

INTERPERSONAL RELATIONSHIPS AS CORRELATES OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE

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Abstract

The study examined interpersonal relationships as correlates of teachers' job satisfaction in public secondary schools in Awka Education Zone. It adopted a descriptive correlational survey research design. Two research questions and two null hypotheses were formulated to guide the study. Out of the population of 1,639 teachers working in the zone, 156 teachers were randomly selected as the sample of the study. The data collected from the questionnaire were analyzed using Pearson product moment correlation coefficient while the null hypotheses were tested at .05 level of significance. The results revealed that there was a positive relationship between interpersonal relationship among the teachers and school administrator and teachers' job satisfaction in public secondary schools in Awka Education zone. Based on the findings of the study, recommendations were made amongst which is that school administrators should create a friendly environment amongst the school administrator and teachers that could maximize teachers' job satisfaction and the consequent effectiveness in the achievement of the educational goals and sustained development in the zone.

Keywords: Interpersonal Relationship, Teacher, Job Satisfaction.

Introduction

Education can be seen as both an objective and component of development. Investment in education is therefore essential for development, and this form of investment is of critical importance in addressing the key challenges to educational goals as well as the achievement of developmental goals of every nation (Sophister, 2015). Emphasizing the place of education in the national development, he further asserted that human capital, and education in particular, is essential for both economic growth and sustainable development. Sustainable development, according to Shah (2008), is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The concept of needs goes beyond simple material needs to include values, relationships, freedom to think, act, and participate, all amounting to sustainable living, morally, and spiritually. Interpersonal relationship is a social need that needs to be met in teaching for education to achieve sustainable development.

Education can then be conceived as a sustained process of developing the human mind, potentials as well as behaviour through continuous teaching and learning processes in appropriate environments (Obomanu, 2011). Good interpersonal relationship among the

teachers creates a fertile ground for the seed of job satisfaction. In general, to satisfy means to meet with a person's request, desire or to give a person enough of what he or she wants. To satisfy someone is to fully supply his or her wants, fulfill his or her wishes and making him or her feel contented. Satisfaction is anything that brings gratification, pleasure or contentment.

The role of interpersonal relations developed between the teachers in the school is very important. The Greek teachers characterize them mainly as collegial and they differentiate them from the collaborative practices. They maintained that interpersonal relations are developed in a positive and friendly climate of interpersonal relations, for the creation of which the importance of the role of the principal is recognized (Pomaki, 2007). Friendly environment promotes good interpersonal relationship which in turn positively influences job satisfaction among the teachers.

Man is a social being and as such needs the warmth interaction of others. We have social needs that can be satisfied only through interaction with others. How fulfilling, productive, meaningful and satisfying our lives turn out to be depends on the quality of the relationship we form with other colleagues. Interpersonal relationship is a connection or association between two or more people in an environment like school environment. An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to longer period of time like teachers working in a school during a given academic session.

Juneja (2015) viewed interpersonal relationship as a strong association among individuals working together in the same organization. Colleagues ought to share a special bond for them to deliver their best. Honesty is a prerequisite for a healthy interpersonal relationship and eventually positive ambience at the workplace. Individuals need to get along well with their fellow workers for a positive ambience at workplace and also for healthy interpersonal relationship. Trust is another ingredient essential for individuals working in a place for better relations. It is almost impossible for employees to work alone, as everyone needs people around to discuss things and reach to better solutions. Human beings need other people to talk to and share feelings.

Man is social animal and needs friends around him. An individual working in isolation is more prone to stress, anxiety and hardly enjoys his work. Individuals working alone find their job monotonous. It is essential to have trustworthy fellow workers around with whom one can share one's secrets without the fear of them being leaked. We must have friends at the workplace who can give us honest feedback. Communication among the staff reduces misunderstandings and confusions which lead to negativity at the workplace and spoil the work environment.

One needs people around who can appreciate one's hard work and motivate one from time to time. It is essential to have some trustworthy co-workers at the workplace who not only appreciate good work but also tell one's mistakes. Appreciation 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.

