

The self-concept has three aspects – beliefs, feelings and behaviours. The belief component represents the content of the self which is illustrated by such thoughts as "I am intelligent, sociable, sincere, overweight" etc. The feeling component about one's self is reflected in feelings of self worth or in general as 'I am O.K. or I'm not O.K'. The behavioural component is the tendency to act towards one's self deprecating or self-enhancing manner. One's self concept is a reflection of one's past experiences with other person and includes characteristics which distinguish him / her from others.

2. Interpersonal Needs:-

People's behaviour is to a large extending dependent upon the orientation of their interpersonal relations. People need people. The social nature of man gives rise to certain interpersonal needs. Although each individual has different intensities of needs, the people have three basic interpersonal needs in common.

1. Need for inclusion – This is the need to maintain a satisfactory relation between the self

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and others with respect to interaction and belongingness.

2. Need for control - This is the need to maintain a satisfactory relation between the self and others with regard to power and control.

3. Need for affection - This is needed to maintain a satisfactory relation between the self and others with regard to love and affection.

William Schutz has given a theory of interpersonal behaviour (1967) which is based on interpersonal needs. The basis for evolving this theory of interpersonal is the individuals' fundamental interpersonal relations orientation or to abbreviate FIRO. The basic assumption is that people need people. Schutz maintains that there are three interpersonal needs – inclusion, control and affection – that cause one to establish and maintain relations with others. Individuals differ, however, within the strength of their interpersonal needs. For each interpersonal need, there are two behavioural aspects – expressed and wanted. Expressed behaviour is that the behaviour that we initiate towards others, whereas wanted behaviour is that the behaviour we would like or prefer from others towards us.

Table 3. Correlations for employee communication and organizational productivity.

		Employee Communication	Customer Satisfaction	Organizational Growth
Employee Communication	Pearson Correlation	1	.486**	.785**
	Sig. (2-tailed)		.000	.000
	N	186	186	186
Customer Satisfaction	Pearson Correlation	.486**	1	.367**
	Sig. (2-tailed)	.000		.000
	N	186	186	186
Organizational Growth	Pearson Correlation	.785**	.367**	1
	Sig. (2-tailed)	.000	.000	
	N	186	186	187

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

Objectives of Interpersonal Behaviour

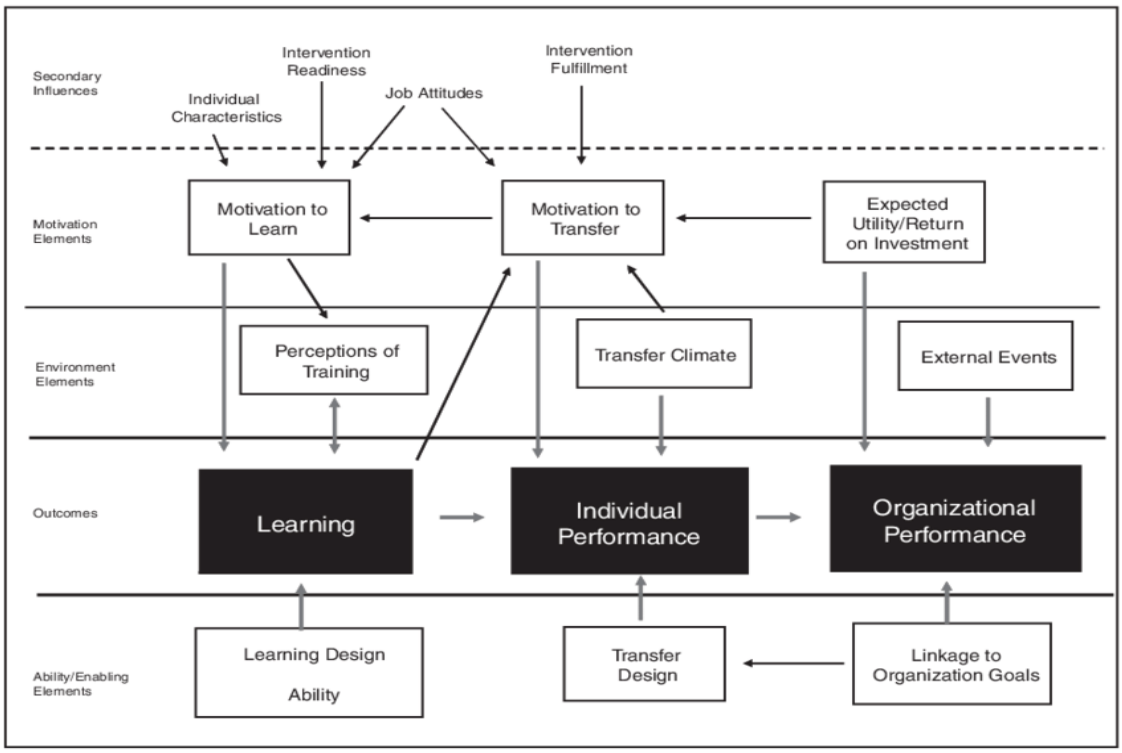

FIGURE 3: HRD Evaluation Research and Measurement Model From Holton (1996)

The model addressed one of the biggest risks of the four-level model, specifically, that any failure to achieve outcomes from an intervention would be attributed to the intervention it when it could well be due to moderating variables. Perhaps the best example of this is the situation that arises when learning outcomes (level 2) from a training intervention are positive but no on-the-job behaviour change occurs (level 3) because the transfer climate is poor. Unless the transfer climate is evaluated, the decision derived from the four-level model would be that the training intervention had failed and needed to be changed. The correct evaluation decision derived from the Holton model would be that the training intervention did not need to be changed but the organization did not have the transfer climate to support it, so an organization development intervention would be needed. Unfortunately, a full test of my model has not been possible because many of the tools to measure the constructs in the model did not exist. However, since I first proposed my model in 1996, research evidence has continued to accumulate and generally supports it, although some research suggests that modifications are needed. This article reviews selected recent studies relevant to the constructs in my model and updates the model by delineating specific constructs that should be measured in each of the conceptual categories proposed. In certain instances, the model is modified based on new research or theory. The result is an updated version of the model that is more appropriate for empirical testing.

In summary, recent research points to five variables as measures of the individual characteristics category in the Holton Evaluation Model. They are (a) conscientiousness, (b) neuroticism (emotional stability), (c) openness to experience, (d) goal orientation, and (e) locus of control. The original theory posited that the effect of these variables would be fully mediated by motivation to learn. However, Colquitt et al.'s (2000) meta-analysis showed convincingly that these learner characteristics had both an indirect effect through motivation to learn as well as a direct effect on learning. Thus, it seems appropriate to add a path directly from these individual characteristics to learning.

Scope of the Study

The scope of the study is bound within the Public Sector Companies, spread across carious locations of Uttar Pradesh region and NCR region. The research study focuses upon to get an insight on interpersonal behaviour in these organization.

Aim of Interpersonal Behaviour at workplace

- To gain a close understanding and the functions of the organization.
- To develop excellent communication skills through interaction with top level managers.
- The main objective of the study is to get an insight on interpersonal behaviour in the organization.
- To study whether various factors affecting interpersonal behaviour has any influence on organization

The aim of this study is to assess the interpersonal relations of employees of the State & NCR located PSU's, as well as indicate the factors related to the level of satisfaction from the relations among the people employed at similar levels, and their relations with superiors. The issues were developed based on analysis of the results of research conducted among employees of these PSU's. The study was conducted in approximately 12 cities covering almost 23 Maharatnas, Miniratnas and other prominent PSUs' in the country.

ORGANISATION OF THESIS

The research material underlying the presented analysis was collected within a research project for the PUBLIC SECTOR COMAPNIES in the State & NCR entitled **"Role of Interpersonal Behaviour in Enhancing Employee performance among Public Sector Companies in UP and NCR"**. A questionnaire was used to research the matters connected with the job satisfaction of people employed in various Public Sector Companies. The main part of the questionnaire was a work evaluation sheet including assessment of relations with colleagues and superiors, assessment of the work and conditions of its performance, assessment of the organisation of work flow, evaluation of opportunities to develop within the workplace, and remuneration. In addition, the questionnaire included a block of questions concerning assessment of the respondent's Interpersonal Relations at work and the outcome of this relation on various other factors for employee performance. The Questionnaire pattern was basically on **LIKERT Scale** along with few basic information questions. The study was conducted between 2013–2016 in 23 PSU's of the state located in the areas of 10-12 cities (Allahabad, Lucknow,Kanpur,Agra, Noida and Ghaziabad). Selection of the research sample consisted of 2 stages. In the first stage, PILOT STUDY with 100

sample size was conducted thereafter followed by MAIN STUDY with Sample Size of 500 in different regions of UP & NCR. The choice of PSU's was on the basis of manpower, keeping in view large manpower at any location. In the chosen PSU's, various employees from Top Level to Middle Level were selected for the study, representing 3 employee groups: Workers, Managers and supervisors, together with administrative staff. The study involved 587 respondents but few respondents were rejected due to incomplete and incorrect data shared by them.

The sample group was dominated by men (86%), only 14% of the respondents were women. The vast majority of respondents were long-time employees who had worked in the PSU's for more than 15 years; half of all respondents had worked in the Holding for more than 25 years. The time of employment of only 1/5 of the respondents did not exceed 15 years. The average duration of employment for the sample was 25.1 years. The average age of the respondents was also high (47.8 On each level, interpersonal relations were evaluated from 3 aspects:

1) Assessment of traits of inter relationship;
2) Assessment of specific elements of interactions;
3) Overall rating of satisfaction from interactions and with their superiors.

Assessing their colleagues in similar positions, employees of the PSU's emphasised primarily their positive qualities. In general, they agreed (average ratings, approx. 3.5 on a 4-level scale) that their colleagues at work were friendly, kind and willing to help. The trait specifying that colleagues were close to one another received slightly fewer high ratings ($\bar{x}$=3.09) (Fig. 1). Respondents tended to be willing to admit that their colleagues were stubborn ($\bar{x}$=2.08), and only rarely assigned to them entirely negative traits, such as disagreeing, being quarrelsome or lazy.

In assessing the qualities of their immediate superiors, the employees of the State PSU's and NCR PSU's agreed that the superiors were competent – knew what they are doing ($\bar{x}$= 3.71 on a 4- point scale). A high consistency of opinions was observed with such traits among superiors as: Motivation, Intergroup Development and Communication. Respondents tended to agree with the opinion that their superior was trustworthy ($\bar{x}$=3.3) and allowed employees to influence decisions ($\bar{x}$= 3.2).

Negative qualities of the superiors were indicated twice less often. It should be emphasized that among these characteristics, most respondents years). Almost half of the respondents were aged 50, and 13.3% of respondents were aged 60 or older. Every fifth respondent (21.4%) was not over the age of 40. The level of education divided the respondents into 2 almost equal groups: those who had completed secondary school (49.5%) and those with higher education (50.5%). The respondents were employed in 4 groups of job positions. The largest group were Top Managers (37.5%), a slightly smaller group – Managers (27.6%) and Supervisors (27.6%), and the smallest group were workers– 7.4%. Half of the employees of the PSU's lived in townships which are within the premises of the Factory, a quarter of them lived in cities, and others (21.4%) in the nearby areas of PSU's.

RESULTS

The satisfaction of employees with interpersonal relations was assessed on 2 levels: Horizontal – relating to the relationship with co-workers employed in similar positions, and Vertical – concerning relations with their superiors emphasized that their superiors did not intercede on behalf of employees ($\bar{x}$=1.82). Employees of PSU's also recognized that some of their superiors were grumpy, ill-informed, were disliked and rude (Fig. 1).

In general, the relationships of the surveyed people entered into with their colleagues were positively assessed (Fig. 2). The most striking feature of the interactions of the surveyed employees was Interpersonal Relationship at all levels which as all pervading ($\bar{x}$=3.44).The following features were also highly ranked: Communication, Motivation, Leadership and Employee Performance which further led to Employee Satisfaction. Conflicts in relations and unhealthy rivalry received rather low ratings ($\bar{x}$ =1.78, and $\bar{x}$=1.65, respectively).

Employees of the Public Sector Undertakings recognised mostly positive approaches by their immediate direct superiors. The possibility of direct contact with the employee's supervisor was especially appreciated ($\bar{x}$=3.68 on a 5-point scale). High indications were also given to such superiors' behaviour as: concern for a worker's safety, care for good relations, and understanding of employees' problems. To a lesser extent, the respondents confirmed that the supervisor paid attention to their opinion, or was concerned about the life situation of the employee.

Negative behaviour on the part of superiors occurred on a significantly smaller scale, and mainly concerned excessive demands from the employee, as well as behaviour exhibiting signs of

mobbing. Among these behaviours, the employees usually indicated setting unrealistic deadlines by supervisors, or entrusting tasks to inadequately qualified employees.

Objectives of the Research:

The objective of the study is to conduct research on the behavioural factors for attaining job satisfaction and enhancing employee performance. The factors to be considered in this respect are:

- To study the factors affecting interpersonal behaviour
- To examine the effect of interpersonal behaviour on employee performance
- To study interpersonal relationship between individuals at same hierarchical level
- To assess interpersonal relationship between superior and subordinate at the top and middle levels
- To examine the role of interpersonal behaviour in achieving employee motivation and social support

II. CHAPTER-2 REVIEW OF LITERATURE

Introduction

Workplace interpersonal relationship is that the social association, connection or affiliation between two or more people in a corporation. Developing interpersonal relationship may be a serious business that yields dividends to those committed there to Maxwell (2004) observed that a thing brings two persons together to form them remain within the context of relationship. Such things could also be common interest like desire, aspiration or a goal. More so, workplace interpersonal relationship is that the sort of relationship that exists between employee to employee, superior to subordinates, employed and employee in any organization. This kind of relationship can be formal or informal. However, relationship is born, fed, nurtured and it grows. It is born at the extent of acquaintance relationship; it's fed at associate relationship and is nurtured at friendship. It is very important to emphasize that relationship is the ladder to your gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because interpersonal relationship is a social link between two or more people.

There is no problem in any field of enquiry that has been completely and finally solved for all time. From little evidence and no conclusion to all the worthwhile findings of all reputable researches, research has brought the sum total of human knowledge up to the particular level of generalization. The point should be determined so that new workers in the field can begin there and stand on the shoulders of his predecessors look ahead and spy out the best pathway for a new advance. So, the evaluation of previous researches is a necessity. Thus the review of literature gives the researcher a great deal of insight into the methods, measurements, subjects and approaches used by other researchers and thus leading to significant improvement of his/her design. For the present study, the researcher has tried to find out the needed studies related to the Interpersonal Relationship, Job Satisfaction and Organizational Climate of PSU's in UP & NCR region. The variables under consideration are Interpersonal Relations, Job Satisfaction and Organizational Climate, Leadership,Motivation and Employee Performance for Managers and Supervisors. During its hunt for the literature after doing extensive survey and studying the literature the researcher found that there are a few studies available, which is parallel to the present study.

Therefore, the researcher tried to review and place the present study in the light of studies done abroad and in India under the following sections.

(i) Studies on Interpersonal Relations,
(ii) Studies on Job Satisfaction and
(iii) Studies on Organisational Climate.

Studies on Interpersonal Relations Human relation is the study of interpersonal relationship among people as they work together to achieve organizational goals and attain job satisfaction. The roles as relations, friends, students, teachers and leaders provide many opportunities for private interaction with each other. In an educational organization it is the quality of interpersonal relations, which exists among its members that has a direct relation to the achievements of the organization and no individual acts in isolation from others. There are very few studies available regarding interpersonal relations in the educational field.

Studies Conducted Abroad on Interpersonal Relations:

Rachel Kenny et al. (2013) conducted a study on Interpersonal relationships and emotional distress in adolescence. The aim of this study was to look at positive and negative qualities in adolescents' interpersonal relationships and their relative importance in predicting emotional

distress. Participants were 260 students from three schools within the Dublin. In this study girls reported more positive qualities in their relationships with mothers and best friends than boys. Younger students reported more positive qualities in their relationships with parents than older students. Stepwise multiple regression analysis revealed high levels of satisfaction in interpersonal relationships was predictive of low levels of emotional distress.

Heather E. Price (2012) found that Principals relationships with their teachers affect principals‟ and teachers‟ satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships improve job satisfaction.

Richard T. Torto (2011) studied a research on "Effects of Interpersonal Relationship on Code Choice in Communication -A Case of the University Community of Cape Coast, Ghana". The research target population comprised of students, lecturers and non-academic staff. The study focused on the effect of interpersonal relationship on code choice. It revealed that the interpersonal relationship between interlocutors defined by age, sex, rank, status, religious affiliation, marital status, level of education and ethnicity affected code choice in discourse situations.

Harley, Eliza K. (2011) conducted a study to research the impact of interpersonal relationships on post school employment outcomes and community satisfaction for young women with learning disabilities. In the analysis of the impact of interpersonal relationships on post-school employment outcomes and community satisfaction, three specific patterns emerged among the five case studies of young women with learning disabilities. Drawn from the data, these three patterns speak to post-school outcomes represent the interaction between individual characteristics and interpersonal relationships, and reveal the impact of the different type, quantity, and/or quality of interpersonal relationships over time. The three patterns are identified as (a) connected, (b) independent, and (c) isolated.

Akintayo D. I. and Faniran J.O. (2011) conducted a study on „Analysis of social psychology and interpersonal relations among employees: the case of Nigerian Breweries in Oyo State‟. The findings of the study are: i) there is a significant relationship that exists between interpersonal relationship and organizational goal achievement; ii) Male respondents were not significantly different from female respondents on Interpersonal relationship.

Eyerusalem Yacob (2011) conducted a research on Interpersonal Relationships among Ethiopia Commercial Bank's Female Athletics Team. The sample of the study was the Ethiopia commercial Bank sport club female athletics team in Addis Ababa. The main purpose of this study was to review the interpersonal relationships among Ethiopian full service bank sport club female athletics team. The study showed that there is somewhat a positive interpersonal relationship among each athletes of the team, coach and female athletes, coaches and management of the team.

John Paul. F. U. et al. (2010) conducted a research namely "Interpersonal Behaviour in an Isolated and Confined Environment." This is a study that focused on interpersonal needs and investigated whether interpersonal behaviour of Antarctic personnel deteriorated after the halfway point of prolonged isolation and confinement. The findings indicate a greater got to accompany other personnel but with less intimacy.

Perry Den Brok et al. (2010) studied the "differential effect of the teacher–student interpersonal relationship on student outcomes for college kids with different ethnic backgrounds". This study uses causal modelling to research associations between student background characteristics, students‟ perceptions of the teacher–student interpersonal relationship, and student outcomes, across and within several population subgroups in Dutch secondary multi-ethnic classes. The teacher–student interpersonal relationship is more important for college kids with a non-Dutch background than for college kids with a Dutch background. Results suggested that the teacher-student relationship is more important for second generation than for first-generation immigrant students. Multi-group causal model analyses can provide a far better, more differentiated picture of the associations between student background variables, teacher behaviour, and student outcomes than more traditional sorts of analyses.

Yuh-Huey Jou (2009) conducted a research namely, Typology and Psychological effects of Adolescents‟ Interpersonal Relationships in Taiwan.The present research explored Taiwanese adolescent students‟ interpersonal relationships and examined whether teachers‟ evaluations of these students‟ health and academic performances varied with the students‟ interpersonal relationship patterns. Data (n = 2310) were supported a panel study conducted by the Taiwan Youth Project in 2001 (eighth grade) and 2002 (ninth grade). Latent class models and

hierarchical linear models were used to analyze the data. Adolescent students‟ interpersonal relationships were categorized as Multiple Contacts, Parents-Peers, Peers-Close, and Few Contacts. The research results showed that there were no significant effects of the interactions between gender and interpersonal relationship patterns. The results of the classroom-level analyses showed that if teachers who had been teaching longer were more satisfied with their jobs.

