CHAPTER-II

CONCEPTUAL FRAME WORK

2.1. Introduction

This chapter deals with meaning and definition of Interpersonal Relations, Job Satisfaction and Organizational Climate. These three dimensions play a predominant role in the field of education. It also highlights the issues of Interpersonal Relations among Elementary School Teachers, Job Satisfaction and conduciveness in their work field known as Organizational Climate.

2.2. Importance of Interpersonal Relations

Humans are essentially social beings. Practically all life on a human level involves relationships with other people from birth to death. Sometimes these relationships are highly personal and very precious. Sometimes they are quite casual and impersonal. The relationship composed of an interaction between two people or above two people, is called as ‘interpersonal relations’. Interpersonal relations are dynamic systems that change continuously during their existence. We experience a large number of relationships in our lives in our personal environment, such as home, school, work place, and place of worship. The Interpersonal Relations are central in the lives of human beings, called the building blocks of the society. The interpersonal relations are studied by various researchers in a variety of disciplines. The study of Interpersonal Relations involves several branches of the Social Sciences, such as Sociology, Psychology, and Anthropology.
2.2.1. Definition of Interpersonal Relations

According to D.K. Illustrated Oxford Dictionary (1998), ‘Interpersonal Relations is as follows: The ability of the teacher to adopt and maintain cardinal relations with his/her colleagues, pupils, parents of pupils and other persons in the community with whom he/she is to interact as a part and parcel of his/her profession.’

Shaamshad Ali and Najma Amin (2002) stated that, ‘Interpersonal Relationship is defined as a nature of relationship that exists in an organization nurtured by a leader through the use of interpersonal skills along with personal qualities to achieve the organizational goals.’

Steven J. Stein, (2011) denotes, ‘Interpersonal relationship is the ability to establish and maintain mutually satisfying relationship that are characterized by the ability to both ‘give’ and ‘take ‘in relationship, and where trust and compassion are openly expressed in words or by behavior.’

2.2.2. Theories on Interpersonal Relations

There are several theories concerning Interpersonal Relations which mainly come from the Social Psychology and related spheres. Interpersonal relationships are very complicated aspect of human behavioural studies. There are several studies conducted to know more about the aspect of human behaviour. Each and every different study comes out with some new human behaviour. According to the studies, several approaches regarding the theories concerning Interpersonal Relationships could be classified as below.

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2.2.2 (a) Two-dimensional Theories of Interpersonal Behaviour

Freedman (1951) conceptualized interpersonal behaviour as composed of two intersecting dimensions of love-hate (represented on the horizontal line) and dominate-submit (represented on the vertical line). The two-dimensional theories were specifically addressed to the structure of interpersonal behaviour. Within this framework, it was proposed that cases of interpersonal behaviour could be placed in specific segments within any of the quadrants, depending on the kind and degree of the dimension, reflected by a particular behaviour.

2.2.2 (b) Sullivan’s Theory

Sullivan (1953) defined personality as the characteristic ways in which an individual deals with other people. He believed that it was meaningless to think of an individual as an object of Psychological study, because an individual develops and exits only in the context of relationship with other people.

2.2.2 (c) A Three-dimensional Theory of Interpersonal Behaviour

Schutz (1958) formally introduced a theory of Interpersonal Relations called FIRO (Fundamental Interpersonal Relations Orientation). The theory presented three dimensions of Interpersonal Relations to be necessary and sufficient to explain most human interactions. On the behavioural level, these dimensions were called Inclusion, Control and Affection. FIRO-B consists of scales that measure the behavioural aspects of these three dimensions particularly in terms of:

- Inclusion - it means how much contact, attention and recognition one may generally want to give others in one’s life and receive back;
• Control - it means how much influence, responsibility and structure one may seek in one’s relationships, whether to lead and direct others or to be led;

• Affection or Openness - it means how close and warm one is with others and wants others to be with you.

2.2.2 (d) Social Exchange Theory

Social Exchange Theory is framed by Thibaut & Kelley in 1959. Social exchange theory is a general theoretical model that views relationships in terms of rewards and costs to participants. Expected outcomes are based on personal standards, prior experience, partner’s outcomes, and the outcomes of comparable others. This approach regards relationships as effectively trading interactions, including goods (e.g. birthday presents), information (e.g. advice), love (affection, warmth), money (things of value), services (e.g. shopping, childcare) and status (e.g. evaluative judgments). A relationship continues when both partners feel that the benefits of remaining in the relationship outweigh the costs and the benefits of other relationships. According to this framework, these considerations apply to the most intimate friendships.