It always pays to have individuals around who really care. One needs colleagues to fall back on at the times of crisis. If one does not talk to anyone at the workplace, no one would come to help when one actually needs them. An individual needs to get along with fellow workers to complete assignments within the stipulated time frame. An Individual working all alone is overburdened and would likely not finish tasks within deadlines. Support of fellow workers is important. One cannot do everything by oneself. An individual needs help of his fellow workers to complete assignments on time and for better results.

Interpersonal relationship of teachers within the school community may lead to job satisfaction. In the school environment, interpersonal relationships could be with the students, the teachers, the principals/superiors, and with the parents. However the scope of this study is limited to the relationship among the teachers and with the principals.

School principals who delegate roles and responsibilities based on specialization, educational qualification and interests of the teachers achieve education goals easily. Regular interaction with the teachers eases tension between the principal and teachers. Interest in teachers' wellbeing makes teachers feel happy and cared for. This way employee feels happy and shares a healthy relationship with superiors. Interaction is essential as it helps break ice among people.

Principals must be accessible to their teachers, and lend a sympathetic ear to their problems. Teachers must be able to fall back on the principals at times of crisis. Principals need to intervene immediately in case of conflicts among their teachers, guide them and reduce the chances of a major conflict. Minor issues should never be ignored because one problem left unattended can become a major concern later. Principals should delegate responsibilities and ask teachers to take charge individually. This way they start believing in the principals and the school and eventually share a healthy relationship with all. Teachers performing well must be appreciated and suitably rewarded for them to deliver results every time.

Good interpersonal relationship among the teachers, between the teachers and administrators and between the teachers not only boosts teachers' job satisfaction but also enhances the achievement of educational goals (Kapur, 2018). Koula (2015) concluded that good interpersonal relations contribute to the school's effectiveness by creating a healthy and friendly school climate and a learning environment that allows the all-around development of the students' personality.

The teachers are required to be effectively trained not just to perform their duties of educating students, but they also contribute to the progress of the community and secure the future of the nation. The significance of competent and proficient teachers cannot in any way be overemphasized.

Hornby (2011) perceived satisfaction as having four aspects namely: feeling of pleasure coming from a fulfilled need/desire, happiness coming from doing things well, compensation for loss or injury and fulfillment of need, desire or claim. Satisfaction in its conceptualization is generally subjective and value-laden because it is based on set standard, which can be expectations, cherished values and beliefs. The subjective nature of the concept largely accounts for the different parameters in use to measure satisfaction in various spheres of life

like in teaching profession. The level of satisfaction or what constitutes satisfaction to an individual or group could be a function of many inter-related factors which differ from one individual to another. Hence, satisfaction is a relative concept in that what satisfies a person may not satisfy another. Hence satisfaction is attained when an individual does what he/she loves or desires to do. Job satisfaction can be defined as a person's attitude and emotions regarding his or her present job descriptions as well as the general feelings and subjective values about the job. Such values determine whether the worker is satisfied or not which depends on the gap between the expected value and the actual value accruing from a particular work. When the gap is small job satisfaction is high and vice versa (Chen & Li, 2012).

Job satisfaction can be related to an individual's happiness and trust, while quality of life is explicitly dealt with in discussing the contribution that job satisfaction can make to life satisfaction in general. Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition of having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their interpersonal relationships, supervisors, school policy and their pay aspect (George & Jones, 2011). Job satisfaction is attained when one is convinced of the qualitative or quantitative aspects of his work (Mullins, 2015).

Teachers, having enormous task of moulding the students and building the nation, need to be satisfied in their teaching job. When teachers are satisfied in their profession, they give in their best in the realization of the educational goals. In order to be satisfied, teachers need a friendly environment marked by good interpersonal relationship among themselves the classroom teachers and with the school principal. Good interpersonal relationship dismisses attrition, creates a joyous atmosphere, and eases marital and family tensions among the teachers. In fact interpersonal relationship is psycho-therapeutic, boosts good communication and reduces suspicion among the teachers. Increase in interpersonal relationship increases the level of job satisfaction. Therefore it becomes necessary that school principals should employ their managerial skills towards promoting good interpersonal relationship among the teachers in order achieve teachers' job satisfaction which is fundamental in the achievement of the school goals. Based on this background, there is the need to find out relationship between interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone.

