**Research Papers**

# Study of Interpersonal Relationship between Teachers and Principals - a Survey

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## Abstract

*Interpersonal relationships are social associations, connections, or affiliations between two or more people. They vary in differing levels of intimacy and sharing; implying the discovery or establishment of common ground, and may be centered on something shared in common.*

## Introduction

An interpersonal relationship is a mutual filling of needs. When two people have strong needs and each fills the other's needs, there is a powerful interpersonal relationship. When two people have weak needs and each fills the other's needs, there is a mild relationship. When either, person has strong needs and those needs are not being filled, there is a poor relationship. When either has weak needs and those needs are not being filled, there is a mild relationship, but one leaning more to the negative side than the positive. The key to good interpersonal relationships is simple once you understand the role that needs play in making a relationship weak, moderate, average, or strong.

Interpersonal communication is the manner in which information is shared or exchanged between a small number of people, whether they are same or different from each other. These can be healthy as well as harsh. Healthy Interpersonal Skills lead to creative & effective approaches to solving problems and getting work done.

## Skills under Good Interpersonal Relationship

A number of interpersonal skills are needed in both the teachers and Principal for the overall development of the institutions:

**Communication Skills:** Communication skills are the most important when we talk about winning the hearts. The tone, volume, rhythm and emotions of the communicator play a vital role while dealing with teachers.

**Empathy:** The ability to place oneself in a position to view the problem from the teacher's perspective. Positive Motivation: Good motivation usually produces better results. If a teacher is highly motivated, he/she will feel more secure, more attached and will take responsibilities in positive manner.

**Good Sense of humor**: A principal needs to have a keen sense of humor in order to keep his/her

teachers motivated and enthusiastic.

**Ask open-ended questions**: Principal should find out what your subordinates think, not just what they know. Ask for information using open-ended questions that begin with "How...," "What...," "When...," "Where...," and "Why." This strategy helps to get the views from all, either positive or negative.

**Understand and then be understood**: Sometimes teachers don't like being told what to do. They often want a chance to have a say in what goes on in the meetings with their principals and a chance to prove it will work. Faculties who identify what should be done take on greater and greater responsibility for getting it done. This helps to improve interpersonal skills among all.

Self-disclosure: Often sharing a relevant story of your own experiences in similar situations can prove helpful in opening meaningful dialogue.

Use of Technical Skills: The latest method which is now a days used to improve interpersonal skills is by using technical skills too i.e. ability to work with latest teaching aids like computers, multimedia or other technical equipments.

Existing Work

A lot of research work has been done in measuring interpersonal relationship among teachers and principals for better, effective and overall development of the institution. Some of the work is discussed here:

**Riffat-Un-Nisa,** [1] investigated the relationship among leadership of college principals, selected organizational and personal characteristics, and faculty job satisfaction, acceptance of leader and job expectancies. Responses were received randomly from 854 lectures and 138 principals. Correlation analysis indicated that leadership styles were positively related to job expectancies and negatively related to acceptance of leader and job satisfaction.

**Jaime X. Castillo [2]** described the amount of variance in faculty member's overall level of job satisfaction. The male faculties were generally satisfied with their jobs as compared to female faculties. The factor "work itself" was the most motivating aspect for faculty. The factors "recognition," "supervision," and "relationships" explained the variability among faculty members' overall level of job satisfaction.

**Papastamatis and others [3]** reviewed the field of teaching staff professional growth, identifying weaknesses, highlighting trends and practices, and providing suggestions, for professionals and educational authorities. It focuses on staff development models that enable facilitation of teachers' efficacy, cognitive development, and career development, as well as teacher collegiality and the improvement of school culture.

**Xueli Huang [4]** analyzed the characteristics of psychological contracts of college teachers, the relationship between psychological contract breaches and recessive drain of college teachers, and the influencing factors of contract breaches, advancing relevant countermeasures for dealing with the recessive drain of college teachers from an angle of contract breaching process.

**Louis George and Tara Sabhapathy [5]** investigated the relationship between work motivation of college teachers and leadership behavior of college principals. The population for the study consists of all the degree college teachers in various colleges of Bangalore city. A sample of 450 teachers, 150 from each of the three categories of colleges was selected by random sampling technique. From the study, a significant positive relationship between work motivation of degree college teachers and leadership behavior of their principals. (r=0.59) were recorded.

Teachers' personal development and professional progress rely on certain institutional and management path. A positive institution, the effective management, and the academic culture that cherishes credits can satisfy teachers' psychological expectation to a great degree, which can improve the fulfillment of commitment and reduce the breach of psychological contract. Contrarily, traditional administrative management idea and mode, ineffective communication, and unfair competition, promotion, and allocation mechanism merely emphasize on teachers' returns and short-term benefits. A personnel mechanism that neglects the differences of teachers' personal needs and psychological satisfactions will increase purposeful breaches of psychological contract and misunderstandings of psychological contract, which improves teachers' perception of the contract violation, leading to the psychological contract breaches, and generating the recessive drain of teachers [6].

**Melinda et. al [7]** in their findings concluded that teachers who perceived that they were empowered in their work environments had higher levels of interpersonal trust in their principals. Teachers who found their work personally meaningful, and who reported significant autonomy and substantial influence in their work environments had higher levels of interpersonal trust in principals. Paper

also recommended that Principals should consider suggested strategies that can strengthen teachers' perceptions of empowerment, reinforce trustworthy behaviors, and support beliefs in the honesty, integrity, and reliability of supervisors.

With regard to recognition, college administrators should evaluate the reward system in light of the many contemporary changes taking place in higher education to determine if current reward systems are meeting the needs of faculty members. To enhance the context in which faculty members are supervised, funds should be sought and secured to provide leadership development opportunities for department chairs. [8]

The analysis conducted by Petegem et. al [9] shows that teachers who are able to deal with their students in a helpful/friendly manner stand a better chance of feeling good about themselves and their profession. Also there is a negative link between dissatisfied and uncertain teacher behavior and the wellbeing of the teacher. Teacher wellbeing decreases significantly when they have a high score in the submission-opposition quadrant. Teachers should find a balance within the 'influence' and 'proximity' dimensions that will lead to a higher degree of wellbeing.

## Conclusion

To conclude, healthy interpersonal relationship among teachers and principals is of prime concern for the betterment of the institution. It is a two way communication. Both the parties have to contribute for this. So let's make Interpersonal Skills crucial ingredients as a part of our life. To the fullest extent possible, the task of the principal is to provide the teacher with a level of support and guidance. All teachers have strengths and through better Interpersonal skills principals can utilize these strengths for getting better results in academics and other administrative activities.

## References

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