Jeffrey J Froh et al. (2007) conducted a study, which examined the "association among interpersonal relationships, irrational beliefs, and life satisfaction". Twenty-eight psychotherapy clients and 207 college undergraduates completed measures of interpersonal relations irrationality and life satisfaction. Results indicated that interpersonal relations predicted life satisfaction, whereas global irrationality was indirectly associated with life satisfaction. Specifically, interpersonal relations mediated the association between global irrationality and life satisfaction.

Hakelind, C. (2007) conducted a research on Perceived Interpersonal Relations in Adolescents. In this study, sex differences were shown. It was found that for boys the perceived parenting styles of the fathers had the strongest associations to interpersonal problems, and for girls the perceived parenting styles of the mothers had the strongest associations to interpersonal problems.

Katja Kosir et al. (2007) conducted a research namely "The role of interpersonal relationships with peers and with teachers in students‟ academic achievement". The purpose of this study was to examine the relation between social and academic variables in different school periods and to investigate, whether affective and motivational factors can be regarded as mediating variables in the relation between social and academic variables in school. 1,159 students from three different periods of schooling, covering the age range from late childhood through early to middle adolescence, participated in the study. The results showed that the included mediating variables (well-being in school and academic engagement) do not explain the relation between social relations and academic achievement. In younger students, peer relations are related to students‟ academic achievement, which does not hold true for older age groups.

Hughes & Kwok (2007) found that teachers can use positive teacher-student relationships indirectly to promote peer relationships and this also helps enhance students‟ engagement. Positive teacher-student relationships improve student-to-student acceptance in both current and future years.

Davis (2006) emphasized that good relationships between students and teachers often lead to increased student performance. They implied that examining the connection between the scholar and teacher would offer an honest predictor of the learners‟ motivation to realize academically.

Beckman, T.J, Mandrekar, J. N. (2005) studied the interpersonal, cognitive and efficiency domains of clinical teaching: construct validity of a multi- dimensional scale. In this study Principal factor analysis revealed interpersonal, clinical teaching and efficiency domains. In the interpersonal domain there's a trend towards higher scores for lower ranking faculty. Significant findings are:

I. Higher overall scores in the interpersonal domain,

II. Higher scores for assistant professors in the interpersonal domain and

III. Higher scores for male than female faculty in the interpersonal and clinical teaching domains.

Paolo Guenzi and Ottavia Pelloni (2004) conducted a research namely "The impact of interpersonal relationships on customer satisfaction and loyalty to the service provider". This study focus is that ongoing customer relationship is the most distinctive aspect of relationship marketing. To date we still have a poor understanding of the role played by interpersonal-related factors in gaining and developing customer loyalty.

Davis (2003) found that supportive and positive teacher-student relationships continue to be important and predict positive behaviour outcomes even for middle school students.

Rudolph, K. D. (2002) conducted a search on „Gender difference in emotional response to interpersonal stress during adolescence. In this study he found that boys had low level interpersonal relations than girls.

Hamre & Pianta (2001) studied a research on "Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade". This study showed that strong and supportive relationships between teachers and students are fundamental to the healthy development of all students in schools.

Mc-Evoy & Welker (2000) found that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour in schools.

Wentzel and Caldwell (1997) found that there is a significant interaction between the teacher-student relationship and gender. The results showed that adolescent girls reported better relationships with teachers than boys did.

Collins and Russell (1991) stated that girls and boys have very different relationships with their fathers and mothers.Benenson, J. F. (1990) conducted a study entitled "Gender differences in social network". One of the results was that the adolescent girls tend to rate higher in interpersonal relationship than boys. **Maccoby, E. (1990)** found that the adolescent girls had higher interpersonal relations than boys.

Clark & Reis (1988) organized their review of relationship research "around interpersonal processes that affect the course and conduct of interpersonal relationships, rather than, common in the literature, relationship types (e.g. friendship, marriage)" and they emphasized processes associated with interdependence, assessing the closeness of a relationship, or its properties of interdependence of interest. At least one instrument recently developed to assess interdependence reveals that assuming a relationship is close based on its type (e.g. a family relationship) is an uncertain and unreliable method.

Hawley and Klaukave (1988) investigated associations between social support health practices and life satisfaction among 23 men and 41 women aged 60 to 75 years. Analysis showed that subjects satisfied with interpersonal relationships were more satisfied and engaged in more healthful practices than subjects who were not satisfied.

Fred C. Feitler, William Wiener, and Arthur Blumberg (1970) conducted a study namely.The relationship between interpersonal relations orientation and preferred classroom physical setting". In the study, the measurement has been achieved through use of FIRO-B questionnaire. The questionnaire measures needs for inclusion, control, and affection. The purpose of this study was to determine the effect of comfort and discomfort on the amount of learning which takes place. It is intuitively postulated that such a relationship does exist. The interpersonal needs are related to comfort or discomfort within the classroom environment and subsequently with the quality of teaching learning process. The sample consisted of 276 graduates and undergraduates enrolled in courses in the school of education at Syracuse University. The results are those based upon choices and rankings for most frequently desired settings as first and second most comfortable and least comfortable settings. The primary problem investigated was to determine if significant relationship exists between FIRO-B comfort and discomfort with classroom settings. The following first choice relations were found to be significant.1. Wanted Inclusion and most comfortable as teacher, 2. Expressed Control and least comfortable as student, 3.Wanted Control and most comfortable as teacher. And second choice relations were found to be significant as follows.1. Wanted Inclusion and least comfortable as teacher, 2. Wanted Inclusion and least comfortable as students, 3. Wanted Control and least comfortable as student, 4. Expressed affection and most comfortable as teacher.

Studies Conducted in India on Interpersonal Relations:

Narang . D, Kordia .K, Meena .J, and Meena. K (2013) conducted a study namely "Interpersonal relationships of Elderly within the family" which was undertaken in Jaipur city of Rajasthan. The main findings indicate that interpersonal relationships of elderly within the family are satisfactory, because of love and affection between the family members.

Thind. S, Mahal. R and Chawla A (2010) conducted a study entitled, Interpersonal relationships of rural adolescent school going girls" which was carried out in five villages of Ludhiana district namely Hassanpur, Bhanaur, Gahaur, Mohie and Mansuran. The sample consisted of 165 girls studying in XI and XII classes in Government Senior Secondary schools. The study was initiated to study the existing levels of interpersonal relationships and to develop intervention packages regarding interpersonal relationships to bring out optimum change in the knowledge of rural adolescent girls.

Annaraja.P. & Joseph, N.M (2007) conducted a research namely "Interpersonal Relationship and Stress coping ability of Teacher Trainees". Some selected objectives of the study were 1. To find out the level of interpersonal relationship of teacher trainees with respect to sex, qualification, locality of native place, religion and optional subject, 2. There is no significant difference between male and female teachers in their interpersonal relationship, 3. There is no significant difference between religion and interpersonal relations. Findings of the study are: 1.There is no significant difference between male and female teachers in their interpersonal relationship and 2. There is no significant

difference between religion and interpersonal relations of teacher trainees.

Shamshad Ali And Najma Amin (2002) conducted a study on "A comparative Study of the leadership style, interpersonal relationship and effectiveness of the recruited and promoted Principals of Delhi". In this study 30 Principals and 310 teachers were taken from each Government Senior Secondary School of Delhi. Interpersonal Relations Description Questionnaire was used to measure in the study. The findings were that the recruited and promoted principals perceived to be using interpersonal skills to a level of greater extent and they were found to be in the higher end in the overall use of interpersonal skills. The recruited principals are more human relational than the promoted Principals.

Rajeevalochana (1981) in her study took 150 schools to measure the administrative behaviour of the principals or headmasters/headmistresses of the secondary schools in Tamil Nadu. The study measures and finds out the relationship among administrative behaviour, organizational climate and teachers morale. It measures and establishes relationship between the administrative behaviour and the traditional or progressive character of schools, measures teachers and finds out its relationship with the traditional or progressive character of the school. The major findings of the study were: 1.There was no significant relationship between the administrative behaviour of the principals and organizational climate of schools, 2.There was negative relationship between the dogmatism of the school principal and the teachers‟ morale. 3.3. Studies on Job Satisfaction "Job satisfaction is an elusive, even mythical, concept that has been increasingly challenged and refined particularly". The job satisfaction of an employee is a topic that has received considerable attention by researchers. The most important information to have regarding an employee in an organization is a validated measure of his/her level of job satisfaction. Research specifically pertaining to job satisfaction amongst teachers has recently begun to receive much attention owing to the decrease in popularity and status of the teaching profession as a whole as well as to the high teacher turnovers recorded in many countries over the past few decades.

Studies Conducted Abroad on Job Satisfaction:

Taslim Khan , Mishra .G.P (2013) conducted a research ,Promotion as Job Satisfaction, a study on colleges of Muscat, Sultanate of Oman.‟ The study examines the degree to which Academic staff working in higher educational institutes experiences a different level of job satisfaction from promotion. This empirical literature on Job Satisfaction is positively associated with the colleges in Muscat, Sultanate of Oman. The present research finding indicates that an academic teaching employee where satisfied with the promotion, there was a significant difference in the level of satisfaction.

Naushaba Atta, Shamsa Aziz, Sana Sallahuddin, Hamid Hassan (2012) conducted a study entitled,A Comparative Study of Regular and Contractual teachers‟ Job Satisfaction‟. The findings were: 1) There is a significant difference between job satisfaction of Regular and Contract teachers on fringe benefits aspect of Job Satisfaction. 2) There is no significant difference between job satisfaction of Regular and Contract teachers on Promotion, Supervision and co-worker aspect of Job Satisfaction.

Safdar Rehman Ghazi et al. (2011) studied a research on "Job satisfaction of head teachers for the selected twenty dimensions of job in Bannu (Pakistan)". The purpose of this study was twofold. First, the study was to document facet-specific levels of job satisfaction of the top teachers as measured by the Minnesota Satisfaction Questionnaire. Secondly, the influence of 4 selected demographic characteristics on twenty facets of job satisfaction was investigated. The findings are: 1. Compensation, Working Conditions, Social Status, and School Policies and Practices were the facets of job which contributed to low satisfaction. 2. The head teachers were satisfied with the facets of their job, i.e. Advancement, welfare work , Creativity, Recognition, Supervision Human Relation, Security, Independence, Colleagues, Supervision Technical, Authority, Responsibility, Achievement, Ability Utilization and Variety.

Voris, Brenda.C (2011) conducted a research on "Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers." Data indicated the majority of participants were satisfied with their decision to accept their current teaching positions. Length of teaching experience had little effect on respondents‟ reported job satisfaction. Most teachers in the sample indicated satisfaction with their teaching position from their initial year through fifth year. No significant loss or gain was reported in teachers‟ degree of job satisfaction

across the years targeted in the study. There was no indication of dissatisfaction as participants gained teaching experience. Teaching assignments did not have a significant influence on their degree of job satisfaction. However, traditionally certified teachers within the collaborative setting indicated a slightly lower degree of job satisfaction than their alternatively certified counterparts.

Irum Saba (2011) conducted a study on "Measuring the Job Satisfaction Level of the Academic Staff in Bahawalpur Colleges". The purpose of this study is to inspect the job satisfaction level of academic staff in Bahawalpur. Important factors that have an impact on job satisfaction level are worked itself, pay, promotion opportunities, working conditions, job security and co-workers. A sample of 108 teachers was selected by stratified random sampling from the five Government Colleges of Bahawalpur. Simple percentages indicate that academic staff of the universities is more satisfied with the work itself, pay, working conditions, job security and associates and fewer satisfied with the promotion opportunities. Working condition is a factor that influences the job satisfaction level of the teachers. One of the reasons for this satisfaction is that in the government institutes, there is only one head teacher who does not intervene in the matters of the individual teachers and gives them autonomy. Another reason for this satisfaction is that most of the teachers are in this profession for more than 21 years. Now they have become used to the working environment and understand the things well. Another factor that affects the satisfaction of the academic staff is job security. Relationship with the co-workers is also a factor of satisfaction for the teachers. From the analysis of data it is found that 83% teachers are satisfied with their co-workers because they cooperate with them and also provide them sufficient support whenever they need.

Azhar Mahmood et al. (2011) conducted a search on "Job Satisfaction of lyceum Teachers: A Comparative Analysis of Gender, Urban and Rural Schools". In this study Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their works. The findings were drawn after the descriptive and inferential analysis, means, variance and "t‟ test, was run to check the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision human-relation, and dealing conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers‟ job satisfaction.

Lornah C. Nakera Sirima and Moses Wesangula Poipoi (2010) conducted a research on "Perceived factors influencing public secondary school teachers‟ job satisfaction in Busia district, Kenya". The objectives of the study were to determine perceived factors that influenced teachers to hitch the teaching profession and establish the strategies employed by school management to motivate teachers. The findings of the study were that teachers could also be more satisfied in schools with good working environment if their terms and conditions are improved. The study recommended that; in-service courses are needed for teachers to urge equipped with current knowledge; which the govt of Kenya should allocate more funds to the Ministry of Education for it to be ready to employ more teachers to cater for the deficit and improve the methods of promotion within the teaching service in order that many teachers grow faster.

Alhazmi, Fatemah (2010) conducted a research on job satisfaction among female head teachers in Saudi Arabian Secondary Schools in the city of using a qualitative methodology. The study found that female lyceum head teachers‟ overall attitudes to their job within the five schools were negative. Unfortunately, factors of dissatisfaction outnumbered factors of job satisfaction. Achievement, helping students, and salary were the chief sources of satisfaction, while factors of dissatisfaction were linked to educational administration by the education authorities outside the varsity , including lack of cooperation and inconsistent decisions (e.g. in the application of regulations), lack of delegated authority, constrained budgets, limited training and development opportunities, poor supervision, and high workload and, to some extent, poor school infrastructure, including a lack of maintenance, poor facilities, and challenges due to school location. The study is vital from the purpose of view of the top teachers, because their performance depends on satisfaction within the role, which successively affects the entire school and the community.

Malik (2009) studied 120 faculty members regarding their job satisfaction, he suggested that level of job satisfaction among the male was much lesser as compared to female faculty, he further asserted that work itself and

advancement were highly correlated with job satisfaction.

Muhammad Madi Abdullah et al. (2009) conducted a study on "Job satisfaction among secondary school teachers". In this study the researchers found that the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. The teachers‟ job satisfaction were determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study reveals that secondary school teachers in Tawau and Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts.

Bowen and Cattell (2008) found the relationship between job satisfaction and gender to be significant, with a larger number of females reporting higher levels of job satisfaction than their male colleagues.

Mehmet Gursel Sonmezer and Mustafa Yunus Eryaman (2008) conducted a research on "A comparative analysis of job Satisfaction levels of Public and Private school teachers in Tokat, Sivas, Amasya and Çorum". This study aims to determine whether differences exist between job satisfaction levels of Public school teachers and of teachers who were transferred to private education institutions from public schools due to retirement or resignation. The findings were: 1. There is a statistically meaningful difference between teachers who work at private educational institutions and teachers who work at public schools. Additionally, job satisfaction level of teachers who work at private educational institutions is higher than teachers who work at Public schools. 2. The second main factor after salary factor, which causes the difference in job satisfaction level, is social status. The results indicate that the teachers who got transferred to private schools from Public schools‟ status had an increased job satisfaction level because of the positive change in their social status as they transfer to private schools. 3. The factor that makes public school teachers‟ job satisfaction level higher than private school teachers is "job security" as a result of the weakness of job security at private education institutions.

Martin (2007) found no significant differences in the mean scores between the gender categories for job satisfaction in his study on a employee's perceptions of job satisfaction in a tertiary institution.

Alf Crossman and Penelope Harris (2006) conducted a study on "Job Satisfaction of Secondary School Teachers in U.K". Low job satisfaction has been cited as a possible cause of the current teaching crisis in the U.K. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.

Shamima Tasnim (2006) studied "Job Satisfaction of the primary teachers working in Dhaka city, the capital of Bangladesh". The findings were: 1. Both male and female teachers are highly dissatisfied with poor salary structure. 2. A big number of male and female teachers are satisfied with this profession because of permanency of the job. 3. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the teachers having minimum qualifications are found satisfied. The female can join the position having inferior qualification to the men candidates. Female teachers are getting favour in required educational qualification.4. Both male and female teachers remarked that head teachers‟ role is an important factor in the context of job satisfaction. They desire a participatory, democratic and cooperative head teacher. 5. Urban school teachers are more satisfied than the rural schools‟ teachers. 6. Infrastructure of urban school is found better than the rural school.

Best, Edith Elizabeth (2006) conducted a research on "Job satisfaction of teachers in Krishna primary and secondary schools in United States, North Carolina". The level of teacher satisfaction and morale is a primary predictor of overall student academic success in schools. Satisfied teachers may also have a positive effect on the affective, moral, cultural, and spiritual lives of their students.

There are two main categories of work that affect teachers' job satisfaction. The first category concerns the intrinsic nature of teaching. Intrinsic factors act as motivators and can give positive satisfaction. The second category concerns factors extrinsic to teaching, such as the physical environment. Extrinsic factors can contribute to more or less dissatisfaction but are not motivating forces for satisfaction. Results were analyzed with correlations and one-way ANOVA. For all the ten factors of job satisfaction, there was a statistically significant relationship with overall job satisfaction for teachers in Krishna primary and secondary schools. This relationship existed for the intrinsic motivating factors of positive job satisfaction, namely: (a) responsibility, (b) work-itself, (c) advancement, and (d) recognition. When teachers, students, and school location had a culture in harmony with the practice of the Hare Krishna religion, teachers were significantly more satisfied with many aspects of their work.

Ssanga and Garett (2005) while studying Herzberg's conception found that both Hygiene and Motivator induce job satisfaction among university academics. They observed that Co-Workers" behaviour, Supervision and work itself are more related to job satisfaction while working environment and Promotion are more related to Job dissatisfaction.

Josias (2005) conducted research in an electricity utility in the Western Cape and found the relationship between gender and job satisfaction to be insignificant.

John O Okpara et al. (2005) studied a research, Gender differences and job satisfaction: a study of university teachers in the United States." The purpose of this study was to examine the effects of gender on the job satisfaction of U.S academics. The findings of this research showed that there are gender differences apparent in the job satisfaction levels of University teachers surveyed for this study. Female faculties were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction.

Luthans (2005) found that people are more likely to show dissatisfaction if their working conditions are exceptionally poor.

Weston and Bryan (2004) conducted a research on Job satisfaction and retention of secondary agriculture teachers. This study investigated the level of job satisfaction of Missouri secondary agriculture teachers. It was concluded that all teachers were generally satisfied with their first year of teaching. They were also generally satisfied with their current employment position and had relatively the same degree of job satisfaction increase over time from their first teaching position to their current position.

Muhammad Saeed Akhtar (2000) conducted "A comparative study of job satisfaction and customer focus of Islamic elementary school teachers in Michigan". The purpose of this study was to investigate elementary school teachers' perceptions of customer focus as practiced in Islamic schools in Michigan. In addition, the study compared Islamic elementary school teachers' perceptions of customer focus in education and their levels of job satisfaction with teachers in Public and Catholic schools. A total of 107 teachers in nine Islamic schools participated in the study by completing three instruments: Customer Service Orientation Scale, Job Satisfaction Survey, and a short demographic survey. The results of the statistical analyses showed that the teachers in Islamic schools were generally satisfied with all aspects of their jobs, but their satisfaction was somewhat lower than teachers in Catholic schools. While their perceptions of customer focus appeared to be positive, their responses were significantly lower than those of teachers in Public schools.