2.2.2 (e) Altman’s Social Penetration Theory

Social Penetration Theory (1973) was formulated by Irwin Altman and Dalmas Taylor. Altman’s Social Penetration Theory (1973) is a model for understanding how people build interpersonal relationships and it asserts that we build interpersonal relationships with others as time passes and as we share more and more intimate details about our lives with each other. The Social Penetration
Theory is not subjective by personal feelings or bias. It is based solely on facts instead of opinions. Hence it is known as an Objective Theory.

2.2.3 Conclusion of the Theories of Interpersonal Relations

The Theories of Interpersonal Relation explain the human interaction. These Theories indicate that some people maintain their Interpersonal Relation with other people with their affection whereas others in their professional status or presenting gifts or service to others. Hence, the Interpersonal Relations provide us warmth, caring, support and collaboration to our life. It is also used to build and maintain co-operative relationship within family, neighbours, friends, colleagues and authority.

2.2.4. Influence of Interpersonal Relations in school climate

The quality co-worker relationships have a vital role to play in the lives of all employees. The Interpersonal Relationship of teachers is an important and essential factor in any school. If there is a good interpersonal relations between students and teachers, teachers and other teachers, teachers and administrators, school staff personnel, parents, and community members, it will create a positive successful learning environment for all the students. It also leads that the younger teachers gather knowledge and experience from older teachers or vice-versa. It leads to conducive atmosphere which makes a student to be a good citizen. Some teachers prefer a disciplined environment for learning, whereas good interpersonal teachers want to create a pleasant classroom atmosphere where students feel safe to take risks and be creative. The positive interpersonal relationship may play an
important role in reduction of work-related stress. Hence the teachers feel satisfaction in their job will lead to a positive organizational climate.

2.3. Importance of Job Satisfaction

The concept of Job Satisfaction is central to many aspects of industrial and organizational psychology. Job satisfaction is probably the most widely studied aspect in the field of Organizational Psychology. Human resources are the most valuable resources in an organization. Assuring workers’ job satisfaction is one of the most important factors of professional accomplishment and organizational efficiency and productivity. Job satisfaction is important because most people spend about half of their waking hours at work. Thus, job satisfaction is of great significance for the growth and development of any organization. In the field of education, the development of education depends upon the teachers’ job satisfaction.

2.3.1. Definition of Job Satisfaction

Job satisfaction has been defined in several different ways and a definitive designation for the term is unlikely to materialize. A simple or general way to define it therefore is as an attitudinal variable.

Hoopock (1935) stated that ‘Job satisfaction deals with whether employees find their employment sufficiently satisfactory to continue in it, either permanently or until they have prepared for greater responsibilities.’

Blum (1956) stated that ‘Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general.’
Locke (1976) defined job satisfaction as ‘a pleasure or positive emotional state, resulting from the appraisal of one’s job or job experiences.’

According to Webster’s Dictionary (1986), ‘Job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment.’

Siegal and Lance (1987) stated simply that ‘Job satisfaction is an emotional response defining the degree to which people like their job’.

Howard & Frink (1996) stated that ‘Job satisfaction is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements.’

De Nobile (2003) defined that ‘Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment’.

2.3.2. Theories of Job Satisfaction

The earliest studies dealing with job satisfaction were conducted by Hoppock (1935). He observed that satisfied teachers demonstrated fewer indication of emotional maladjustment and that more of the personally satisfied teachers chose teaching as their vocation. Hoppock concluded that a person may be satisfied with one aspect of his job and dissatisfied with another.

Campbell, Dunvetta, Lawler and Weik (1970) and Lunenburg and Ornstein (1996) classified job satisfaction theories into two categories: Content and Process theories. ‘Content Theories’ concentrate on the definition of motivators, whereas ‘Process Theories’ focus on how motivation occurs. This means that ‘Content
Theories’ are based on various factors which influence Job Satisfaction. Process Theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce Job Satisfaction.

The most popular three ‘Content Theories’ are;

(a) Maslow’s Need Hierarchy Theory,
(b) Herzberg’s Motivation-Hygiene Theory and
(c) Alderfer’s Existence Relatedness Growth Theory.

The three major ‘Process Theories’ are;

(a) Expectancy Theory,
(b) Equity Theory and
(c) Goal-setting Theory.

2.3.2 (A) Content Theories

(a) Maslow’s Need Hierarchy Theory

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently.
Maslow (1970) summarized these needs as:

a) Physiological Needs - This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no longer influence behaviour.

b) Safety Needs - Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm.

c) Social Needs - This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfil their social needs.

d) Ego and Esteem Needs - The fourth level of need is the need for self-respect, recognition by others, confidence and achievement. Supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance.

e) Self-actualization Needs - This is the highest level of Maslow’s hierarchy of needs, and leads to the full development of a person's potential.