Obviously, most teachers do not attain a high level of job satisfaction as a result of poor interpersonal relationship they experience in school. Some principals are lacking in manner of approach to teachers, some see their position as kings hence develop superior- junior attitude towards their teachers, and others do not involve teachers in decision-making and impose their authority on the teachers. Worse still some principals are not interested in the welfare or wellbeing of their teachers but only interested in the teachers' input. In this situation teachers' expectations from the principal are never met which ends up in constant friction between the principal and the teachers.

Again, poor interpersonal relationship among the teachers themselves due to clash of interests often creates high level of job dissatisfaction. Thus, clash of interests among the teachers lead

to constant conflicts, open confrontations, insults and abuses. This kind of situation makes school environment chaotic instead of friendly and it is only in a friendly school environment that teachers' job satisfaction can be attained. There are limited studies on interpersonal relationship in relation to teachers' job satisfaction and this study attempts to fill this gap. It is for this reason that the researchers decided to study relationship between interpersonal relationship and teachers' job satisfaction in Awka Education Zone of Anambra State.

Purpose of the Study

The main purpose of the study is to examine the relationship between interpersonal relationship and teachers' job satisfaction in Awka Education Zone of Anambra State. Specifically, the study sought to determine:

1. The relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone.
2. The relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone.

Research Questions

The following research questions guided the study:

1. What is the relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone?
2. What is the relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

1. There is no statistically significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction.
2. There is no statistically significant relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction.

Method

The design of the study was a descriptive correlational survey research design because it seeks to establish the relationship between two or more variables. The population of the study was the entire 1,639 respondents comprising 61 principals and 1,578 teachers working in Awka Education Zone. (Source: Anambra State Post Primary School Service Commission, 2019). Sample of 156 teachers were selected by stratified random sampling technique. The instruments used for the study were "Interpersonal Relationship Questionnaire (IRQ)" and "Teachers' Job Satisfaction Questionnaire (TJSQ)". These instruments were structured based on 4-point scale questionnaire developed by the researchers. Face validity of the instruments were established by three experts from the Department of Educational Foundations Chukwuemeka Odumegwu Ojukwu University Igbariam Campus. The reliability of the instruments was carried out using five principals and 15 teachers from Aguata Education Zone with the help of Cronbach Alpha Method and the result yielded a value of 0.76 for Interpersonal Relationship and 0.82 for Teachers' Job Satisfaction. The result indicated a positive and high correlation, therefore the instruments were considered reliable and adequate for the study. Pearson Product Moment Correlation (PPMC) was used for the study. Thus, all

responses obtained from Interpersonal Relationship Questionnaire (IRQ) were correlated against Teachers' Job Satisfaction Questionnaire (TJSQ).

Result

Each Research Question and Research Hypothesis were analyzed and answered with Pearson Product Moment Correlation whereby research questions was analyzed with the help of the pearson 'r' while the research hypothesis was analyzed using the significant (2-tailed).

Research Question One: What is the relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone?

Table 1: Pearson Product Moment Correlation of principal-teachers interpersonal relationship and teachers' job satisfaction

Analysis from Table 1 above showed the relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State.

Correlations

		Principal-Teachers Interpersonal Relationship	Job Satisfaction
Principal-Teachers Interpersonal Relationship	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	156	156
Job Satisfaction	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	156	156

The analysis indicated that there is a positive relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This finding is as a result of the 'r' being positive with the value $r = .751$ and $n = 156$. Thus, the study concluded that there exists a strong positive relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This means that improvement in principal-teachers interpersonal relationship increase teachers' job performance in schools. The result also indicated that when principal-teachers interpersonal relationship continues to mutually improve, it will continue to improve the teachers' job satisfaction in schools. This implies that improvement in teachers' job performance in the schools is as a result of improved principal-teachers interpersonal relationship in the schools.