Robbins (1998) employees prefer work environments that facilitate opportunities to do a good job and where they can perform well, as well as environments that offer personal comfort. He also found that employees who work with supportive colleagues will be more satisfied than those who do not.

Samu, K. P., Amaranathan (1998) conducted a research on Factors Relating to Job **Satisfaction of Secondary School Teachers in the District of Balakong. The study** showed that teachers in the Balakong area were dissatisfied with their job. They were dissatisfied in eleven of the elements related to job satisfaction. However they were satisfied with security provided by the job. There was a significant and strong relationship between personal life with working experience, age, sex and salary. Among the elements of intrinsic factors, work itself showed the highest

mean. The lowest mean was shown by promotion. In the hygiene factors job security showed the highest mean and co-worker showed the lowest mean.

Clark (1997) who made use of a large-scale British data set to investigate the relationship between gender and job satisfaction. He found that women reported significantly higher levels of job satisfaction than men.

Joseph Wu Keung-Fai (1996) studied "A bilingual version of the Job Descriptive Index". It was administered to a convenient sample of 415 secondary school teachers to assess their job satisfaction with respect to their work itself, pay, and opportunities for promotion, supervision, and colleagues. As a whole, teachers were neither satisfied nor dissatisfied. Government school teachers reported the highest level of satisfaction with Pay and Promotion scales. Teachers teaching mainly junior form students reported the highest level of satisfaction in the Colleagues scale.

Nhundu (1994) found in his research that "Self-appraisals and role-clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe". An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not as well informed about the inner feelings, experiences and perceptions of an employee as they assume. Background variables such as gender, school level, and school size did not seem to be stable predictors of job satisfaction among Zimbabwean teachers. It also appears from this study that intrinsic, rather than extrinsic factors played an important role as precursors to perceived job satisfaction among this population of teachers.

Cranny et al. (1992) studies showed that when employees perceive few opportunities for advancement, they tend to be negative about their job and organization. They also found that the relationship between age and job satisfaction was linear - younger employees were less satisfied with their jobs, but this increased with age.

Perkins (1991) found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching.

Fay Rodgers-Jenkinson and David W. Chapman (1990) conducted a study on "Job satisfaction of Jamaican elementary school teachers". This study investigated correlates of job satisfaction among public and private Jamaican elementary school teachers. Results indicated that the quality of school working conditions and respondents' relationships with other teachers were significantly related to satisfaction for both public and private school teachers. School prestige and parental encouragement were also significant predictors for public school teachers; leadership style, organizational structure, and teacher-parent relationships predicted job satisfaction for private school teachers.

Wisniewski (1990) found that there were mainly three related factors that influenced "The job satisfaction experienced by Polish teachers". These were good pay, good organization of the school, and the atmosphere in the school – an environment congenial to the teachers' needs, as well as good conditions for experimenting in teaching and education.

Conley, Bacharach and Bauer (1989) examined "The relation between working environment and teacher dissatisfaction working at elementary and secondary schools in New York". In this study, high levels of role ambiguity and neutralizations were associated with high levels of career dissatisfaction. They both together proved to be significant predictors of dissatisfaction. Positive supervisory behaviour emerged as a significant negative predictor of dissatisfaction with both primary and secondary school teachers. When classroom environmental factors were considered, elementary school teachers with manageable class size, less student learning problems, and less student behaviour problems reported a lower level of career dissatisfaction.

Carr and Human (1988) conducted a study in a textile plant in the Western Cape and reported no significant relationship between gender and job satisfaction.

Kalleberg and Loscocco (1983) found that younger employees were more satisfied than their elders.

Rhodes (1983) analyzed the results of eight studies that investigated the relationship between age and job satisfaction. He concluded that there is a positive relationship between age and overall job satisfaction.

Studies Conducted in India on Job Satisfaction:

Ganai.G.A, and Shahnaaz Ali (2013) conducted a research on Job satisfaction of higher secondary school teachers in relation to their seniority and stream of education. 100 Higher Secondary teachers have been randomly selected from various Higher Secondary Schools of District Srinagar. The Senior Higher Secondary school teachers are more satisfied with regard to their job than Junior Higher Secondary school teachers.

Madhu Gupta and Manju Gehlawat (2013) conducted a study entitled Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study." The findings of the study are: i. A significant difference was found in the job satisfaction of more experienced and less experienced teachers. On comparison of mean scores, the less experienced teachers were found to possess higher job satisfaction than the more experienced teachers. ii. No significant differences were found in the job satisfaction of male and female teachers.

Khajuri. Rewa and Sharma N.R (2011) conducted a research on "Difference in social Cohesion among Teachers of Senior Secondary Schools". The present research work has been carried out on a sample of 250 female teachers working in 31 Government Higher Secondary schools of Jammu district with the help of Job Satisfaction questionnaire for teachers by S.K.Sexena. The present research reveals that the teachers had higher level of job satisfaction. It is obvious that the pleasant relationship at the workplace is an indication of job satisfaction.

Arun Kumar Singh (2010) conducted a study of "Academic Record, Adjustment and attitude as correlates of job satisfaction among the central school teachers of Eastern Uttar Pradesh". The study was conducted on 500 central school teachers of eastern Uttar Pradesh. The main aim of the study was to assess the job satisfaction of central school teachers and its correlation with academic record; adjustment and attitude towards teaching. The results of the study indicated that 1. Female central school teachers have less satisfaction than Male central school teachers, 2.Teachers working at different designations like SGT, BT Assistant, and PGT do not differ in regard to their job satisfaction.

Neelakandan.R (2010) conducted a research on "Job satisfaction of Teachers in relation to organizational health". The sample selected for the present study is 420 of all levels from Cuddalore District of Tamil Nadu. Job Satisfaction Scale constructed by Amar Singh and T.R.Sharma was used in this study. The results revealed that teachers differed in their job satisfaction level. Jasmine Maria.

Sylvester (2010) conducted a study on "Attitude towards Teaching Profession and job Satisfaction of Teacher Educators". The study is used to find out if the expressed attitude and job satisfaction were influenced by their characteristics like gender, location of their institution, educational qualification and year of teaching experience. The result reveals that 1. There is no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. 2. There is no significant difference between teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession. 3. There is no significant difference between teacher educators having M.Ed, and M.Phil qualifications with regard to job satisfaction in their teaching profession. 4. Number of years of total teaching experience does not have influence on the job satisfaction in teaching profession.

Milan T. Mistry (2010) conducted a research "A Study for Teachers" Relationship between Job Satisfaction and Mental Health Awareness". The present study was conducted to determine the relationship between job satisfaction and mental health awareness of teachers. A sample of 90 teachers (45 male and 45 female) working in the different schools of Ahmadabad was taken. The main findings of the study were; (1) There is no sex difference in job satisfaction of teachers, (2). There is positive relationship between job satisfaction and mental health awareness of teachers.

Muchhal.M.K, and Chand Satish (2010) conducted a study of accountability of primary school teachers in relation to their job satisfaction. Data were collected from 150 primary school teachers belonging to both private and Government primary schools of Baghpat district of Uttar Pradesh. Teachers who are more Job satisfied are highly accountable towards their Job and who are less job satisfied are less accountable towards their job. In the study it was also found that female teachers are more accountable and more satisfied towards their job than their male counterparts.

Nasir Ali and Zaki Akhtar (2009) studied a research on "Job Status, Gender and Level of Education as Determinants of Job Satisfaction of Senior Secondary School Teachers". The present study was an attempt to ascertain the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. The results of present research revealed that: 1. The degree of job satisfaction among female teachers was found significantly more in comparison to male teachers, 2. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers and 3. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

Chamundeswari. S, and Vasanthi (2009) conducted a study on "Job Satisfaction and Occupational Commitment among teachers". The target population for the present study was the teachers in different categories of schools, namely, State Board, Matriculation Board and Central Board Schools. The Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) was used to find out the Job Satisfaction of teachers. The result reveals that 1.The Matriculation school teachers have better job satisfaction when compared to the State Board school teachers, 2. The Central Board school teachers have better job satisfaction when compared to the State Board school teachers and Matriculation school teachers.

Savery (2009) conducted a research on "Relationship between job satisfaction and Life Satisfaction among B.T. Assistant teachers". This study aimed at finding the relationship between job satisfaction and Life Satisfaction among B.T Assistant teachers in Trichy and Lalgudi Educational District of Tamil Nadu with regard to gender, type of school, location of school, discipline, marital status, monthly income and experience in teaching. The study was carried out on a sample of B.T Assistant teachers. The major findings of the study are: 1. Majority of B.T Assistant teachers showed a moderate level of job satisfaction and life satisfaction. 2. There was a significant difference between Aided and Government school B.T Assistant teachers in their extent of job satisfaction. 3. There was significant association between job Satisfaction and total number of years of teaching experience of B.T Assistant teachers.

Ravindrakumar, A. Bhandari and Patil, N.H. (2009) studied "Job satisfaction of woman Teachers working in Primary and Upper primary schools of Gulbarga city". The questionnaire contains encouragement, incentives, working condition and other factors such as sanction of leave, work convenience, etc. The study found that a few of the women teachers are facing certain problems such as lack of coordination and cooperation in the work place. Majority of these teachers are satisfied with their work, job and salary.

Amaladoss Xavier S.J (2009) conducted a research "A Relationship between Job satisfaction and teaching competency" of 96 Post graduate chemistry teachers working in Kanyakumari revenue district of Tamil Nadu. In order to measure the job satisfaction of the teachers, the investigator used the job satisfaction tool constructed by S.X. Sexanna. One of the findings of the study is that the level of post graduate Chemistry teachers is average in their Job Satisfaction.

Seenivasan.C (2007) conducted a study to know "The job satisfaction of Higher Secondary School Teachers in Tiruchendur, Tamil Nadu". The job satisfaction of teachers was analyzed on the basis of variables: age, sex, qualification, experience, spouses‟ education, spouse‟ employment and size of the family. In this study, it was found that the teachers belonging to different age group, sex, gender, educational qualification, and experience of the teachers, spouse‟ education, and the size of the family of the teachers did not differ significantly in their overall job satisfaction.

Mary and Raj (2005) conducted a research namely "Job Satisfaction of Government School Teachers in Pondicherry Region". The findings are: (1) Job satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39 per cent of the Government school teachers had low, (40% had average and 21% high) level of job-satisfaction. (2) No significant difference was found in job-satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. (3) There was no significant difference among teachers irrespective of experience, age, subjects and type of school. Sharma (2005) compared the "Job Satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh". The majority of the

teachers are satisfied with their job according to the job satisfaction components. They are satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence.

Kaneez Fatima, (2002) conducted a study "Job Satisfaction among Secondary School Teachers". The findings of the study are 1. Teachers working at secondary school level have been found satisfied with their jobs to a great extent. 2. No significant difference has been found in the degrees of job satisfaction of : (a). Male and female secondary school teachers, (b). Married and unmarried school teachers. 3. Teachers working in the schools situated in urban areas have been found more satisfied with their jobs than those working in semi-urban areas. 3. No significant difference has been found in the degree of job satisfaction between English, Hindi, and Marathi medium teachers.

Rama (2000) conducted a study "The Relationship between Job Satisfaction and Life Satisfaction among Secondary School" in Rayalessma area of Andhra Pradesh for this study. The finding of the study is that there is a significant relationship between the level of life satisfaction of the teachers and their job satisfaction.

Studies on Organizational Climate Researchers in organizational behaviour have long been interested in understanding employees‟ perceptions of the work environment and how these perceptions influence individuals‟ work-related attitudes and behaviours. Early researchers suggested that the social climate or atmosphere created in a workplace had significant consequences Employees‟ perceptions of the work context purportedly influenced the extent to which people were satisfied and performed up to their potential, which in turn, was predicted to influence organizational productivity. Organizational climate comprises of cognate sets of attitudes, values and practices that characterize the members of a particular organization. In recent years theorists have provided a number of policies and procedures by which formal or complex organizations may be assessed and modified. Although such schemes can be applied to PSU's as well , the resultant classifications have added little to one's understanding of this special type of organization; nor have they in any significant way served as catalysts for research with large manpower. **PSU's** are State owned organizations: they are conceived and born of a central administrative body but their links with such are never completely severed. Therefore, within these organisations which are there at State and National level– there are to be found many similarities in the formal structure and processes to further organise the system of PSU's

Studies Conducted on Organizational Climate:
Olorunsola, E. O. and Arogundade, B. B. (2012) conducted a study namely "Organizational Climate and Lecturers‟ Job Performance in South West Nigeria Universities". The study investigated organizational climate and academic staff job performance in the Federal and State Universities in south west Nigerian universities. The result of the analysis showed that the predominant climate of Federal Universities was opened while that of the State was closed in terms of motivation, communication and resource availability. It was also revealed that lecturers‟ job performance was at a moderate level in both Federal and State Universities. There was significant difference in the organizational climate of Federal and State Universities while there was no significant difference in the job performance of lecturers in the federal and state universities.

Angeliki, Lazaridou, Ioannis . G. Tsolakidis (2011) conducted a study on "An exploration of organizational climate in Greek high schools". This study was important for being the first to assess the organizational climate of State high schools in a Central Greece district. Second, climate has demonstrable influence on organizational effectiveness. The study may provide useful information about the OCDQ-RS as a research tool. The findings are: 1. The quality of the teaching force in the Poseidon school system may be difficult, especially in its Island schools, 2. The principal sets an example by working hard himself / herself which was seen to occur often, 3. Teachers in Poseidon secondary schools were seen as "sometimes" to "often" enjoying good collegial relations and affective states they were seen as respectful of one another's professional competence, mutually supportive, happy with their work, proud of their school, and of good morale. Students, on the other hand, were seen as less fortunate, only sometimes being trusted, or included in school governance, 4. Some teachers in this sample attributed more supportive behaviour to principals than others. Specifically, those teaching in rural schools, those with 5-9 years of teaching experience, those who had been in their current

schools for 5-9 years, those aged 30-39 and men, 5. The OCDQ-RS provides a window on teachers' social relationships with one another (the Intimacy set of items) and the degree to which they and their principals help and support one another (one item in the Teacher Engagement set, and the items relating to principals' behaviours.

Eric C. Eshbach and James E. Henderson (2010) conducted a study on "The Symbiotic Relationship between New Principals and the Climate of the Schools in which they lead". This study sought to work out the connection that exists between the leadership sorts of elementary principals‟ first year of leadership and therefore the organizational climate of the varsity to which they are assigned to lead.

Huseyin Gul (2008) studied a research on "Organizational Climate and Academic Staff‟s Perception on Climate Factors". This study aimed to seek out out how managers and academicians working within the organization perceived their organization and the way they skilled the variations arising from climatic changes within the organization. The findings showed that there was a big difference in five dimensions between academicians who were within the post of management and people who were not: managers scored more than the rest.

Ghodsy Ahghar (2008) studied "The role of school organizational climate in occupational stress among secondary school teachers in Tehran". The study results revealed that: (a) 40.02% of secondary school teachers experience occupational stress at a moderate or higher level; (b) the rate of occupational stress among teachers can be predicted. using the scores on the varsity organizational climate; this predictability is highest for the open climate and gradually decreases through the engaged, and disengaged to the closed climate; (c) among the teachers working within the disengaged and closed climate, the speed of occupational stress significantly exceeds that recorded among the teachers working within the open climate.

Pan Xiaofu and Qin Qiwen (2008) conducted a study "An Analysis of the Relation between Secondary School Organizational Climate and Teacher Job Satisfaction". This study investigates and analyzes the relation between the lyceum organizational climate and teacher job satisfaction employing a self- designed school organizational climate scale supported studies in China and abroad. The findings showed that apart from interpersonal factors, there are significant correlations between the varied factors of faculty climate and therefore the different dimensions of teacher job satisfaction. Regression analysis further finds significant correlations between school climate and such factors of teacher job satisfaction as nature of the work, leadership, salaries, and opportunities for advanced studies, promotion, and physical conditions.

Adeyemi T.O. (2008) conducted a study on "Organizational Climate and Teachers‟ Job Performance in Primary Schools in On do State, Nigeria: An Analytical Survey". This study investigated the connection between organisational climate and teachers‟ job performance in primary schools in Ondo State, Nigeria. The findings revealed that most of the schools are run in open climate with respect to type of organization. The level of organizational climate in the schools was however, very low. The level of the teachers‟ job performance was equally low. A significant relationship was however found between organizational climate and teachers‟ job performance.

Gunbayi (2007) in his study examined "The difference in the levels of the variables related to the school climate factors among the teachers". As a results of the analyses, all the teachers reported open climate in reference to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in reference to the factors of risk and in reward.

Usman Khalil (1998) conducted a study namely "School climate as perceived by secondary school teachers of the Federal Capital and four Provincial Capital of Pakistan." The findings revealed that: 1. The secondary school teachers of Lahore showed the most positive perception toward the school climate against their counterparts. 2. The unmarried teachers perceived their school climate more favourably than the teachers 3.The novice teachers perceived the school climate more positively than the experienced teachers and 4. The non government /semi- government teachers perceived the school climate more positively than the government teachers.

Bassou, El. Mansour, (1989), studied "The Organizational Climate in Secondary Schools

in the State of Indiana". This study assessed the perceptions of high school principals and teachers relative to school climate in Indiana high schools. The instrument employed in the study was the Organisational Climate Description Questionnaire (OCDQ). These four conclusions were: (1). A difference existed between the perceptions of principals and teachers regarding the school climate in Indiana high schools. (2). Principals and teachers tended to perceive the climate as being different. One group tended to perceive the climate as open, while another group perceived it as closed. In some schools, teachers and principals hold the same perceptions of the school climate as being open or closed. (3) The school climate as perceived by principals and teachers did not indicate significant differences regarding the size of the school. (4) The school climate as perceived by principals and teachers did not indicate significant difference regarding the population make-up of the school.

Aaron M. Pallas (1987) undertook a study on the "School Climate in American High Schools". The major findings of the study were as follows; 1. Most of the teachers in the sampled schools believed that the schools in which they work were perceived by them as positive school climate. 2. There was high level of principal leadership co-operation; teacher moral and teacher control revealed in the study. 3. It was found that there was a close association between the school climate and academic achievement of pupils. 4. Characteristics of classroom climate, teachers‟ background, school size, students‟ conditions, school location, type of management in which the teachers are working, were the some of the factors determining school climate and teacher morale.

Henry A. Seymour (1981) conducted a study on the "Validity of the subscales of the Organizational Climate Description Questionnaire using selected Mississippi Junior Colleges". The purpose was to determine the validity of the subscales of the Organizational Climate Description Questionnaire. The Findings of the study were: 1. there is significant difference between Halpin and Croft's covariance matrices and the covariance matrices obtained from the junior college sample for the subscales, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. 2. There is significant difference between the types of organisational climate.

Studies Conducted in India on Organizational Climate:

Priyanka Sharma (2013) conducted a study of organizational climate and stress of police personnel. The present research is an attempt to study the organizational climate of the police organization in the militancy affected state of Jammu & Kashmir. The findings are: 1.There will be significant difference in the perceived organizational climate of police as perceived by the lower and middle level police personnel. 2. The total perceived organizational climate score is higher amongst male police personnel and there is a significant difference between male and female police personnel in the perceived organizational climate.

Babulal (2012) conducted a study on Organizational Climate of Secondary Schools of Haryana" using Organisational Climate Description Questionnaire‟‟‟ (OCDQ) which was refined by Sharma, M. L in 1972. Findings of the studies are: 1. There is no significant difference between the climate of rural and urban secondary schools of Haryana, 2. Urban secondary schools are bit better than the rural secondary schools due to some basic organizational climate of rural schools.