(b) Herzberg’s Motivation-Hygiene Theory (Two-factor Theory)

Frederick Herzberg (1959) explained satisfaction and motivation of employee in his two-factor theory namely Herzberg’s Motivation-Hygiene Theory. He classified that the employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees blame their behaviour to external factors. The factors that play a role in contributing to the satisfaction of
employees are called motivators (intrinsic factors), while hygiene factors (extrinsic factors), contribute to job dissatisfaction. The motivation factors (motivators) are achievement, recognition, the work itself, responsibility, advancement, and growth. The hygiene factors (dissatisfies) are company policies, working conditions and salary. It can be argued that if the hygiene factors are removed, it is unlikely that workers will be satisfied. Hence the two feelings can not simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction.

(c) Alderfer’s Existence Relatedness Growth Theory

Alderfer’s Existence Relatedness Growth Theory is an expansion of the first two theories. Alderfer’s theory is referred to as ERG theory and is based on the following three needs; Existence, Relatedness and Growth. ‘Existence’ is involved with providing individuals with their basic existence requirements and it subsumes the individual’s physiological and safety needs. ‘Relatedness’ is the desire to keep good interpersonal relationships. ‘Growth’ needs are an intrinsic desire for personal development.

2.3.2 (B) Process Theories

(a) Expectancy Theory

The Expectancy Theory (Oliver, 1974) is based on four assumptions. The first assumption is that people start working with their expectations, motivations, and experiences. The second assumption is that people behave according to their choices. The third assumption is that people’s expectations from organizations
vary. The last assumption is that people make their choices according to optimum outcomes for themselves.

(b) Equity Theory

The Adams’ Equity Theory is named after John Stacey Adams who developed his job motivation theory in 1963. Adams’ Equity Theory calls for a fair balance to be struck between an employee’s inputs (hard work, skill level, tolerance, enthusiasm, etc.) and an employee’s outputs (salary, benefits, intangibles such as recognition, etc.). The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. When the ratio of inputs to outcomes is close or higher, then the employee should have much satisfaction with their job.

(c) Goal-setting Theory

According to the Goal-setting Theory (Latham, 1975), difficult and specific goals result in high level of performance. Feedback and goal commitment are two important terms in this theory. Individual differences are not the determinants of goal-setting performance.

Thus the determinants of satisfaction have expanded in time by the development of various theories and research conducted to measure satisfaction. Besides, the results of much research show that many factors work in combination to affect satisfaction.

2.3.3. Conclusion of Theories of Job Satisfaction

The Content theories and Process theories explained above have revealed the different views regarding the factors affecting the Job Satisfaction. The theories
concluded that the factors of Job satisfaction of employees are most important for the development of human relations in any organization.

2.3.4. Influence of Job Satisfaction in School climate

Job satisfaction provides an employee with inner motivation and self encouragement so that he or she can give the best to the organization. Normally an employee who is satisfied with his work will facilitate in creating a positive working environment for people around. It will help in boosting the interpersonal relationships with other employees in the organization. Job satisfaction is a primary requisite for any successful teaching and learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teacher attains adequate job satisfaction, then he/she will be in a position to cope with educational objectives in a successful manner. When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence. Teachers’ job satisfaction plays an extremely important role for success of the society in future and in achieving this goal. So the teachers’ satisfaction in their job, leads to positive organizational climate. Life becomes happier and easier for an employee who is happy with his or her job.

2.4. Importance of Organizational Climate

Organizational Climate is a very popular subject for research in the domain of Management Studies, Industrial and Organizational Psychology. It is applied not only in Industrial Organization but also in Schools, Colleges, Universities, Hospitals, Prisons, Military units and other Non-industrial Organizations. If one
wishes to work in them or to manage them, it is necessary to understand the nature and working of that organization.

The earliest reference of Organizational Climate is found in the article of Lewin, Lippitt and White (1939). However, over a long period of time there appeared various frameworks, conceptual as well as operational, different sets of dimensions, techniques of measurements, and research findings that are highly diverse and often contradictory.

An organization is considered as an arrangement of related functions in which persons perform different types of tasks in a coordinated manner that contribute to one or more common objects. Every organization develops its own climate with its own taboos, folkways and mores. The climate reflects both the norms and the values of the formal system and the reinterpretation in the informal system. Organizational climate reflects the history of the internal and external struggles, the types of people the organization attracts, its work-process and physical lay-out, the modes of communication and the exercise of authority within the system.