Research Question Two: What is the relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone?

Table 2: Pearson Product Moment Correlation of teacher-teachers interpersonal relationship and teachers' job satisfaction

Correlations		Teacher-Teachers Interpersonal Relationship	Job Satisfaction
Teacher-Teachers Interpersonal Relationship	Pearson Correlation	1	.783**
	Sig. (2-tailed)		.000
	N	156	156
Job Satisfaction	Pearson Correlation	.783**	1
	Sig. (2-tailed)	.000	
	N	156	156

Analysis from Table 2 above showed the relationship between teacher-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. The analysis indicated that there is a positive relationship between teacher-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This finding is as a result of the 'r' being positive with the value $r = .783$ and $n = 156$. Thus, the study concluded that there is a strong positive relationship between teacher-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This means that when teacher-teachers interpersonal relationships mutually increase, this will improve the teachers' job performance in schools. This implies that improvement in teachers' job performance in the schools is as a result of improved teacher-teachers interpersonal relationship in the schools.

Test of Hypotheses

Hypothesis One: There is no statistically significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction.

The result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed the significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State with: $r = .751$, $n = 156$ and $P\text{-value} = .000$. Since $p\text{-value} (.000)$ is less than $.05$, the study rejects the null hypothesis that there is no statistically significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State and accepts the alternative hypothesis that there is a statistically significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State.

Hypothesis Two: There is no statistically significant relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction.

The result of Pearson Product-Moment Correlation Coefficient from the Table 2 above showed the significant relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State with: $r = .783$, $n = 156$ and $P\text{-value} = .000$. Since $p\text{-value} (.000)$ is less than $.05$, the study rejects the null hypothesis that there is no statistically significant relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State and accepts the alternative hypothesis that there is a statistically significant relationship between teacher-teacher interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State.

Discussion

The study showed that there exists a strong positive relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. The study also revealed that there is a statistically significant relationship between principal-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This means that improvement in principal-teachers interpersonal relationship significantly increase teachers' job performance in schools. This implies that significant improvement in teachers' job performance in the schools is as a result of improved principal-teachers interpersonal relationship in the schools. The study finding is in line with the discovery of Kapur (2018). Kapur asserted that good interpersonal relationship among the teachers, between the teachers and administrators and between the teachers not only boosts teachers' job satisfaction but also enhances the achievement of educational goals in schools.

Thus, the study concluded that there is a strong positive relationship between teacher-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. The study also revealed that there is a statistically significant relationship between teacher-teachers interpersonal relationship and teachers' job satisfaction in public secondary schools in Awka Education Zone of Anambra State. This means that when teacher-teachers interpersonal relationships increase, it will bring about a statistically significant improvement in teachers' job performance in schools. This implies that improvement in teachers' job performance in the schools is as a result of improved teacher-teachers interpersonal relationships. The study finding is in agreement with the finding of Juneja (2015); Kapur (2018). Juneja (2015) viewed interpersonal relationship as a strong association among individuals working together in the same organization. Colleagues ought to share a special bond for them to deliver their best. Individuals need to get along well with their fellow workers for a positive ambience at workplace and also for healthy interpersonal relationship.

Conclusion

Based on the findings of this study, it was concluded that there exists a statistically significant and strong positive relationship between interpersonal relationships between the principal-teachers; teacher-teachers on their job satisfaction. Thus, good interpersonal relationship

between principal-teachers and teacher-teachers reduces friction and increases their job satisfaction.

Recommendations

From the findings of this research, the following recommendations were made:

1. Principals as the managers of their school human resources should use managerial strategies that create a friendly school environment that can boost interpersonal relationship.
2. Principals should bridge communication gap among their teachers to enhance good interpersonal relationship among the teachers.
3. Teachers should pursue the common objective of achieving the education goals of all-round development of the students that brings sustained development and job satisfaction and not personal interest that brings friction and conflict.
4. Principals should promote the wellbeing of their teachers and protect their interests.
5. Conflicts should be resolved at its inception without delay as delay is dangerous.

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