Gitali Choudhury (2011) conducted a research namely The dynamics of organizational climate: an exploration in Banaras Hindu University, Varanasi (Uttar Pradesh)‟‟‟. Organizational climate is a measure of the feel of the internal environment of an organization which is perceived by an outsider and/or an employee according to their business with the organization. Organizational climate has a great impact on employees' behaviour. If the climate of an organization is open and friendly, employees feel comfortable and if it is very formal, then such a comfort level may not be felt.

Maninder Jit Khanna (2010) conducted a study "Comparative study of Leadership Behaviour of Principals in relation to job satisfaction of teachers in Government and non-government schools of U.Ts. The results revealed that the leadership behaviour of Principals and job satisfaction of teachers do not differ significantly in Government and non-government schools of U.T., Chandigarh. That is Principals of non-government schools are more effective as compared to their counterparts in Government schools. On the job satisfaction, teachers of non-government schools are found to be more satisfied.

Chamundeswari, S. & Uma, V.J. (2008) conducted a study on "Achievement motivation and classroom climate among students at the Higher Secondary Level". The findings of the study were: (1). There is a significant difference in achievement motivation and classroom climate among students in different categories of schools at the higher secondary level, (2). The classroom climate perceived by the Central Board school students is much better than State Board school students and Matriculation school students and (3). There is a positive correlation between the achievement motivation and classroom climate among students in different systems of education at the higher secondary level.

Dharma Raja, W.B, and Thiagarajan, P.A. (1998) conducted a study on "School organizational climate and teacher-effectiveness of Boys Higher Secondary Schools in Tuticorin". The findings of the School Organizational Climate are 1. Of the twelve schools studied, there prevailed a controlled climate in eleven and autonomous climate in one school. 2. Among the eleven schools having controlled climate, in five schools most of the teachers were having average effectiveness in teaching and in the rest of the schools the teacher had either low effectiveness or high effectiveness. 3. In the schools having autonomous climate, half of the teachers had medium teacher effectiveness and the rest high teacher effectiveness.

Senthil Kumar, (1998) in his study aimed to study "The gender differences of perception towards organizational climate and leadership behaviour". His major findings included: 1.There was no significant difference between male and female teachers in perception towards organizational climate if tough nature and consideration oriented. 2. There was a positive relationship between organizational climate and leadership behaviour of unformulated initiation in the subgroup Panchayat union school headmasters.

Krishnan.S, Santhana and Stephen. M. (1997) found out the organizational climate of schools in their study. Their major findings were: 1.Teachers working in schools with different qualifications significantly differed in their organizational climate. 2. Teachers working in highly controlled climate school affected the organisational climate more than those working in the low controlled climate. 3. Teachers working in different categories (boys, girls and co-education) of the schools were also significantly differed in their organizational climate.

Puravi.K (1997) found that majority of schools were in open climate and the teachers in open climate enjoyed more job satisfaction than other climates. The study also showed that female teachers had more satisfaction with their job than the male teachers.

Rama Mohan Babu, V. and Venkita Rami Reddy, A. (1996) studied "Organizational climate of residential and non-residential schools". The related findings were all the six types of climate were found in the Thirupattur Educational district. 1. Twenty three percent of schools had found open climate and familiar climate. Each seven percent of schools were prevailed autonomous and controlled type of climate and each twenty percent of school had found paternal and closed types of climate. 2. All the six types of climate were found in Tirupattur Educational District. 3. It was found that the open type of climate contributed for high level of job satisfaction, and 4. There was no significant relationship between organizational climate and the academic achievement of pupils.

Kanubhai R. Patel (1995) collected sample which was selected by multistage random sampling procedures from 40 secondary schools located in semi-urban areas of Rayalseema in Andhra Pradesh. They used OCDQ developed by Halpin and Croft, tool for collection of data. The findings were: 1.All types of climate existed in both residential and non-residential types of school. 2. There was no association between type of school and type of climate. 3. There was no significant difference in climate found between men teacher of residential and non-residential schools. The experienced teachers of residential schools were significantly greater in thrust than those working in non-residential schools. 4. There were significant differences between men and women teachers‟ perception on climate in case of the residential schools but not in the non-residential schools.

Johnson.J.D (1993) studied a research on "Relation between School Organizational Climate and Achievement Motivation, Attitude and academic achievement of the students in the city of Madras". In his study he found that male and female teachers felt different type of school climate in the city of Madras.

Balasubramanian.N (1989) conducted a research in the following demographic variables: sex of the teachers, locality of schools, professional experience of the teachers, professional qualification of teachers and specialization at basic degree level with respect to class room climate. He found that these variables do not influence the class room climate.

Amaranth (1980) conducted a study, "Comparative study of the organizational climate of Government and privately managed higher secondary schools in Jullundar District". The major hypotheses of the study which were: 1.There were global differences among the government and privately managed higher secondary schools on each dimension of the organizational climate, 2. The organizational climate of the two types of schools did not differ significantly and 3.The variable of principals‟ behaviour were more dominant than those of the teachers behaviour in accounting for variations in the organizational climate. The major findings of the study were higher secondary school as a group did not differ significantly in their organizational climate, but differs from school to school and no two schools had similar organizational climate which was attributed to the differences in the personality traits of the principals and teachers.

Sharma M.L. (1974) aimed to replicating Halpin and Croft‟s study on a random sample of schools in Rajasthan. 1. The major findings included were in addition to identifying the eight dimensions of organizational climate given by Halpin.

Some new dimensions namely psychological hindrance, alienation, control and humanized thrust manifested by the leader was composed of thrust and consideration of OCDQ. 2. The study was in consonance with the findings of Halpin and Croft with respect to principal's behaviour. Significant positive correlations were found between i. Faculty age and disengagement, ii. Faculty size and disengagement iii. Teacher satisfaction and school climate, iv.Headmaster effectiveness and school climate, v. Leadership behaviour of the principal and school climate and School climate and teacher satisfaction, headmaster effectiveness and school effectiveness.

Studies on Relation between Interpersonal Relations and Organizational Climate in Indian Subcontinent are mentioned:

Jatin Pandey, (2019) "Factors affecting job performance: an integrative review of literature", Management Research Review, Vol. 42 Issue: 2, pp.263-289, this paper is based on the FPM Thesis of the author. The author would really like to thank his Thesis Advisory Committee members Prof. Manjari Singh, Prof. Biju Varkkey and Prof. Dileep Mavalankar. In addition the author appreciates the constructive comments from the thesis examiners Prof.TV.Rao and Prof.Asha Kaul.

Öge, E., Çetin, M., & Top, S. (2018). The Effects of Paternalistic Leadership on Workplace Loneliness, Work Family Conflict and Work Engagement among Air Traffic Control-lers in Turkey.Journal of Air Transport Management, 66, 25-35

Nico W. Van Yperen, Rijksuniversiteit Groningen, NETHERLANDS: September 15, 2016; December 19, 2016; The objective of this study was to conduct a systematic review and meta-analysis of teamwork interventions that were carried out with the aim of improving teamwork and team performance, using controlled experimental designs. A literature search returned 16,849 unique articles. The meta-analysis was ultimately conducted on 51 articles, comprising 72 (k) unique interventions, 194 effect sizes, and 8439 participants, employing a random effects model. Positive and significant medium-sized effects were found for teamwork interventions on both teamwork and team performance.

Trok, P., Tartwijk, J., Wubbels, T. & Veldman, I. (2010). The differential effect of the teacher-student interpersonal relationship on student outcomes for college kids with different ethnic backgrounds, British Journal of Educational Psychology, 80 (2), pp. 199-221. 4.Berscheid, E. & Reis, H.T. (1998). Attraction and shut relationships, The Handbook of psychology , 2, pp. 193-281. 5.Billikopf, G. (2009). Party Directed Mediation: Helping Others Resolve Differences, 2nd ed., University of California. 6.Brown, S.P. & Leigh, T.W. (1996). A new check out psychological climate and its relationship to job involvement, effort, and performance, Journal of industrial psychology , 81 (4), p. 358. 7.Bureau for Economic Research (BER). (2013). Ernst & Young Retail Survey. 2013 Executive Summary,Johannesburg: Ernst & Young. 8.Carsten, M.K. & Uhl-Bien, M. (2012). Follower beliefs within the co-production of leadership, Zeitschrift für Psychologie,220, pp. 210-220. 9.Crisp, C.B. & Jarvenpaa, S.L. (2013). Swift trust

in global virtual teams, Journal of Personnel Psychology, 12, pp.45-56

Martina Miklavcic Sumanski et al. (2011) conducted a research namely "Revealing interpersonal relationships in working groups". The result showed that the interpersonal relationships in smaller groups were better, which in turn means that there are greater opportunities to acquire new knowledge in the group.

Upasana Singh and Kailash B. L. Srivastava (2009) conducted a research on Interpersonal trust and organizational citizenship behaviour. This study investigates the connection between certain individual level determinants of interpersonal trust and its impact on organizational citizenship behaviour. The results indicate that interaction frequency, consistency, and competence are significant predictors of interpersonal trust. Interpersonal trust is positively associated with organizational citizenship behaviour.

Rubin B.Rebecca, Rubin M.Alan (2009) According to Schutz's theory of interpersonal motives and the uses and gratifications perspective, people communicate to gratify felt needs or wants. In this study we examined two main antecedents affecting motives for communicating interpersonally: life-position and locus-of-control. Canonical correlation analysis supported our expectations for a sample of 428 persons: life position indicators were associated with interpersonal communication motivation, and interpersonal motivations were congruent with the locus-of-control predisposition.

Chiaburu, Dan S.; Harrison, David A (2008) The authors propose that broad aspects of lateral relationships, conceptualized as co-worker support and co-worker antagonism, are linked to big individual employee outcomes (role perceptions, work attitudes, withdrawal, and effectiveness) during a framework that synthesizes several theoretical predictions. From meta-analytic tests supported 161 independent samples and 77,954 employees, the authors find support for many of the proposed linkages.

Goodwin.S.James, Goodwin.C.James (2007) this paper describes a simulation study of the relative impact of different operating policies on performance of a hypothetical multistage production system that produces assembled products. The main objective of this study is to look at the impact of operating policy rules on system performance. Several performance criteria, including flow time and earliness and tardiness measures, were wont to evaluate system performance. Results show that performance of the assembly system is significantly influenced by the operating policy rules, although the relative impact of the principles depends on the performance measure considered. Interactions between and among policy rules were also found to be important in several cases. Overall, the results indicate that much previous research in non-assembly systems are often generalized to assembly systems.

Melinda J. Moye, Alan B. Henkin, (2006) a web survey designed to assess empowerment and trust was administered to a random sample of two ,000 salaried employees at a Fortune 500 manufacturing organization within the USA. Results, bounded by sample and focal organizational characteristics, indicated that employees who feel empowered in their work environment tend to possess higher levels of interpersonal-level trust in their managers.

Mantel Powell Susan,Tatikonda V. Mohan, Liao Ying (2006) This paper investigates behavioural factors influencing a supply manager's decision to in source or outsource the manufacture of a product component. To do so we posit a theoretical framework that integrates the heretofore distinct operational make–buy literature and therefore the behavioural decision-making literature. Within the framework three factors influencing the make–buy decision are brought into account: the decision-makers perception of supply risk or "strategic vulnerability", the degree of core competency represented by the product component into account and therefore the formality of the knowledge about supply alternatives.

Salin Denise (2003) This article summarizes the literature explaining workplace bullying and focuses on organizational antecedents of bullying. In order to know better the logic behind bullying, a model discussing different explanations is suggests. Thus, explanations for and factors related to bullying are classified into three groups, enabling structures or necessary antecedents (e.g. perceived power imbalances, low perceived costs, and dissatisfaction and frustration), motivating structures or incentives (e.g. internal competition, reward systems and expected benefits), and precipitating processes or triggering circumstances (e.g. downsizing and restructuring,

organizational changes, changes in the composition of the work group)

Michie and West (2002) suggested that innovative and effective organizations are places where members have a shared belief of an appealing vision of what the organization is trying to achieve. They view organizations as a high level of interaction, discussion, constructive debate, and influence among the members as they go about their work. In turn this creates high levels of trust, cooperative orientations, and a sense of interpersonal safety characterize interpersonal and inter-group relationships.

Dirks, Kurt T.; Ferrin, Donald L (2002) In this study, the authors examined the findings and implications of the research on trust in leadership that has been conducted during the past 4 decades. First, the study provides estimates of the first relationships between trust in leadership and key outcomes, antecedents, and correlates (k=106). Second, the study explores how specifying the construct with alternative leadership referents (direct leaders vs organizational leadership) and definitions (types of trust) leads to systematically different relationships between trust in leadership and outcomes and antecedents

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Timothy.A; Thorese Carl.J.Bono, Joyce E (2001) A qualitative and quantitative review of the relationship between job satisfaction and job performance is provided. The qualitative review is organized around 7 models that characterize past research on the connection between job satisfaction and job performance. Although some models have received more support than have others, research has not provided conclusive confirmation or discontinuation of any model, partly due to a scarcity of assimilation and integration in the literature. Research dedicated to testing these models waned following 2 meta-analyses of the work satisfaction–job performance relationship.

Natarajan (2001) conducted a study on School Organizational Climate and Job Satisfaction of Teachers"", to classify the higher secondary schools of Tirupattur Educational District in Tamil Nadu into different organizational climates. Findings of the study were: 1.The higher secondary schools of Tirupattur Educational District have all the six types of climates viz., open, autonomous, familiar, controlled, paternal and closed. 2. There exists a significant sex difference in the job satisfaction of teachers in favour of female teachers. 3. There is neither significant difference in the job satisfaction of married and unmarried teachers nor of rural and urban teachers. 4. There was no significant relationship between the locations of work the type of management under which they work the length of their experience. 5. The organizational climate and the job satisfaction of teachers were very high. 6. The teachers working in an open climate have a very high level of job satisfaction.

Hayat (1998) conducted a study and focused on Organizational climate, job satisfaction and classroom performance of college teachers.He found through his study that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. He found open climate in majority of colleges and college teachers with high scores on job satisfaction performed better in classroom.

Taylor and Tashakkori (1995) found that a positive school climate is related to increased job satisfaction for college personnel.

Abdul Samad (1986) conducted a Study of Organisational Climate of Government High Schools of Chandigarh and its Effect on Job Satisfaction. The findings of the

study were: 1. Teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. 2. Teachers in more open climate schools enjoyed more job satisfaction with respect to principal than teachers in less open climate schools. 3. Teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools. 4. Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. 5. Teachers in more open climate schools were more satisfied with respect to Miscellaneous regarding Personal Characteristics than teachers in less open climate schools. 6. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager, society, emoluments and students. 7. There was no significant relationship between the dimension of disengagement and the sub-scales, manager, society, emoluments and facilities. 8. No significant correlation existed between organizational climate dimensions of hindrance, intimacy and aloofness and all the eight

sub-scales of the job satisfaction scale. 9. There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics. 10. Production emphasis was significantly related with job satisfaction sub-scales principal and emoluments. 11. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous regarding personal characteristics. 12. The dimension of consideration was significantly related with six sub-scales of job satisfaction, viz., principal, manager, society, emoluments, and facilities and miscellaneous regarding personal characteristics. 13. Male and female teachers did not differ significantly in their perception of some dimension of organizational climate, viz., disengagement, hindrance, intimacy, aloofness, production emphasis, thrust, and consideration. 14. Teachers belonging to lesser age group (20-30 years) perceived disengagement to be higher than those of the over-age group (42 years). Singh (1985) established that the organizational climate dimensions (disengagement, aloofness, esprit, intimacy, psychological hindrance, consideration, humanized thrust and production emphasis) varied significantly amongst high, average and low performance schools with high performance schools showing lower disengagement, alienation, psychological hindrance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools.

Woodman, Richard W.; Sherwood, John.J (1980) Describes the technology of team development, as distinguished from T-group or sensitivity training. Although there's general support in empirical literature for the finding that team building elicits positive affective responses from participants, the linkage between team building and improved work group performance remains largely unsubstantiated.

Jablin.M.Fredrick (1979) Based on a review of the literature, empirical research in the area of superior–subordinate communication (SSC) is classified into 9 topical categories. Inspection suggests that researchers have focused the bulk of their attention on (a) the consequences of power and standing on SSC, (b) trust as a moderator of SSC, and (c) semantic-information distance as a source of confusion in SSC. It is concluded that future research should increasingly be developmental and longitudinal in nature and will take into greater consideration the consequences situational variables wear communication within the superior–subordinate.

Hecht.L.Michael (1978) The development and testing of a measure of interpersonal communication satisfaction is reported. In the first stage, Likert-style items were constructed from two sorts of questionnaires, face-to-face interviews, and former empirical and theoretical add the satisfaction field. During the second stage, items were tested by applying them to ideally satisfying and dissatisfying conversations. The third stage consisted of further item analyses and correlation analysis.

Ajzen, Icek; Fishbein, Martin (1977) Examines research on the relation between attitude and behavior in light of the correspondence between attitudinal and behavioural entities. Such entities are defined by their target, action, context, and time elements. A review of obtainable inquiry supports the contention that strong attitude–behavior relations are obtained only under high correspondence between a minimum of the target and action elements of the attitudinal and behavioural entities. This conclusion is compared with the rather pessimistic assessment of the utility of the attitude concept found in much contemporary social psychological literature.

Gorman O' Colm, Bourke Sarah and Murray A. John (1973) reported that the daily managerial behaviour, the owner–managers functional experience, is related to daily managerial activity. More specifically, we seek to strengthen the 'managerial work' tradition through a replication of Mint berg's work and an extension of the 'managerial work' tradition to a different contingency that of small growth- oriented businesses.

III. CHAPTER-3 RESEARCH METHODOLOGY

Type of Research:

The research is Descriptive in nature. Descriptive research is additionally referred to as statistical research; it describes data and characteristics about the population or phenomenon being studied. It deals with everything that can be counted and studied.

The study adopted a non-experimental research design. The design was implemented by an observational approach using explanatory

design, because of the need to collect data (Edmonds & Kennedy, 2012) from employees of Public Sector Undertakings by the use of multiple questionnaires to be able to validate the direction of the influence between variables (Walker & Greene, 2009).

The study was solely exploratory to help ascertain the aim of this study. Current literature underpinned the exploratory technique via a desktop study, which made use of related literature on the study themes. Prior research conducted by academics on the theme pertinent to this paper on construction employee's interpersonal relationships on work performance is presented in this section. This technique provided an appropriate investigation, analysis for the study. Accordingly, the overall literature of interpersonal relations and was later narrowed from housing industry perspective of employees. The literature however highlighted on the formulation of the concept interpersonal relationship, types, impacts supported by the advantages of interpersonal relationship on the whole construction operation.

This Descriptive Research is Qualitative in nature as the respondents are workers, employees and superiors and the Closed Ended-Questions are framed with an objective to study the Interpersonal Behaviour existing between them.

Area of study:

The above study would be limited to Uttar Pradesh and National Capital Region covering Eastern part of Uttar Pradesh including Allahabad (known as Prayagraj), Varanasi, Kanpur, and from National Capital Region Delhi, Ghaziabad, Gurugram, Noida and Faridabad.

PUBLIC SECTOR COMPANIES-

The Organisations selected for the above research process were Public Sector Undertakings or Public Sector Enterprises. The companies are owned by the Union Government of India or one of the State or Territorial Goverments.The Company stock needs to be majority –owned by the government to be a PSU's.These are classified as Central Public Sector Enterprises (CPSE's).

CPSE's are companies during which the direct holding of the Central Government or other CPSE's is 51% or more.

As of October 2019, there are 10 Maharatnas, 14 Navratnas and 74 Miniratnas. There are nearly 348 CPSEs (central public sector enterprises) in total.