2.4.1. School as an Organization

An educational institution can be easily conceptualized in this background as an organization or a social system constructed to attain certain specific goals and defined by its own boundaries. It operates as a social system in its own right. This emphasizes potential or actual conflict between the constitute elements of the society. These conflicts produce a continuous dynamic disequilibrium which may promote divert or frustrate the attainment of ends, may induce change or pressure
for change. Educational institutions are considered open systems in that the input of energies and the conversions of output into further energetic input consist of transaction between the organization and its environments. They may be considered as consisting of the patterned activities of a number of teachers and students. In the organizations like school, we find a number of individuals working together towards a common goal. The staff members who vary in quality and quantity of education, sex, age, work experience, work expectations, assignments, temperaments, attitudes, skills and values are the main components of a school. Every school has a personality or uniqueness or climate of its own. Among the various interactions taking place in the school system, the interaction between the principal and the teachers decides or contributes to a large extent determining the atmosphere or the climate.

Organizational climate of a school may be pictured as a personality sketch of a school. So the organizational climate of a school is considered to be a main factor that governs all activities of the school. Good citizens are the product of the quality of schools. The quality of a school is also determined by its climate.

2.4.2. Definition of Organizational climate

Argyris (1965) explained ‘Organizational climate in terms of interaction among persons in the organizations.’

Sargent (1967) stated, ‘Organizational climate as a concept which embraces the milieu of personalities, principals, and teachers interacting within the sociological and psychological frame work of an institution’.
Halpin and Croft (1963) defined, ‘Organizational climate by analogy stated that what personality was to the individual, climate was to organization’.

Keith Davis (1967) stated that ‘Organizations are social system and activities therein are governed by social laws. Just as people have psychological needs, they also have social roles and status.’

Payne (1971) defined, ‘Organizational climate has been described as a molar concept reflecting the content and strength of prevalent rules, norms, attitudes, behaviors and feelings of members of a social system which can be operationally measured through the perception of members.’

Hoy (1986) stated that ‘School Climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behaviour and is based on their collective perceptions of behaviour in schools.’

Ekvall (1996) argued that ‘Climate is a characteristic of organizations that is best understood as a constellation of attitudes, feelings and behaviours. The climate conveys messages about life within the organization and serves to uphold and perpetuate a particular view of reality shared by members of the organization.’

Hoy and Hannum (1997) stated that ‘the organizational climate of a school can be defined as the set of internal characteristics that distinguishes one school from another and influences the behaviours of its members.’

Sinclair (1970) used ‘educational environment’ as synonymous to ‘organizational climate.’ He stated that the term educational environment refers to
the conditions, force, and external stimuli that foster the development of individual characteristics.

Thus the term organizational climate of school is differently denoted by researchers. Some have called it the ‘feel’ of the school; some have referred to it as the ‘school-personality’. Some have called as ‘At most’, ‘Environment’, ‘Tone’ and even ‘morale’.

2.4.3. Theories of Organization

Classical Organization Theory evolved during the first half of this century. It represents the merger of scientific management, bureaucratic theory and administrative theory.

Frederick Taylor (1917) developed scientific management theory (often called "Taylorism") at the beginning of this century. His theory had four basic principles: 1) find the one "best way" to perform each task, 2) carefully match each worker to each task, 3) closely supervise workers, and use reward and punishment as motivators, and 4) the task of management is planning and control.

Max Weber (1947) expanded on Taylor's theories and stressed the need to reduce diversity and ambiguity in organizations. The focus was on establishing clear lines of authority and control. Weber's bureaucratic theory emphasized the need for a hierarchical structure of power. It recognized the importance of division of labour and specialization. A formal set of rules was bound into the hierarchy structure to insure stability and uniformity. Weber also put forth the notion that organizational behaviour is a network of human interactions, where all behaviours could be understood by looking at cause and effect.
Administrative Theory (i.e., principles of management) was formalized by Mooney and Reiley in 1931. The emphasis was on establishing a universal set of management principles that could be applied to all organizations.

Classical Management Theory was rigid and mechanistic. The shortcomings of classical organization theory quickly became apparent. Its major deficiency was that it attempted to explain people’s motivation to work strictly as a function of economic reward.

Thus, the classical theorists of organization were basically concerned with and emphasized single mindedness to make organizations effective and efficient in terms of making profit. However, modern competitive organizations do understand the fact that modern organizations have several motivations to perform besides making profit. Thus modern organizations have to integrate various aspects of social and economic factors related to productivity and satisfaction of human needs.

2.4.4. Conclusion of Theories of Organizational Climate

The theories of Organisational Climate are the interaction of school and classroom climate factors that create a fabric of support that enable members of the school community to teach and learn at their optimum levels.

2.4.5. Influence of healthy Climate in Schools

A healthy School Climate is used to improve the quality of life of students and all type of educators. It is about that essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and maintain their
Interpersonal Relations in a positive manner. Hence, the teachers’ Job Satisfaction level will be increased in any Organizational Climate.

2.5. Conclusion

Thus the chapter explained the teachers’ Interpersonal Relations and Job Satisfaction in their School Climate. This chapter also focuses the importance of the variables, definition of the variables, theories of variables and influence of the variables in the school climate.