PREMISE- These organisations were selected for the above research work, keeping in view large manpower which is employed at each of these company locations. For the above research study it was essential to study the Interpersonal behaviour and its functioning factors on bigger number of employees from same level and superior hierarchical level.

LIST OF PUBLIC SECTOR COMPANIES SELECTED

A. UTTAR PRADESH

- Uttar Pradesh State Agro Industrial Corporation Limited
- Uttar Pradesh State Industrial Development Corporation Limited
- Uttar Pradesh State Construction & Infrastructure Development Corporation Limited
- Uttar Pradesh State Bridge Corporation Limited
- Uptron Powertronics Limited (Subsidiary of UPECL)
- Uttar Pradesh Drugs and Pharmaceuticals Limited
- Uttar Pradesh Electronics Corporation Limited
- Uttar Pradesh Small Industries Corporation Limited
- Kanpur Electricity Supply Company Limited
- Uttar Pradesh Jal Vidyut Nigam Limited
- Uttar Pradesh Handicraft and Marketing Development Corporation Limited
- Uttar Pradesh State Tourism Development Corporation Limited
- Allahabad City Transport Services Limited

B. NATIONAL CAPITAL REGION (Delhi,Faridabad,Ghaziabad,Gurugram & Noida)

- Noida Metro Rail Corporation Limited
- National Hydro Power Corporation
- Power Grid Corporation of India
- National Thermal Power Corporation
- Steel Authority of India
- Hindustan Aeronautics Limited
- Mahanagar Telephone Nigam Limited
- Oil and Natural Gas Corporation
- Gas Authority of India Limited
- Airport Authority of India Limited

Procedure for Research:

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The Research work started with the study of various articles on Interpersonal Behaviour and Organisational Behaviour as well along with various models of Interpersonal relationship and factors affecting the thinking process of employees. Various published research papers, reports related to the study were reviewed to get the behaviour of employees, superiors and other group of workers to enhance their motivation and performance level. To study various factors of Interpersonal Behaviour which is to enhance the employee performance in any organisation (PSU's) which are located in different cities of Uttar Pradesh & National Capital Region, various data given by different websites and secondary data from various organisations' working with Interpersonal behaviour models is also referred to.

Data Collection:

Direct Method- The research is based on Primary and Secondary data. The Primary data is collected through a structured questionnaire consisting of open and closed ended questions. The questions are framed such that they help in analyzing the objectives of the research. These questionnaires were being analysed through responses from various respondents working in various PSU's of the State and National Capital Region.

Indirect Method- Secondary source of data collected is through:

• Internal sources-Journals, Books and Published records

• External sources-Company website and Annual reports

Sample Size

The sample size for the pilot study N=100 and for main study N=500, in which N consists of x1=Top level and x2=Middle level. Out of 700 questionnaires sent, 587 questionnaires were returned, out of which completed, relevant and effective questionnaires were 432 **(which is 73.6% of the total questionnaires initially received).**

Total Questionnaires Distributed	**700**
Questionnaires Received	587
%age Received	**83.9%**
Relevant Response Received	432
%age of the Total Questionnaire Received	**73.6%**

Top Level management consists of board of directors, president, vice-president, chief executive officers, etc. These individuals are mainly liable for controlling and overseeing all the departments within the organization. They develop goals, strategic plans, and policies for the company, as well as make many decisions on the direction of the business.

Middle Level management consists of general managers, branch managers and department managers. These individuals are mainly responsible to the highest management for the functioning of their department. They devote longer to organizational and directional functions. Their roles are often emphasized as executing plans of the organization in conformance with the company's policies and therefore the objectives of the highest management, they define and discuss information and policies from top management to lower management, and most significantly they inspire

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and supply guidance to lower level managers towards better performance.

Particulars	Uttar Pradesh	Delhi + NCR	Total
PSUs'	13	10	23
X1 - Top Level Response Received	250	114	364
X2 - Middle Level Response Received	160	63	223
Total Response Received	**410**	**177**	**587**
%age response received distribution	**70%**	**30%**	

Data Type:
The research would be divided in two phases:
• **Pilot Study**-The Pilot study would be conducted in Allahabad city. The total sample size taken from the companies would be 100.Thus 100 respondents would be randomly chosen for the survey and data would be collected through a questionnaire and by direct interview.
• **Main Study**-It would be based on the regions from Uttar Pradesh and National Capital Region. The total sample size for main study would be N=500.Thus 500 respondents would be randomly chosen for the survey and data would be collected through a questionnaire and by direct interview. On the basis of the pilot study, required modifications would be made in the questionnaire if required.

Sampling tool:
The sampling tool used for the research is Stratified Random sampling which represents the process of dividing members of the population into homogeneous subgroups before sampling. The strata should be mutually exclusive: every element within the population must be assigned to just one stratum. There are two subgroups or strata which are considered for the purpose of this research:

- **SUBORDINATE**
- **SUPERIORS**

Statistical tool:
For the analysis of data few statistical tools are used throughout the research process namely:

❖ **AMOS-IBM SPSS** Amos is powerful structural equation modelling software that enables you to support your research and theories by extending standard multivariate analysis methods, including regression, factor analysis, correlation, and analysis of variance. With SPSS Amos you'll build attitudinal and behavioural models that reflect complex relationships more accurately than with standard multivariate statistics techniques using either an intuitive graphical, or programmatic user interface.

❖ **COHEN'S d-Cohen's d** is an effect size used to indicate the standardised difference between two means. It is often used, for instance, to accompany reporting of t-test and ANOVA results. It is also widely used in meta-analysis. Cohen's d is an appropriate effect size for the comparison between two means. Cohen's d is decided by calculating the mean difference between your two groups, then dividing the result by the pooled variance.

Cohen's d = (M2 - M1)/SDpooled

❖ **CORRELATION**-The correlation coefficient is a statistical measure that calculates the strength of the relationship between the relative movements of two variables. The values range between -1.0 and 1.0. A calculated number greater than 1.0 or but -1.0 means there was a mistake within the correlation measurement. A correlation of -1.0 shows an ideal indirect correlation, while a correlation of 1.0 shows an ideal direct correlation. The formula used commonly for the sample correlation coefficient is:

Sample correlation coefficient

$$r_{xy} = \frac{s_{xy}}{s_x s_y}$$

❖ **REGRESSION ANALYSIS**-Regression analysis is a powerful statistical method that allows you to examine the relationship between two or more variables of interest. While there are many sorts of **multivariate analysis**, at their core all of them examine the influence of 1 or more independent variables on a variable. Remember from algebra, that the slope is that the "m" within the **formula** y = mx + b. In the rectilinear **regression formula**, the slope is that the "a" within the **equation** y' = b + ax. They are basically the same thing.

❖ **ANOVA**-Analysis of variance, or ANOVA, is strong statistical technique that is used to show difference between two or more means or

components through significance tests. It also shows us how to form multiple comparisons of several population means. The Anova test is performed by comparing two sorts of variation, the variation between the sample means, also because the variation within each of the samples. Below mentioned formula represents a method Anova test statistics:

$$F = \frac{MST}{MSE}$$

- **SPEARMAN'S RHO-**Spearman's Rho is a non-parametric test used to measure the strength of association between two variables, where the value r = 1 means a perfect positive correlation and the value r = -1 means an ideal indirect correlation.

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

- Scale of measurement must be ordinal (or interval, ratio)
- Data must be in the form of matched pairs
- The association must be monotonic (i.e., variables increase in value together, or one increases while the other decreases)

- **FREQUENCY ANALYSIS-**Frequency analysis is the study of letters or groups of letters contained in a cipher text in an attempt to partially reveal the message. The English language (as well as most other languages) has certain letters and groups of letters appear in varying frequencies. Frequency analysis is predicated on the very fact that, in any given stretch of written communication, certain letters and combinations of letters occur with varying frequencies. Moreover, there's a characteristic distribution of letters that's roughly an equivalent for nearly all samples of that language. For instance, given a neighbourhood of English, E, T, A and O are the foremost common, while Z, Q and X are rare. Likewise, TH, ER, ON, and AN are the foremost common pairs of letters (termed bigrams or digraphs), and SS, EE, TT, and FF are the foremost common repeats.

- **MEASURES OF CENTRAL TENDENCY-** Measures of Central tendency (Mean, Median, Mode) Percentage Method. According to the data available further statistical tools may be applied. In statistics, a central tendency (or measure of central tendency) may be a central or typical value for a probability distribution. It may even be called a centre or location of the distribution. The most common measures of central tendency are the first moment, the median and therefore the mode.

Research tools:

The research tools adopted for the study are:

- **Questionnaire**-The questionnaire would be in structured form:

a) Open
b) Closed

The following information would be elicited from the questionnaire:

1) Demographic profile of respondents
2) Factors affecting interpersonal behaviour
3) How interpersonal behaviour affects managerial decision making
4) To evaluate the interpersonal relationships between individuals at same hierarchical level
5) To assess interpersonal relationship between superior and subordinate at the top and middle level
6) To evaluate the role of interpersonal behaviour in achieving employee motivation and social support.

• **Direct Interviews-**This method would be used to elicit information to get detailed overview of the topic.

Scope of study:

The study mainly focuses on interpersonal relationships between individuals at hierarchical level i.e.

• Middle Level-Peer to Peer Relationships
• Top and Middle Level Superior and Subordinate relationship
• The study is limited to Public Sector Companies from UP and National Capital Region
• The study is aimed to analyze the positive contribution of interpersonal behaviour in Public sector companies, at middle level peer to peer and for top and middle level relation between superior and subordinate.

Justification for the Research:

Since it is an upcoming study and it was not undertaken by many scholars so as a research scholar it was an interesting topic to deal with. Moreover analyzing broadly the employees today are there with any organization not for the salaries and incentives only but because of the Job

satisfaction they derive through interpersonal behavioural factors.

❖ **Study Design:**

The above study followed a cross-sectional design that suggested the findings do not provide a causal inference (Holland, 1985). However, various TESTS and Research Tools are used with different samples from UP & NCR that were collected to determine the various relationships in the research such as determining the antecedents of workplace deviance and the predictive validity of the newly developed scale. The validity of Study was strengthened through the results from qualitative study that helped with the understanding of the concept of witness behaviour towards deviance. This was further verified by using two quantitative studies that determined the reliability and validity of the newly developed scale. The hypothesised relationships of Study were also verified by using a multi-group analysis in two different samples. Though the methodological features do not establish a causal status of the relationships reported in the research, they do contribute exceptionally towards the research findings.

Industry Specific: The theoretical relationships predicted and analysed are based on organization context-free models, as the focus was to test the model and the relationships across two different regions were PSU's are located that are known to have different cultures. Future research would benefit from testing the relationships in various industries as different industries have different norms (Pennings & Gresov, 1986).

IV. CHAPTER-4 DATA ANALYSIS AND INTERPRETATION

Introduction

The previous chapter presented the methodology adopted for this investigation, while this chapter presents the statistical analysis of the info and therefore the interpretation of the results. After the data has been collected, it is processed using SPSS software. The statistical techniques adopted are means and variance, analysis of variation, Pearson's Correlation, and Regression. SPSS 18.0, statistical software, has been wont to conduct various statistical analyses. The results obtained thereby have been presented and interpreted. This has been done after obtaining the perception of Interpersonal behavior existence for improving Employee performance by organizational employees, planning and conduct of motivation activities, and their perceptions on contribution made. Aim of this investigation is to inquire into influence of various factors of Interpersonal behavior between superiors and subordinates to improve their performance on the employee contribution made towards their organizations strategy. The collected data has been subjected to statistical treatments to reach the relevant conclusions. It begins with the characteristics of the sample, sample design and therefore the descriptive statistics of the variables. Suitability and reasonability of the statistical instruments employed an analysis of their reliability and validity has been included. It is also intention of the researcher to report significant finding vis-a-vis attitudes of employees of variable demographics, namely, gender (male and female), age (≤25, 26-35, 36-45, 46-55, 56≥), highest level of education (Masters, M.Phil, PhD), legal status (married and unmarried), work experience (2-5, 6-10, 11-15, 16-20, 21-25 and 26> years), experience within the current position (designation) and experience in the current organization.

Statistical analysis and interpretation of data

The chapter has been organized under the following sections:

1. Descriptive statistics **(frequency, means, variance and percentages)**
2. Bivariate analysis **(Correlation)**
3. Multivariate analysis **(Regression)**
4. Univariate analysis **(ANOVA).**

4.2 Sample Characteristics

The technique of judgment and convenience sampling has been employed to determine sample for the study. A handy mix of organizations from Public Sector Companies, from various areas like manufacturing, research and development, to represent the population of Indian organizations. An aggregate of 700 questionnaires was distributed personally by hand by the researcher, out of which 587 completed questionnaires were returned, comprising a response rate of 46.7%.

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Total Questionnaires Distributed	**700**
Questionnaires Received	587
%age Received	**83.9%**
Relevant Response Received	432
%age of the Total Questionnaire Received	**73.6%**

Particulars	**Uttar Pradesh**	**Delhi + NCR**	**Total**
PSUs'	13	10	23
X1 - Top Level Response Received	250	114	364
X2 - Middle Level Response Received	160	63	223
Total Response Received	**410**	**177**	**587**
%age response received distribution	**70%**	**30%**	

Tables from 4.1 to 4.9 present the profile of the respondents with reference to gender, age, highest level of education; legal status, working experience; experience within the current position and experience in the current organization, Names of the respondent organizations have been omitted on their instructions. All the respondents were full-time employees who had completed at least two years in service with their present organizations.

4.3 Respondent profile

The sample of respondents was drawn from ten different PSU's and manufacturing organizations located in Uttar Pradesh & National Capital Region. The number of participants varied amongst the organizations - highest being 30.2 % from one manufacturing company and the least 2.97% from Telecom & Aviation companies. The sample drawn was fully representative.

In order to establish the stated objectives, we developed a questionnaire that consisted of various sets of questions. While the first set consisted of fifteen demographic questions (gender, age, educational level, hierarchical level, nature of job, Annual income, type of company), the set of questions consisted of questions concerning interpersonal relations: (1) overall perceptions of interpersonal relations during a company, (2) perceptions of superior – subordinate relations, and (3) perceptions of relations among peers.

In order to assess the general perceptions of interpersonal relations in one's company, the respondents were asked three questions. Firstly, they were asked to gauge how important for them good interpersonal relations at work are. When compared with respondents classified by position of employees and income, interpersonal relations in the companies than were only employees from the Public Sector Undertakings.

Table 4.1: Indicating Frequency and Percentage based on Departments

Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Personnel & Administration	166	32.7	33.0	33.0
Research & Development	127	13.4	13.5	46.5
Purchase & Procurement	97	24.8	25.0	71.5
Operations	42	28.2	28.5	100.0
Total Responses	432	99.0	100.0	

In terms of functional departments, the above table indicates that 33.0% of the respondents were from the Personnel & Administration department, 13.5% from Research & Development, 24.8% from Purchase & Procurement, and 28.5% from Operations.

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Table 4.2: Indicating Frequency and Percentage based on Designation				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Head of Department	49	24.3	25.0	25.0
Senior Manager	30	14.9	15.3	40.3
Manager	20	9.9	10.2	50.5
Assistant	24	11.9	12.2	62.8
Immediate Supervisor	47	23.3	24.0	86.7
Entry Level	26	12.9	13.3	100.0
Total Responses	432	100.0		

In terms of designation, the above table indicates that 25.0% of the respondents were Heads of Departments, 15.3% were Senior Managers, 9.9% Managers, 11.9% Assistant managers, 23.3% Supervisors, and 14.6% Entry Level.

Table 4.3: Indicating Frequency and Percentage based on Gender				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Female	156	21.8	22.8	22.8
Male	276	73.8	77.2	100.0
Total Responses	432	95.5	100.0	
		100.0		

The above table indicates that most of the respondents (63.8%) were male, followed by female (36.1%) in terms of gender.

Table 4.4: Indicating the Frequency and Percentage based on Age				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
25- years and Below	26	12.9	12.9	12.9
26-35 years	144	71.3	71.3	84.2
36-45 years	86	9.4	9.4	93.6
46-55 years	92	9.5	9.5	97.5
56- years and Above	84	8.6	8.6	100.0
Total Responses	432	100.0	100.0	

The above table indicates that most of the respondents were from the age group between 26 – 35 yrs (71.3 %) followed by 25 yrs and below (12.9 %), 36-45 yrs (9.4 %) and the least was from 56 yrs and above (8.6 %).

Table 4.5: Indicating the Frequency and Percentage based on Education				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Diploma	78	5.0	5.3	5.3
Bachelor's Degree	93	36.9	38.9	54.2
Masters Degree	178	49.7	48	94.7
Ph D	83	5.0	5.3	100.0
Total	432	94.1	100.0	

The above table indicates that most of the respondents were having Masters Degree (48.9%), followed by Bachelor's degree (38.5%), Ph D (5.3%) and Diploma holders (5.3%).

Table 4.6: Indicating the Frequency and Percentage of Marital Status				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Married	312	55.0	55.3	57.7
Single	120	31.5	31.5	100.0
Total	432	83.2	100.0	
		100.0		

The above table showing marital status of respondents indicates that most of the respondents were Married (57.7%) followed by single respondents (31.3%)

Table 4.7: Indicating the Frequency and Percentage of Total Work Experience				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
2-5 years	80	12.7	34.7	34.7
6-10 years	67	10.0	28.2	62.9
11-15 years	111	32.5	16.8	79.7
16-20 years	77	11.0	6.9	86.6
21-25 years	53	9.7	5.9	92.6
More than 25 years	44	7.4	7.4	100.0
Total	432	100.0	100.0	

The above Table indicates that most of the respondents were having a work experience of 2-5 yrs (12.7%), followed by 6-10 yrs (10.2%), 11-15 yrs (32.8 %), >25 yrs (7.4%), 16-20 yrs (11.9%) and least from 21-25 yrs with (9.9%).

Table 4.8: Indicating the Frequency and Percentage years in Current Position				
Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
2-5 years	140	69.3	70.0	70.U
6-10 years	38	18.8	19.0	89.0

11-15 years	112	49.8	6.0	95.0
16-20 years	90	22.9	3.5	98.5
21-25 years	52	15.6	1.5	100.0
Total	432	99.0	100.0	

The above table indicates that most of the respondents were holding to their current position for 2-5 (70.0%) yrs, followed by 11-15 yrs (49.0%), 16-20 yrs (22.9 %), 21-25 yrs (15.5%) and least from 6-10 yrs with (18.5%).

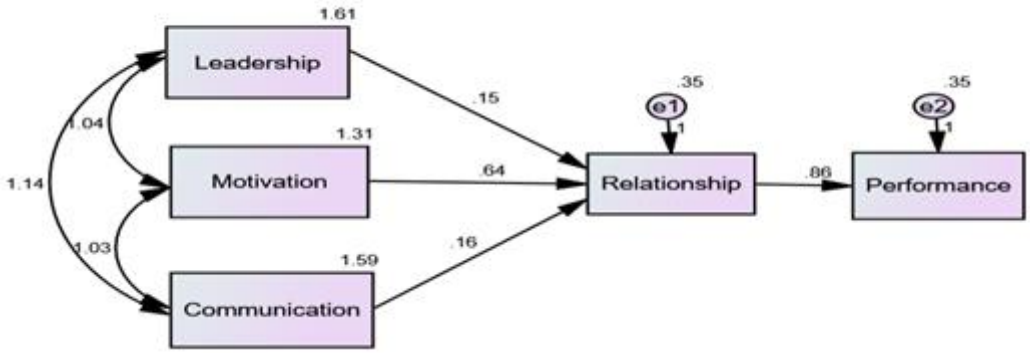
Table 4.9: Indicating the Frequency and Percentage of Total years Working in the Current Organisation

Particulars	**Frequency**	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
2-5 years	129	63.9	64.8	64.8
6-10 years	40	19.8	20.1	84.9
11-15 years	72	43.6	8.5	93.5
16-20 years	120	61.5	4.0	97.5
21-25 years	23	9.8	1.5	99.0
More than 25 years	48	19	1.0	100.0
Total	432	98.5	100.0	
		100.0		

The above table indicates that most of the respondents were working in the current Organization for a period of 2-5 yrs (64.8%) followed by followed by 16-20 yrs (61.1%), 11-15 yrs (43.5 %), 21-25 yrs (19.8%), 6-10 yrs with (19.5%) and the least from More than 25 yrs (19.0%).

In order to assess the overall perceptions of interpersonal relations in one's company, the respondents were asked few closed ended questions. Firstly, they were asked to evaluate how important for them are good interpersonal relations at work. As it can be seen from Figure 1, for organisations employees, interpersonal relations at work are considerably very important with respect to three factors Motivation, Communication and Leadership which lead to enhancement in Employee Performance. When compared with respondents classified by Position, Income, Qualification and Age to understand the interpersonal behaviour at all levels within the organisations. When analyzed by AMOS Model, only respondents from Public Sector Organisations perceive interpersonal relations in their companies less important than employees.

Objective 1: To study the factors of Interpersonal behaviour



The above figure shows effective Leadership, motivation and Communication, promotes healthy interpersonal relationship among employees and it leads to effective organisational performance. The observed CFI = .906, RMSEA= .035 and AGFI = .908.

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Relationship	<---	Leadership	.748	.033	4.515	***
Relationship	<---	Motivation	.643	.036	17.644	***
Relationship	<---	Communication	.657	.033	4.756	***
Performance	<---	Relationship	.859	.022	38.967	***

It becomes clear from the above table effective leader at Lower level, the leader must have the ability to motivate to get the work done because actual work is done at this level of management and secondly it must have the power to speak its workers problems, recommendations and suggestions, etc to the upper level. So the leader's ability to motivate is equally important as communication which ultimately leads empathy and understanding and it promotes employee performance. The above model evidenced that Leader's Interpersonal skills such as leader's Ability to Motivate and Communicate, had a positive effect on interpersonal relationship and employee performance.

Objective 2: To examine the effect of interpersonal behaviour on employee performance.

The collected data were analysed by the use of SPSS version 21 using descriptive and inferential statistics. The statistical reliability (Cronbach Alpha) of the instruments was: The Employee Basic Task Performance Scale. The reliability of the scale α = .886 for 05 items and for Leader Member Exchange Scale α = .979 for 7 items, which according to Andrew, Pedersen and McEvoy (2011, p. 202) is considered reliable. Bivariate analysis was used to analyse the questions and objective of the study. The question in the questionnaire is as follows: regardless of your formal authority at work, what are the chances that you (the supervisor) will stand up for your subordinates at your expense. This question highlights the stages of influence between the leader and member relationships at work. Kelman (2006) added three perspectives to the already existing stages of relationships. The perspectives are compliance, identification and internalization. Stage one is when the leader's influence on subordinates is according to the process of compliance. The relationship between supervisors and subordinates are based on contractual transactions. The relationships are driven by the goal to achieve rewards i.e. recognition and praise, or punishments and poor performance appraisals. The power (authority) source of the leader is predicated on the power to withhold resources. Stage two is acquaintance, where the influence between supervisor and subordinate moves towards identification. Both personalities are developing and describing the role required in their relationships. Power (authority) source is predicated on mutual liking and therefore the desire to reinforce relationship quality. Stage three is where the influence is by the process of internalization. Both supervisor and subordinates have developed value and belief systems. Power (authority) source is predicated on mutual trust (Kelman, 2006).

Willingness of supervisors to stand up for subordinates: supervisor's response

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	2.8	2.8	2.8
	Rarely	62	12.4	12.4	15.2
	Moderate	163	32.6	32.6	47.8
	High	158	31.6	31.6	79.4
	Very High	103	20.6	20.6	100.0
	Total	500	100.0	100.0	

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The results presented in above table indicate that 2.8% of the supervisors are not willing to stand up for the subordinates. 12.4% of the supervisors agreed that they will stand up for them to rare extent. 32.6% indicated that they will moderately stand for the subordinates. 31.6% of the supervisors agreed that they will highly stand for the subordinates. 20.6% of them are in support of highly standing up for the subordinates. The percentage (84.8%) of those supervisors willing to demonstrate the presence of moderate to very high interpersonal relationship by standing up for subordinates is more than those not willing (none and small) to stand up for subordinates (15.2%). Such an over whelming support for subordinates is as a result of mutual trust that has developed between supervisors and subordinates over time. The willingness of the supervisor to stake his authority for the subordinate is also evidence that trust was important in their relationship.

Respondent Type	Variable	Mean	Standard Deviation	Correlation R	Significance p
Supervisor	Total interpersonal relationships	32.57	5.79	0.528	0.00
	Total employee performance	45.25	5.79		
Subordinates	Total interpersonal relationships	32.23	11.65	0.635	0.00
	Total employee performance	44.33	6.91		

The Spearman's Rho (r_s) measures the strength and direction of the relationship between two variables. Here, among 250 employees the interpersonal relationship among employees and total employee performance according to Spearman's Rho (r_s) = 0.635 ($p < 0.05$). The relationship was in the positive direction and significant association between interpersonal relationship and employee performance for the subordinate employees was found in the construct. The correlation coefficient for supervisors as per Spearman's Rho (r_s) = .528 ($p < 0.05$) for employee performance with 250 supervisors. It indicates the presence of a moderate relationship in a positive direction and it is not statistically significant. Treiman (2009) was of the view that when there is a weak relationship between two variables, there might be a causal connection between the variables.

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Correlation between Employee performance constructs and LMX (Leader member exchange) constructs

			Timeliness	Quality of Work	Quantity of Work	Need for supervision	LMX (Overall Interpersonal relation)
Spearman's rho	Timeliness	Correlation Coefficient	1.000	.314**	.307**	.495**	.135
		Sig. (2-tailed)	.	.000	.000	.000	.125
		N	500	500	500	500	500
	Quality of Work	Correlation Coefficient	.314**	1.000	.917**	.499**	.488**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	500	500	500	500	500
	Quantity of Work	Correlation Coefficient	.307**	.917**	1.000	.531**	.494**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	500	500	500	500	500
	Need for Supervision	Correlation Coefficient	.495**	.499**	.531**	1.000	.805**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	500	500	500	500	500
	LMX (Overall Interpersonal relation)	Correlation Coefficient	.135	.488**	.494**	.805**	1.000
		Sig. (2-tailed)	.125	.000	.000	.000	.
		N	500	500	500	500	500

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

The above table shows the relationship between LMX construct i.e overall interpersonal relationship with employee task performance. The result shows timeliness is weakly correlated the Spearman's Rho (r_s) = .135 with overall interpersonal relationship among employees and supervisors but it is not statically significant.This implies, on time completion of task has no relation with employees and supervisor interpersonal relationship. Punctuality on given solely depends on the employees' performance and his own perspective towards a given task and hence it has no relation with employee's interpersonal behaviour.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	198.322	1	198.322	198.853	.125[b]
	Residual	496.670	498	.997		
	Total	694.992	499			

a. Dependent Variable: Timeliness
b. Predictors: (Constant), Overall Interpersonal behaviour

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334[a]	.185	.284	.99866

a. Predictors: (Constant), Overall interpersonal behaviour

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The above result shows R^2 = .185 which shows interpersonal behaviour among employees and supervisor has 18.5% effect on timeliness. It is a moderate effect size and statistically insignificant.

Quality and Quantity of work with Interpersonal behaviour among employees and with Supervisor

Whereas the result shows through interpersonal behaviour among employees and supervisor better quality of work is maintained the The result shows Quality of work is moderately correlated having Spearman's Rho (r_s) = .488 with overall interpersonal relationship among employees and supervisors and it is statically significant. Similarly for Quantity of work is moderately correlated having Spearman's Rho (r_s) = .494 with overall interpersonal relationship among employees and supervisors and it is statically significant Which implies, quality and quantity of work has moderate relation with employees interpersonal and employee supervisor interpersonal relationship.

ANOVA[a] (Quality of Work)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	148.559	1	148.559	134.977	.000[b]
	Residual	548.113	498	1.101		
	Total	696.672	499			

a. Dependent Variable: Quality of Work
b. Predictors: (Constant), Overall interpersonal behaviour

Model Summary (Quality of Work)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462[a]	.213	.212	1.04911

a. Predictors: (Constant), Overall interpersonal behaviour

Model Summary (Quantity of Work)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482[a]	.233	.231	1.03792

a. Predictors: (Constant), Overall interpersonal behaviour.

ANOVA[a] (Quantity of Work)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.751	1	162.751	151.077	.000[b]
	Residual	536.481	498	1.077		
	Total	699.232	499			

a. Dependent Variable: Quantity of Work
b. Predictors: (Constant), Overall interpersonal

The multiple linear regressions is used to ascertain the dimension of Workplace Interpersonal Relationship with the most predictive influence on organizational productivity. The result revealed that workplace Interpersonal Relationship significantly influenced organizational productivity The interpersonal relationship concerns peer associates, superior and subordinate, or groups and organizations, the relationships that conform to the above result shows positive effect, quality of work R2 = .213 i.e. 21.3% and quantity of work R2 = .233 i.e. 23.3% on employee performance which provides greater understanding, cooperation, and freedom of activity; this leads to more creativity, higher work output, also as individual, group, and organizational growth. Hence, it can be concluded that better interpersonal relationship among employees and with supervisor leads higher work output as well as organization growth. From the study it is revealed that relationship can be formal or informal. However, relationship is born, fed, nurtured and it grows. It is born at the extent of acquaintance relationship; it's fed at associate relationship and is nurtured at friendship. It is very important to emphasize that relationship is the ladder to gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because

interpersonal relationship is a social link between two or more people working in the organisation.

Need for Supervision

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	539.150	1	539.150	2302.715	.000[b]
	Residual	116.600	498	.234		
	Total	655.750	499			

a. Dependent Variable: Need for supervision
b. Predictors: (Constant), Overall interpersonal behaviour.

The above table shows the relationship between LMX (Leader member exchange scale) construct i.e. overall interpersonal relationship with supervision. The result shows supervision is highly correlated the Spearman's Rho (r_s) = .805 with overall interpersonal relationship among employees and supervisors and it is statically significant. This further implies, need for supervision is highly related with employees and supervisor interpersonal relationship. Because quality and quantity of work when managed properly through good interpersonal relationship among employees it gives ample space for supervision because Supervisors play a pivotal role in the development of workers under their supervision. Relationships between supervisors and their employees provide much of the influence in good organizational communication. Supervisors often function as a go-between in communicating directives from top managers and reporting feedback from their employees. They also lead discussions within their work groups. Employees also appreciate an approachable supervisor who they can go to when they need additional help on a project or advice in a challenging situation.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907[a]	.822	.822	.48388

a. Predictors: (Constant), Overall interpersonal

The multiple linear regressions is used to ascertain the dimension of Workplace Interpersonal Relationship with the most predictive influence on organizational productivity.

The result revealed that workplace Interpersonal Relationship significantly influenced organizational productivity The interpersonal relationship concerns peer associates, superior and subordinate, or groups and organizations, the relationships that conform to the above result shows positive effect, for need for supervision R2 = .822 i.e. 82.2%. Proper super vision definitely has positive effects in overall growth of organization, but it can also cause damage if supervisor abuse or misuse their influence. Employee burnout, emotional exhaustion, poor performance and turnover are among the issues that result when supervisors aren't supportive or abusive in their roles. Often, poor supervision at battlefront levels results from an organizational culture where such approaches to leadership and supervision filter down from upper management. Every employee in the organization has talents, skills, and experience. When the supervisor helps fellow employees harness their best abilities, and it gives benefit to the organization immeasurably and the growth of individual employees benefits the whole.

Objective 3: To study interpersonal relationship between individuals at same hierarchical level.

Workplace interpersonal relationship is that the social association, connection or affiliation between two or more people in a corporation. Developing interpersonal relationship may be a serious business that yields dividends to those committed there to Maxwell (2004) observed that a thing brings two persons together to form them remain within the context of relationship. Such things could also be common interest like desire, aspiration or a goal. The above objective is considered for the study to measure to what extent the workplace interpersonal relationship exists between employee to employee of same hierarchical level in any organization. This kind of relationship can be formal or informal. However, relationship is born, fed, nurtured and it grows. It is

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born at the extent of acquaintance relationship; it's fed at associate relationship and is nurtured at friendship. It is very important to emphasize that relationship is the ladder to gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because interpersonal relationship is a social link between two or more people.

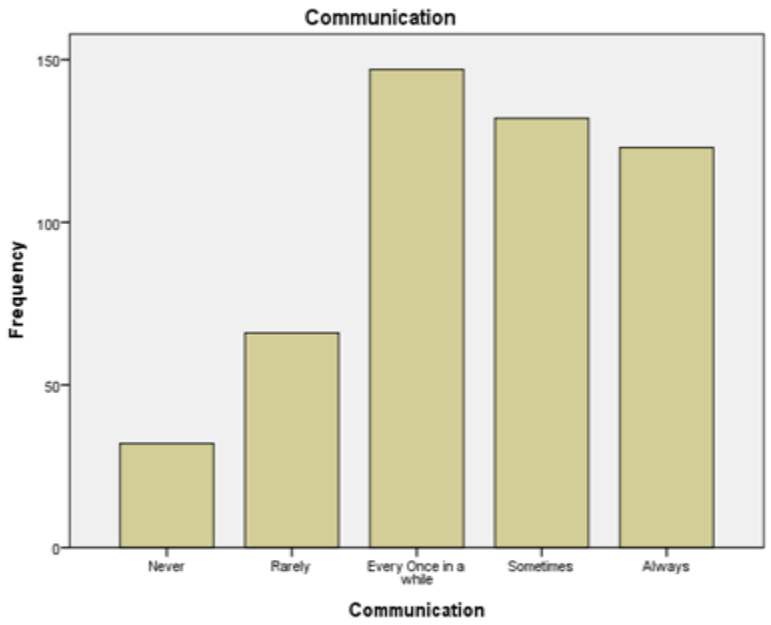
Reliability Statistics

Sl.No	Variables	Number of Items	Number of Cases	α
1	Interpersonal Communication	05	250	0.739
2	Team Work / Group	04	250	0.714
3	Social Support	04	250	0.721
4	Empathy and understanding	03	250	0.706
5	Motivation	03	250	0.801

The above table represents different Cronbach's Alpha values for the 05 constructs of the scaled questionnaire which were all considered for the study. Over all, the α values indicates that there is internal consistency of the variables scaled and the variables construct exhibited moderate to strong internal reliability. The results therefore confirmed that the instrument used for this study had satisfactory construct reliability.

Communication

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Never	28	11.2	11.2	11.2
Rarely	46	18.4	18.4	29.6
Every Once in a while	96	38.4	38.4	68.0
Sometimes	80	32.0	32.0	100.0
Total	250	100.0	100.0	



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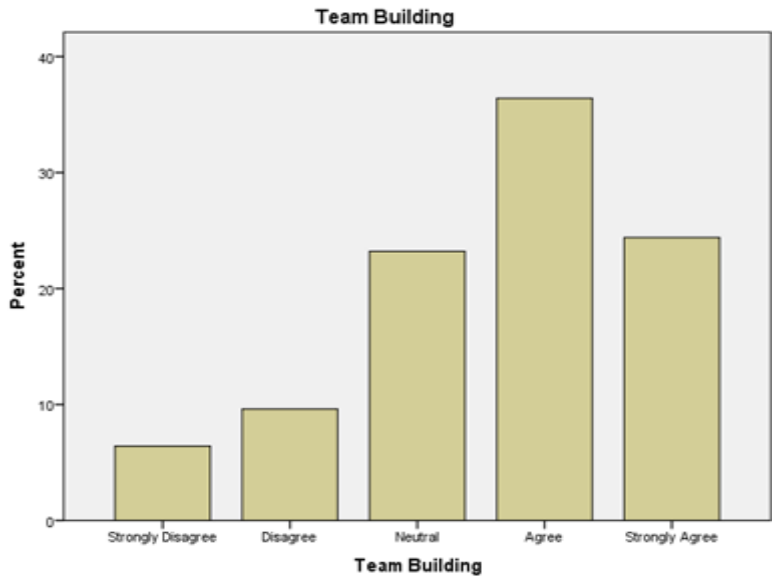
Interpersonal Communication: From data analysis it is found that, employees at the same hierarchical level exchange their ideas, emotions and opinions through words, letters, and symbol among two or more people more conveniently. On the other hand, effective interpersonal communication helps to disseminate information which is related to the daily performance of an employer's job and also important if the worker is expected to be an effective member of staff. As communication plays a pivotal role in all types of relationships whether it is personal or professional, a healthy employee relationship ensures a positive environment at work and also helps the workers to realize their targets at a way faster rate. Employers who have open lines of communication with managers are more likely to create effective work relationships with those managers, increase their relational identification, enhance their performance and contribute to organizational productivity. The table below shows there is normal communication between the employees at same hierarchy level.

Team Building

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	6.4	6.4	6.4
Disagree	24	9.6	9.6	16.0
Neutral	58	23.2	23.2	39.2
Agree	91	36.4	36.4	75.6
Strongly Agree	61	24.4	24.4	100.0
Total	250	100.0	100.0	

Out of 250 respondents 96 respondents shows employees at same hierarchy level usually communicate every once in a while which is almost 38% of the overall respondents chosen for the study. The data shows a proper communication act as glue that binds people together in an organization. From analysis it is found that people having proper communication they exchange the ideas, emotions and opinions through words, letters, and symbol. On the other hand, employees at the same hierarchy level communicate and disseminate information which is related to the effective daily performance of an employer's job. This shows a healthy employee relationship ensures a positive environment at work and also helps the employees to achieve their targets at a much faster rate.



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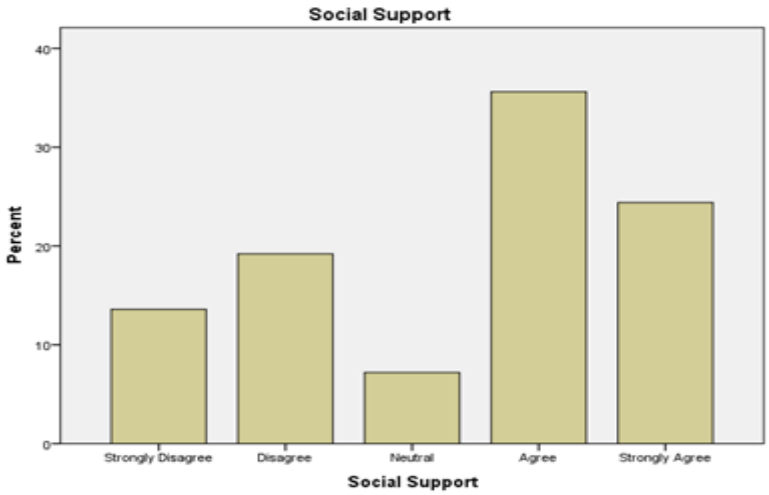
Team Work: Team work over the years has remained the ultimate competitive advantage adopted by most Indian organizations. In today's business scenario, teams have come to be considered as a central element in the functioning of organizations.

In this study the researcher found the use of teams has been facilitated for developing positive relationship between team-based working and the quality of products and services offered by an organization. Notably, most of the research literature indicates that the concept of team building becomes potentially, a powerful intervention for enhancing organizational performance through employee development when the circumstances of the specific team and organizational context are appropriate. The above table shows Out of 250 respondents 152 (91 + 61) respondents which is almost 61% agrees that interpersonal relationship between individuals at same hierarchical level contributes in developing effective team which facilitates for developing positive relationship between team-based working and the quality of services offered by an organization. Whereas out of 250 only 40 (16+24) respondents i.e. 16% considers interpersonal relationship between individuals at same hierarchical level doesn't contributes in developing effective team. Hence, this study depicts it is possible to design a system of teambuilding within every organization for employees in order to promote and distribute best practice and maximize output or productivity. From the analysed data the researcher concluded that organizations with teams attracts and retain the best people. This in turn it will create a high performance organization that is flexible, efficient, and most importantly, profitable. The researchers also agree with the views of previous reviews and therefore conclude that team building influences organizational productivity as a whole. Team work and Cooperation, with others, is an important part of interpersonal skills in the workplace. Even though each employee might have his or her own individual tasks and goals, the entire staff or team have the same goal. That goal is to help the company be successful. Without a good team, the workplace can be an unpleasant place, and the company will not succeed.

Social Support

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	34	13.6	13.6	13.6
Disagree	48	19.2	19.2	32.8
Neutral	18	7.2	7.2	40.0
Agree	89	35.6	35.6	75.6
Strongly Agree	61	24.4	24.4	100.0
Total	250	100.0	100.0	



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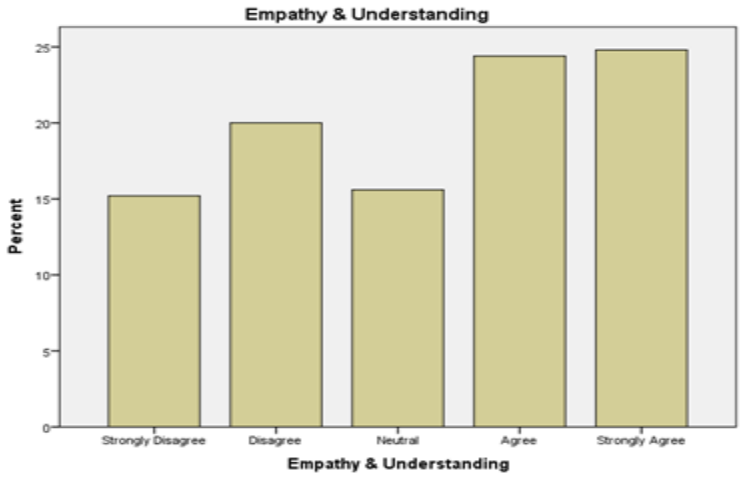
Social Supports: Social support appears to be the foremost studied dimension of interpersonal relationships at work. Social support refers to the helpful social interactions that exist between employees, employers, superior and subordinate in a corporation .Social support is taken into account a positive aspect of interpersonal relationships that's perceived as being better than other negative psychosocial factors at work. Furthermore, the shortage of social support can create stress and tension in a corporation. When an employee does not receive the required level of cooperation and support expected from superiors and other colleagues at the workplace, it could enhance the stress level which will ultimately impact on the level of productivity. Usually the norms and established traditions for interpersonal interactions will set the quality to what we consider minimum level of support. The above table shows Out of 250 respondents 150 (89 +61) respondents which is almost 60% agrees that interpersonal relationship between individuals at same hierarchical level contributes social supports which facilitates for developing positive relationship between employees. Social supports as involving perceptions that one has access to helping relationships of varying quality or strength, which give resources like communication of data , emotional empathy, or intangible assistance. Social support is assumed to be a critical job resource that creates the role demands that support is given. Workplace social support is defined as the degree to which individuals perceive that their well-being is valued by workplace source, such as supervisors, and the broader organization in which they belong. Whereas out of 250 only 82 (34+48) respondents i.e. 33% considers interpersonal relationship between individuals at same hierarchy observed lower level of social support could be detrimental to the employee and the organization. And out of 250 only 7% respondents remained neutral in their statement.

Empathy and understanding: Empathy is simply recognizing emotions in others, and being able to "put our self in another person's shoes" – understanding the other person's perspective and reality. To be empathic, we have to think beyond our self and our own concerns. People who are accused of being egotistical and selfish, or lacking perspective, have often missed the large picture, that they're just one person during a world with billions of other people.

Empathy & Understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	15.2	15.2	15.2
Disagree	50	20.0	20.0	35.2
Neutral	39	15.6	15.6	50.8
Agree	61	24.4	24.4	75.2
Strongly Agree	62	24.8	24.8	100.0
Total	250	100.0	100.0	



The researcher has tried to find out the existence of empathy and understanding through interpersonal relationship among employees and the result shows 250 respondents have mixed reaction on empathy and understanding. Almost 49% respondents i.e.123(61 + 62) respondents agrees that interpersonal relationship between individuals at same hierarchical level may have better empathy and understanding which facilitates for developing positive relationship between employees. Empathy and understanding involving perceptions that one has access to helping and understanding relationships of varying quality or strength, which provide resources such as communication of information, emotional empathy, or intangible assistance. Empathy and understanding is assumed to be a critical job resource that makes the role demands for which support of individual is required. In the workplace social support is also somehow responsible for better empathy and understanding and it is the degree to which individuals perceive that their well-being is valued by workplace source, such as colleagues, and the broader organization in which they belong. The data analysed shows 88 (38+58) respondents i.e. 35% considers interpersonal relationship between individuals at same hierarchy observed lower level of empathy and understanding could be detrimental to the employee and the organization. And only 24% respondents i.e. 39 employees remained neutral in their statement. Effective interpersonal relationship between individuals at same hierarchical level can have better understanding which increases people's interest in what others think, feel, and experience. It's a great gift to be willing and able to see the world from a variety of perspectives – and it's a gift that it can be used all of the time, in any situation in the organization.

Motivation: We need people around who can appreciate our hard work and motivate us from time to time. It is essential to have some trustworthy co-workers at the workplace who not only appreciate us when we do some good work but also tell us our mistakes. A path on the back goes a long way in extracting the best out of individuals. One needs to have people at the workplace who are more like mentors than mere colleagues.

Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	4.8	4.8	4.8
Disagree	26	10.4	10.4	15.2
Neutral	70	28.0	28.0	43.2
Agree	45	18.0	18.0	61.2
Strongly Agree	97	38.8	38.8	100.0
Total	250	100	100.0	

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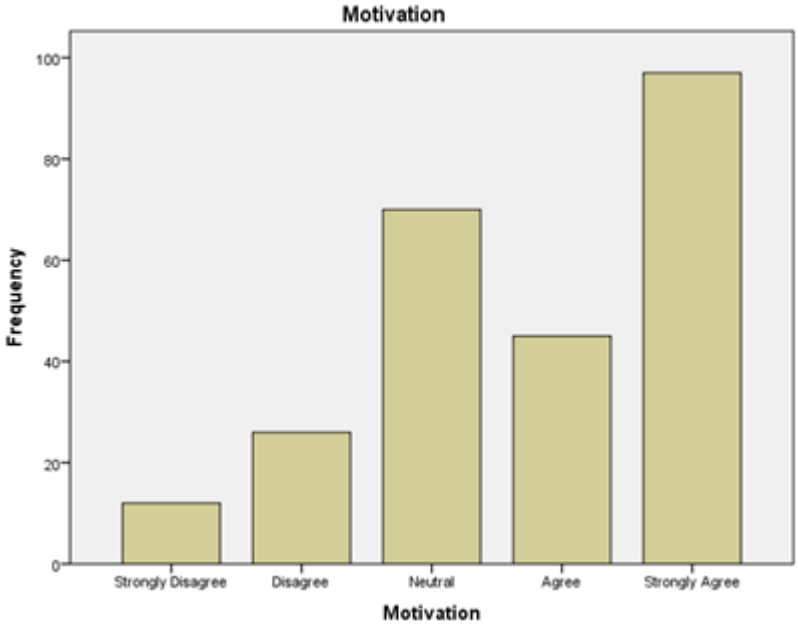

From the above data it is found that out of 250 respondents 142 (45+97) respondents i.e. 57 % strongly agrees on interpersonal relationship among employees motivates them to perform well in the workplace. We can say that motivational processes are responsible for initiating and directing human activity; they energize behaviour, generate and increase task engagement, and direct actions toward certain ends or goals. They are also inextricably linked with relational experiences. People bring their goals, values, hopes, and past regulatory experiences in touch on various sorts of relationships and interactions. Whereas only 38 (12+26) respondents i.e. 15% disagrees on interpersonal relationship and motivational forces, and only 28% respondents are neutral in their view. The nature of these motivational forces that bring people into contact with each other, and that keep them interacting, plays a critical role in relationships. This study describes the links between human motivation and the influential interactions and relationships that shape individuals' daily lives and long-term experiences. In addition developmental mechanisms for these relations are identified and mechanisms by which motivation strengthens people's relationships. Finally recent research has demonstrated the various implications for interpersonal relationships, showing that motivation impacts a variety of interpersonal processes from prejudice regulation, team work and objectification of others to empathy and understanding.

Correlations

		Communication	Team Building	Social Support	Empathy & Understanding	Motivation
Communication	Pearson Correlation	1	.187**	.230**	.131*	.234**
	Sig. (2-tailed)		.001	.000	.003	.000
	N	250	250	250	250	250
Team Building	Pearson Correlation	.187**	1	.292**	.392*	.184**
	Sig. (2-tailed)	.001		.000	.000	.003
	N	250	250	250	250	250
Social Support	Pearson Correlation	.230**	.292**	1	.226**	.120*
	Sig. (2-tailed)	.000	.000		.000	.005
	N	250	250	250	250	250
Empathy & Understanding	Pearson Correlation	.131*	.392	.226**	1	.361**
	Sig. (2-tailed)	.003	.000	.000		.000
	N	250	250	250	250	250

Motivation	Pearson Correlation	.234**	.184**	.120	.361**	1
	Sig. (2-tailed)	.000	.003	.005	.000	
	N	250	250	250	250	250

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The above data measures to what extent the workplace interpersonal relationship exists between employee to employee of same hierarchical level in any organization. This kind of relationship can be formal or informal. The values shows communication, team building, social support, empathy & understanding and motivation is correlated with each other and significant at 0.01 level and 0.05 level. This shows the level of acquaintance relationship is fed at associated relationship and is nurtured at same hierarchy level in the organisation. It is very important to emphasize that relationship is the ladder to gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because interpersonal relationship is a social link between two or more people. It is clear from the study that it is essential to have good trust among co workers / colleagues at the workplace who not only appreciate when some good work is done but also tell mistakes and lacunas. A pat on the back goes a long way in extracting the best out of individuals. One needs to have people at the workplace who are more like mentors than mere colleagues.

Objective 4: To assess interpersonal relationship between superior and subordinate at the top and middle levels.

The study identified pre-defined factors from theoretical review (Leader-Member Exchange theory) that influences Superior – Subordinate Relationship in the organization are Leadership quality, Soft skills, Team Work, Emotional Intelligence, Time Management, Communication and Motivation.

Variables	No of Items	Cronbach α
Leadership quality	04	.813
Soft Skills	04	.752
Team building / work	04	.851
Emotional Intelligence	03	.931
Time Management	03	.716
Interpersonal Communication	05	.794
Relational Justice	03	.806

Spearman's rho for interpersonal relationship between superior and subordinate.

	Leadership Style	Soft Skills	Team work	Emotional Intelligence	Time Management	Interpersonal Communication	Relational Justice
Leadership Style	1						
Soft Skills	.772**	1					
Team building / work	.880**	.692**	1				
Emotional Intelligence	.596**	.715**	.797**	1			
Time Management	.846**	.591**	.752**	.806**	1		
Interpersonal Communication	.662**	.677**	.761**	.750**	.607**	1	
Relational justice	.648**	.675**	.783**	.582**	.776**	.802**	1

** Correlation significant at the 0.05 level (2 Tailed)

The above analysis is based on the Leader-Member Exchange theory modified by Graen and Uhl-Bien (1995). The theory draws on the social exchange theory which acknowledges specific progression in interactions between leader (supervisor) and member (subordinate). The stages in the relationships are as follows ,the result shows there is existence of relationship among study variables consisting of Superior – Subordinate Relationship constructs in Organisations. From the above table, it is clear that all the constructs are significantly (positively) correlated with each other. The level of significance of correlation with spearman's' rho is at 0.05 level.

The respondent of the study feel that better Superior – Subordinate Relationship requires two way and open Communication between Superior and Subordinates. The employees believed that Job related Stress significantly impacts the Superior – Subordinate Relationship. Good communication between superior – subordinate will improve healthy organizational climate & high productivity. It is also effective communication for the career further. With the help of proper communication we can help in Problem solving, conflict-resolution strategies & to know about employee behaviour. To improve skills such as managerial skills, technical skills, personal skills, legal skills as we can see in the table the leadership style and soft skill where r = .772 this strong and positive correlation between the variables. One person should have a good understanding with superior through good professional capabilities . Better understand similarities and differences in leader and manager attributes desired by executives and superintendents. The relationship between supervisors and subordinates are based on contractual transactions. As we see the relationship between leadership style and relational justice the r = .648 ** which is moderate positive corelation this shows the relationships. The concept of relational justice describes the relation between the workers and their managers, who supposedly represent their respective organization. The consideration of employee viewpoints in matters concerning the employee's welfare and organization's growth is extremely essential. In relational justice, the employees are expected to be treated equally without bias, from supervisors or the management. Theoretical background clears the concept of relational justice and associated it to the group or work-unit level and to employee burnout suggesting that perceived justice among employees can explain well-being beyond the individual level. Similarly we can see the emotional intelligence is also related with leader support where r = .596, this is a positive relationship between the two variables here the influence between supervisor and subordinate moves towards identification. Both personalities are developing and describing the role required in their relationships. Power (authority) source of supervisor is completely based on mutual liking and the desire to enhance relationship quality with subordinate. Stage three is where the influence is by the process of internalization. Both supervisor and subordinates have developed value and belief systems. The relationship of superior- subordinate leads towards the successful project and healthy organization as well.

Objective 5: To examine the role of interpersonal behaviour in achieving employee performance through motivation and social support.

Social support and employee motivation is studied by the researcher through the dimension of interpersonal relationships at work. Social support refers to the helpful social interactions that exist between employees, employers, superior and subordinate in a corporation. Social support is taken into account a positive aspect of interpersonal relationships that's perceived as being better than other negative psychosocial factors at work. Furthermore, the shortage of social support can create stress and tension in a corporation. Similarly, the role of motivation in the work and activities of individuals and groups shows that motivation is a significant factor in the overall behaviour of people in a collective, space, environment, and that it is an indispensable instrument to build relationships, to achieve good results and efficient operations in modern conditions. Good motivation helps employees and managers to be constantly aware of the quality and relevance of their work, that they can use the necessary resources, that they are familiar with the effects of their work and that they expect recognition and benefits from their increased efforts and commitment to the job. The researcher has calculated Cohen's d in order to examine the role of interpersonal behaviour in achieving employee motivation and social support.

Cohen (1988) defined d as the difference between the means, M1 - M2, divided by standard deviation, s, of either group. Cohen argued that the quality deviation of either group might be used when the variances of the 2 groups are homogeneous.

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Cohen (1988) hesitantly defined effect sizes as "small, d = .2," "medium, d = .5," and "large, d = .8", stating that "there may be a certain risk in inherent in offering conventional operational definitions for those terms for use in power analysis in as diverse a field of inquiry as behavioural science:

Cohen's d = $(M_2 - M_1)/SD_{pooled}$

Group 1 = **Interpersonal behaviour among employees**
Mean (M) = 3.83
Standard deviation = 1.18
Sample size (n) = 500

Group 2 = **Social Support.**
Mean (M) = 4.45
Standard deviation = 0.99
Sample size (n) = 500

Cohen's d = (4.45 – 3.83) / 1.080116 = 0.574

The value of Cohen's d shows there is medium effect of Interpersonal behaviour among employees on social support. This shows social support refers to the helpful social interactions that exist between employees, employers, superior and subordinate in an organization. Social support is taken into account a positive aspect of interpersonal relationships that's perceived as being better than other negative psychosocial factors at work. Furthermore, the lack of social support can create stress and tension in an organization social supports as involving perceptions that one has access to helping relationships of varying quality or strength, which give resources like communication of data , emotional empathy, or intangible assistance. Social support is assumed to be a critical job resource that creates the role demands that support is given. Workplace social support is defined because the degree to which individuals perceive that their well-being is valued by workplace source, like supervisors, and therefore the broader organization during which they belong and the perception of these sources provide help to support their well-being.

Similarly when the effect of Interpersonal behaviour on motivation at workplace the following observation found.

Group 1=**Interpersonal behaviour among employees**.
Mean (M) = 3.83
Standard deviation = 1.18
Sample size (n) = 500

Group 2 = **Motivation.**
Mean (M) = 4.62
Standard deviation = 1.12
Sample size (n) = 500

Cohen's d = (4.62 – 3.83) / 1.150391 = 0.686

The value of Cohen's d shows there is medium to large effect of Interpersonal behaviour among employees on motivation. This shows motivation helps employees and managers to be constantly aware of the quality and relevance of their work. Motivation is one of the most important factors of organizational behaviour, in addition to organizational design, organizational changes, conflict management, team management and stress management. Secondly motivation participates in all areas of organizational as well as interpersonal behaviour among employees at workplace.

A better interpersonal relationship in the workplace develops motivation among employees to work which indicates the presence of their awareness of the driving force of motives for business, the quality of work, attitude towards work.

Table 5. The percentage of answers that significantly differ depending on the Position, Income ad Age of respondents

	Field of questions	**Position of Employees**	**Income of Employees**	**Age of Employees**
The percentage of answers that significantly differ depending on the position, income and age of respondents	Interpersonal relations	100% (3 out of 3)	100% (3 out of 3)	100% (3 out of 3)
	Superior – subordinate relations	63% (5 out of 8)	63% (5 out of 8)	63% (5 out of 8)
	Peer relations	0% (0 out of 5)	0% (0 out of 5)	0% (0 out of 5)

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	TOTAL	**50% (8 out of 16)**	**50% (8 out of 16)**	**50% (8 out of 16)**

Questions about Superior – Subordinate relations		**Age**	**Gender**	**Educational level**	**Hierarchical level**	**Size of company**
1. How would you assess your relationship with your superior?	ς	-0.015	-0.003	0.046	0.044	-0.038
	α	0.687	0.938	0.210	0.231	0.301
2. How often does your superior allow his/her subordinates to participate in decision-making?	ς	**-0.104**	**0.082**	0.064	-0.023	0.026
	α	0.006	0.025	0.080	0.540	0.488
3. Does your superior consult you before making a decision?	ς	**0.125**	**-0.084**	**0.126**	**0.248**	**-0.093**
	α	0.001	0.023	0.001	0.000	0.012
4. Are you free to tell your opinion to your superior?	ς	0.052	**-0.144**	**0.130**	**0.156**	-0.012
	α	0.168	0.000	0.000	0.000	0.755
5. Are you free to decide what to do on your job rather than being told by your superior?	ς	**0.112**	-0.086	**0.191**	**0.160**	-0.047
	α	0.003	0.019	0.000	0.000	0.205
6. How often do you oppose your superior?	ς	**0.126**	**-0.089**	**0.142**	**0.207**	**-0.079**
	α	0.001	0.016	0.000	0.000	0.032
7. How often your superior give does praise for work well done?	ς	-0.045	-0.023	**0.079**	0.033	-0.017
	α	0.236	0.529	0.032	0.377	0.642
8. Do you think that your superior spends enough time with his/her subordinates?	ς	**-0.091**	-0.064	0.031	0.000	0.009
	α	0.015	0.080	0.402	0.994	0.801

Table 6. Correlations between age, gender, education, hierarchical level and position of respondents for perceptions of superior – subordinate relations

Correlation is significant at the 0.01 level (2-tailed).
Correlation is significant at the 0.05 level (2-tailed).

Employees at upper hierarchical levels also are more frequently consulted by their superiors, feel freer to precise their views and style their own jobs, and oppose their superiors more often. Finally, employees in larger organizations are less often consulted by their superiors, and are not so eager to oppose them.

Overall, the respondents' answers concerning superior – subordinate relations vary in 63% of the cases counting on their age and academic level, in 50% of the cases counting on their gender and hierarchical level, and in 25% of the cases counting on the dimensions of the corporate that they work.

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Table 7. The percentage of answers that significantly differ depending on age, gender, education, hierarchical level and company size

	Field of questions	Age	Gender	Educational level	Hierarchical level	Size of company
Percentage of answers that significantly differ depending on the demographic characteristics of respondents	Interpersonal relations	0% (0 out of 3)	33% (1 out of 3)	0% (0 out of 3)	33% (1 out of 3)	33% (1 out of 3)
	Superior – subordinate relations	63% (5 out of 8)	50% (4 out of 8)	63% (5 out of 8)	50% (4 out of 8)	25% (2 out of 8)
	Peer relations	0% (0 out of 5)	20% (1 out of 5)	0% (0 out of 5)	60% (3 out of 5)	20% (1 out of 5)
	TOTAL	**31% (5 out of 16)**	**38% (6 out of 16)**	**31% (5 out of 16)**	**50% (8 out of 16)**	**25% (4 out of 16)**

Questions about Interpersonal relations in a company		**Age**	**Income**	**Position of employees**
1. How important are good interpersonal relations at work for you?	ς	**0.107**	**0.108**	**0.114**
	α	0.003	0.003	0.002
2. Evaluate the working atmosphere around you.	ς	**0.096**	**0.092**	**0.089**
	α	0.008	0.012	0.014
3. Which type of communication is the most difficult one for you?	ς	**-0.125**	**-0.131**	**-0.129**
	α	0.001	0.001	0.001

Table 8. Correlations between the position of employees and overall perceptions of interpersonal relations in a company

Correlation is significant at the 0.01 level (2-tailed).
Correlation is significant at the 0.05 level (2-tailed).

Table 8 depicts that a respondent's position in organisation significantly correlates with his/her perceptions of interpersonal relations in his/her company. All three variables of origin are found to be significant for the respondents' answers to all or any three questions. Accordingly, the share of the answers that significantly differ counting on the respondents' country of origin is 100%. Compared to their counterparts round the world, Croatian employees are significantly less curious about good interpersonal relations at work, they perceive the working atmosphere around them as significantly less positive, and they experience substantial problems when dealing with a specific group of co-workers, namely, their superiors.

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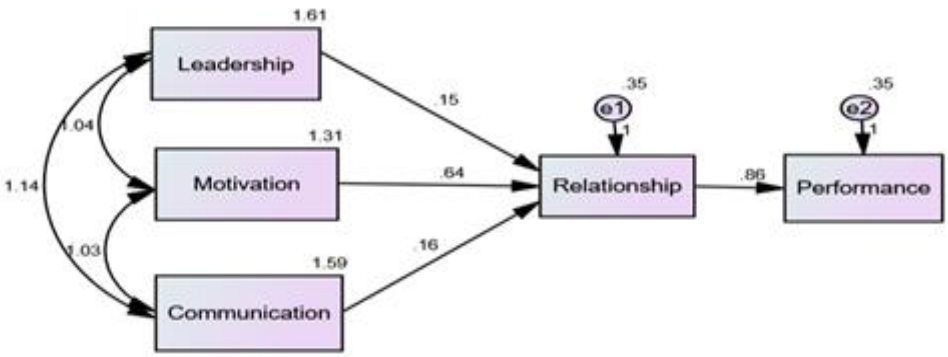
FINDINGS FOR THE RESEARCH



OBJECTIVE 1

Based on previous reviews it is proved that a positive Interpersonal relationship in workplace should be rotated in dispositional differences. Performance of members or employees in any organization depends on the ability for effective interaction with their subordinates and vice versa.

Interpersonal relationship in the organization has demonstrated that friendship at workplace can place improve individual employee attitude such as Job Commitment, Engagement and Job Satisfaction. Organization consists of group of people with similar aims, objectives and insights who cooperatively join hands together to achieve what individuals cannot achieve in isolation under a defective mechanism. This research is based on the Model Framework mentioned above. It is found that Leadership, Motivation and Communication are the main factors effecting interpersonal relationships at workplace. Many theories also supports the preposition that these characteristics impact social relationship between individuals (SACCO & SCHMITT,2005)

LEADERSHIP-

Past studies suggest that effective managerial role or leadership style creates a climate of openness and fun at workplace it also provides a better Team building effort with all strategies that encourage valued relationship at work. The above model shows the Path Analysis of leadership style with interpersonal relationship at a value of **r=0.865** which is significant at **0.01 level.**

MOTIVATION-

Leader's ability to motivate is also of great importance to leadership effectiveness and employee's performance. Many studies show that (BURKE 1992,GILL 2003,SIMS 2002 ,ULRICH 1998) shows that there are certain leadership skills and abilities which are positively associated with maintaining a high level of employee performance. It is successful due to the leader's ability to coach ,communicate, motivate and understanding others feeling, team building which clears that leadership has a positive link between ability to motivate and maintaining interpersonal relationship with promoting employee performance.

COMMUNICATION-

Appropriate interpersonal communication makes the organizational employee think about other employees of the organization. It recognizes their rights as specific and the rights of other employees also. Interpersonal communication can stand for their rights, disagree and present other points of view. The above data shows a proper communication among employees which gives a positive effect on interpersonal relationship. There is a positive relationship between interpersonal relationship and interpersonal communication. According to the data collected r=.521 which shows a moderate correlation communication and interpersonal relationship. The values are significant at 0.05 levels. The above point of interpersonal communication is assertion which is the most critical tactics in effective interpersonal communication with assertion strategy these are the mains that support employees to maintain their respect, satisfy their needs and defend their rights for organizational effectiveness.

OBJECTIVE-2

The relationship between supervisor and subordinate is based on contractual transactions which indicate 85% of supervisors are willing to

demonstrate the presence of moderate to very high interpersonal relationship.

- The Spearman RHO well measures the strength and direction of the relationship between supervisor and subordinate and it is found that a better leadership promotes effective Employee Performance. The correlation shows r=0.528 which is a moderate relationship in a positive direction.
- It is found that Interpersonal behavior among employees and supervisors provides a better quality of work with r=0.488 which is an overall Interpersonal Relationship among employees and supervisors and it is statistically significant.
- As far as Quantity of work is concerned it is moderately related with Interpersonal relationship ,among employees and supervisors which implies a good leadership skill leads to team building which works at lower level as well as middle level and to get the work done by the management.
- The study reveals the leader member exchange scale which includes constructs like overall Interpersonal Relationship and supervision which is highly correlated r=0.805 with overall Interpersonal relationship amongst employees and supervisors.
- The relationship between supervisors and their employees provides much influence in good Organizational Communication because supervisor often functions as a mediator in communicating directives from Top management and reporting feedback from their employees.
- The Model summary for both Quality of work and Quantity of Work are 21.3% and 23.3% on Employee performance. The Interpersonal relationship between the Superior and subordinates confirms that better Quality and Quantity of Work is directly proportionate with employee performance which provides greater understanding, operation and freedom of activity.

OBJECTIVE-3

- The study reveals the workplace Interpersonal relationship is the social association, connection or the affiliation between two or more people in an organization. The study measures to what extent the workplace Interpersonal relationship exists between employee to employee of same hierarchical level in any organization.
- The Data analysis shows that 39% of employees admit the Interpersonal relationship amongst peer is affected by effective communication, as effective Interpersonal communication helps to disseminate information which is related to the daily performance of an employer's job and also important when the employee is expected to be effective member.
- It is also found that 61% of the sample respondents agrees that Interpersonal relationship between individuals at same hierarchical level contributes in developing effective team which facilitates for developing positive relationship between team based working and Quality of service provided by the organization.
- This study depicts it is possible to design a system of team building within every organization for employees in order to promote and distribute the best practice and maximize the output productivity which will create a high performance organization with flexibility and profitability.
- The study reveals the Interpersonal relationship between individuals strongly affected by the social support that exists between employees. Social support appears to be the strongest dimension of Interpersonal relationship at workplace amongst the employees of same hierarchical level. Almost 60% of the overall respondents agree that Interpersonal relationship between individuals at same hierarchical level contributes social support which ultimately develops positive relationship between employees.
- Social support also involves the perception that one has excess to helping relationship which provides understanding and emotional empathy is equal to positive Interpersonal relationship.
- A positive Interpersonal relationship established from Social Support considers a positive aspect of effective employee performance through cooperation, support and reducing stress level among the peers which ultimately impacts on productivity of organization.
- 49% of respondents considers Interpersonal relationship between individuals at same hierarchical level have better empathy and understanding. Empathy and understanding is assumed to be a critical job resource that makes the role demand for the support of individual is required.

- Empathy and understanding could be detrimental to the employees and organization. It is a great gift to be willing and able to see people from variety of perspectives and it can be used at all time in any situation in the organization.

OBJECTIVE-4

- The study identified the various factors from Leader Member Exchange theory which shows that constructs are positively correlated with each other. Various constructs like leadership styles, Soft Skills, Team building, Emotional Intelligence, Time management, Interpersonal communication and relational justice and also important when the employee is expected to be effective member.
- The study reveals the respondents believe that Job related stress significantly impacts the Superior and subordinate relationship therefore a Good communication between superior and subordinate improves healthy organizational climate and high productivity.
- Leadership style, Managerial skill, Technical skill and soft skills are strong and positively correlated between the variables. One person should have good understanding with superior through good professional capabilities.
- Relational justice is also positively correlated with Interpersonal relationship r=0.648 which shows the relation between employee and their managers who are supposed to represent their respective organizations.
- The relational justice among the employees is expected to treat equally without bias from Supervisors/Manager.
- It is found that Emotional Intelligence is also related with leader support where r=0.596 which shows almost 60% of influence of Emotional Intelligence on superiors and subordinates.
- With Emotional Intelligence the Supervisor and Subordinate develops value and belief system and this relationship lead towards the successful project and healthy organization as well.

OBJECTIVE-5

- It is found that Interpersonal behavior has medium effect in achieving employee motivation and social support .This shows through Cohen's d=0.574 which is at medium level and it shows Social support interaction and employee motivation is affected by Interpersonal behavior.
- The study reveals that effect of motivation on Interpersonal behavior among employees it is found that motivation is responsible for medium to large effect in Interpersonal behavior among employees and vice-versa. This shows that motivation helps employees and managers to be constantly aware of the Quality and relevance for their work. Motivation is one of the most important factor of Interpersonal behavior, conflict management, team management and stress management
- Motivation participates in all areas of Interpersonal behavior like it helps in understanding employees; it helps in performing Quality of work, maintaining timeliness and organizational effectiveness.

Limitations and Suggestions for Future Research

Important questions about interpersonal workplace relationships still need to be answered. For example, we still know very little about how high-quality relationships are created in organizations. Future research could address ways to create these types of relationships, and to differentiate the relative impact of high-quality relationships as compared to other types of relational variables (e.g. trust, social support and affection) in explaining variation in psychological safety. We also emphasized that interpersonal

relationships are life-giving or life-depleting, but high-quality relationships, like other concepts (e.g. organizational identification, cf. Kreiner and Ashforth, 2004) can take many forms, including being neutral or even ambivalent. Future studies would benefit from careful examination of the emergence of relationship forms and their consequences and outcomes. We also note that we have not examined relationship vitality which is another manifestation of experiences of high quality relationships. Future research may benefit from assessing how perceived vitality in relationships contributes to psychological safety and learning behaviors in work organizations. In addition, it is imperative to consider relationships with different kinds of work colleagues (managers, co-workers and customers) and their influence on both psychological safety and learning behaviors in organization. For instance, one could enjoy high-quality relationships with co-workers but experience low-quality or corrosive relationships

with a boss or manager; these may have implications for both

Psychological safety and learning in organizations. Finally, future research could focus on the implications of learning behaviors on organizational outcomes, employing performance measures at the organizational level. We used structured surveys to collect the data. Although we pre-tested our measures and researchers have recently noted there is little evidence that common method variance exists (Spector, 2006) we realize the potential limits that arise from a study relying on single-respondents and self-report data. We attempted to mitigate the potential bias and common method errors by collecting data at two time points (Podsakoff et al., 2003). In addition, we used respondents 'assessments to report on relationships, psychological safety and learning behaviors in the organization as a whole, rather than asking questions about their own beliefs or attitudes. We ran a factor analysis on the items constituting our measures and no one factor emerged. Finally, following previous research (Bagozzi and Phillips,

1982; Shook et al., 2004), the results, as described above, of 'pairwise tests' using CFA of two related concepts (high-quality relationships and psychological safety) indicate that these concepts are distinct. These are encouraging and suggest that common method variance, though it cannot be entirely ruled out, may not be severe in the current study, but much work remains to be done. Although we rely on a scale that was developed in a previous work for measuring high-quality relationships, we think that it is important to invite attempts to further revise and refine it. In this study, we proposed a specific theoretical order from high-quality relationships to psychological safety, to learning. One might argue that the causal impact of our variables works in the opposite direction to what we tested. For example, it may be that an interpersonal context that feels psychologically safe encourages and enables the building of more high-quality relationships. Theoretically, we believe that high-quality relationships help in developing psychological safety. However, these relationships might reinforce one another, and with the current sample data we cannot make inferences of causality. Future research that deploys a more carefully controlled longitudinal design could explore these important questions of causality. In addition, we used a convenience sample of students and this might have affected our results, decreasing our ability to generalize the findings.

Future studies should test these relationships using a random sample of employees surveyed in the workplace. In addition, we examined only two aspects of subjective experience of being in a relationship—positive regard and mutuality—but not vitality emerging from relationships. Future studies might benefit from incorporating all three relational dimensions. Finally, it seems important to inquire about other, possibly unobserved, variables that foster psychological safety and learning behaviors at work. Though we have made a substantial effort to explain the importance of high-quality relationships for the development of psychological safety and enhancing learning behaviours, more research is needed to extend the set of explanatory variables, and simultaneously estimate the effect on learning behaviors.

V. CHAPTER-5 CONCLUSION

The saying goes, "It's all done with people." If the human ingredient is ignored, nothing else will work as well as it could. In the years to come, companies in which people collaborate best will have a competitive edge (Goleman, 1998). It has become obvious that the more the organizational climate nourishes interpersonal competencies, the more effective and productive it will be (Goleman, 1998). On top of that, the group's intelligence, the synergistic interaction of every person's best talents, is then maximized.

This research confirmed that good interpersonal relations at work are important (the respondents think that they are reasonably to extremely important). Moreover, the research revealed that some nations or cultures pay more attention to interpersonal relations in the working environment and therefore, according to the respondents' perceptions, enjoy better interpersonal relations at work. In particular, the correlation analysis showed that the Croatian employees perceive interpersonal relations at work in Croatia as significantly worse than employees worldwide.

In addition to the position of employees on interpersonal relations in companies, the study also focused on the interdependence between demographic characteristics of employees such as their age, gender, educational and hierarchical levels, the size of their companies, and their perceptions of interpersonal relations. However, there was no significant influence either on the overall perceptions of interpersonal relations, or on the perceptions of superior – subordinate or peer relations.

What an employee should do, irrespective of their vertical or horizontal positions, is to communicate with each other frequently and frankly, to actively listen to each other, and be empathetic. Managers should adopt the participative management style, and teamwork, collaboration and cooperation should characterize companies while achieving shared goals.

Many practitioners engaged in human resources work are very interested in the sense of loneliness in the workplace. They are accustomed to using "workplace autism" to define this kind of negative sentiment spreading in the workplace. In short, the reality of the workplace and the actual needs of management all re-quire that our academic community must give more attention and study to the sense of loneliness in the workplace. The study of loneliness in the workplace in foreign countries is also in the rising stage. Its research results are still not abundant and do not form a complete theoretical system.

- Firstly, within the study of loneliness within the workplace, there aren't many empirical studies on workplace loneliness from the attitude of organizational climate. Although many scholars believe that the organizational climate is an important factor influencing loneliness in the workplace, only a few scholars have examined in detail the relationship between organizational climate and workplace loneliness. Moreover, the dimensionality of the organizational climate has been very rough. From the perspective of Lewin's group dynamics and man-environment matching theory, the sense of loneliness in the workplace is generated during the interaction between employees and organizations. The generation of loneliness in the workplace is examined from the perspective of organizational climate. Matching research trends, future research should examine the relationship between organizational dimensions and workplace loneliness.
- Second, there is a lack of research on the effect of loneliness in the workplace on outcome variables. Most studies only discuss the correlation between the two. Only Öya Erdil and Öznur Gülen•Ertosun (2012) found that the sense of loneli-ness in the workplace influences employee turnover tendencies (supplementary new ones) through the mediating role of organizational commitment. In the future research, examining the influence mechanism of loneliness in the workplace on outcome variables should be the focus of research psychology
- Thirdly, there is still controversy on the separation of influence variables and outcome variables in the sense of loneliness in the workplace. Some variables and the sense of workplace independence may influence each other, such as job burnout and workplace loneliness. Some studies believe that job burnout induces workplace. Loneliness, but also some scholars believe that workplace loneliness is the cause of job burnout (Pines & Aronson, 1988). The relationship between many variables and loneliness in the workplace may not be as simple as impacts and impacts. The relationship between the two may be mutually influenced. In future studies, special attention should be paid to not arbitrarily drawing on the basis of detailed data analysis.
- The goal of this study was aimed toward exploring the interpersonal relations among construction employees. To achieve this purpose, the study adopted the utilization of existing literature via desktop. The definition of what constitutes interpersonal relations was captured supported by the benefits interpersonal relationship in the context of employees. The study established that human relations contribute to productivity on the development site. The study contributes to knowledge with the suggestion of the factors that could influence interpersonal relationships as well as the provision of an in-depth explanation of interpersonal relations that makes the theoretical conception of the study comprehensive. The study concludes interpersonal relations perform a really vital role in every organization also as all levels of human endeavor that drive output of firms. As a result, within the housing industry as a labor intensive sector, management must strive to determine such relationship to foster harmony. The study further concludes that good relations at the workplace install integration that brings together of individuals from the varied ethnic background and different groups and association to figure cooperatively and productively. This would drive social fulfillment with the philosophy of motivation during a work situation. Management must also endeavor to possess human relations as a part of the firm's policy to foster right working environment the desire drive employees to figure consonant. The study also proved that vibrant interpersonal relationships within the

organization creates a union and encourage employee satisfaction that further enhances employee's operational efficiency. The study recommends Managers of construction firms to institute good interpersonal relations in their corporate objectives thanks to the associated benefits that emanate from such good practice.

- Organizations are appreciating that workplace interpersonal relationship helps them to create stronger bond with employees. As such workplace interpersonal relationship can build and enhance relationships and strengthen commitment to the corporate and improve the employees' work attitude which can later impact on the extent of organizational productivity. The results of the research reveal that if workplace interpersonal relationship components (employee communication, team building, social support and relational justice) are adopted in organizations and managers devotes attention relentlessly to it, it will enhance the level of productivity. The study thus concludes that workplace interpersonal relationship affects organizational productivity in Public Sector Undertakings.

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