

## The Analysis Inter-Personal Relationship in Service Sector with Special Reference to Teaching Faculty of Chennai District

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### Abstract

*Why the service part becomes more important for the employees in the home country and the “product” in the service sector is the face towards the customer and the experience the customer gets, which is done by the personnel of the company (Pine and Gilmore, 1999). This service product demands an interaction between customer and employee and therefore it is hard to locate the face-to-face service and guest experience to other countries. The personnel have become a valuable factor for the companies. They are vital assets for the company in order to survive on the competitive market where companies offer similar products.*

**Key terms:** *Human Resource Management, relationship, motivation, leadership.*

### Introduction

Today, the service sector takes up a great part of the Swedish economy since many businesses locate their production to factories in low cost countries as e.g. Asia. Manufacturing corporations can save a lot of money by outsourcing the production, which explains why the service part becomes more important for the employees in the home country and the “product” in the service sector is the face towards the customer and the experience the customer gets, which is done by the personnel of the company (Pine and Gilmore, 1999). This service product demands an interaction between customer and employee and therefore it is hard to locate the face-to-face service and guest experience to other countries. The personnel have become a valuable factor for the companies. They are vital assets for the company in order to survive on the competitive market where companies offer similar products.

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## Review of Literature

*Bruce and Pepitone (1999)* propose an interesting viewpoint according to which managers cannot motivate employees; managers can only influence what employees are motivated to do. The role of facilitating quality subordinate-superior communication at various levels effectively employing a wide range of communication channels has been praised by *Shields (2007)* in terms of its positive contribution in boosting employee morale. Shields (2007) stresses two specific advantages of such a practice that relate to offering employees a chance to raise their concerns and put across their points regarding various aspects of their jobs, as well as, supplying them with the feeling of engagement and appreciation. According to *Lockley (2012)* offering training and development programs that effectively contributes to personal and professional growth of individuals is another effective employee motivation strategy. Alternative working patterns such as job-rotating, job-sharing, and flexible working have been branded as effective motivational tools by Llopis (2012). Moreover, *Llopis (2012)* argues that motivational aspects of alternative working patterns along with its other benefits are being appreciated by increasing numbers of organisations, however, at the same time; many organisations are left behind from benefiting from such opportunities. An interesting viewpoint regarding the issue has been proposed by *Wylie (2004)*, according to which members of management primarily should be able to maintain the level of their own motivation at high levels in order to engage in effective motivation of their subordinates. Accordingly, Wylie (2004) recommends managers to adopt a proactive approach in terms of engaging in self-motivation practices. According to *Thomas (2009)* the main challenge of motivation in workplaces is identifying what motivates each individual employee taking into account his or her individual differences. In other words, individual differences have been specified by Thomas (2009) as the major obstruction for management in engaging in employee motivation in an effective manner. *Lockley (2012)*, on the other hand, addresses the same issue focusing on cross-cultural differences between employees in particular. Namely, culture can be explained as knowledge, pattern of behaviour, values, norms and traditions shared by members of a specific group (*Kreitner and Cassidy, 2012*), and accordingly, cross-cultural differences is perceived to be a major obstruction in the way of successful employee motivation.

### **Importance of the Study & Statement of Problem**

The purpose of this paper is to examine inter personal relationship exists between management of self-financing college teaching faculty members motivation of young temporary employees. The main focus in this paper will be on motivation of young temporary employee and how leadership and college culture affects their work culture. The reference frame consists of former dissertations, articles and literature. We look at both leadership theories and college culture theories but focus on these theories in relationship with motivation.

Examining distinct motivational theories is also a vital part in the reference frame since these might help us to draw parallels to how the young employees might be influenced by different motivational factors that might be existent in the college.

### **Objectives of the Study**

The main objectives of the paper are:

1. To study the individual Long Term assignment and commitment of teacher in the College.
2. To analysis of interpersonal relationships within the organization and employees.
3. To study the relationship between income, age and experience.

### **Period of Study**

The research was done during the month of April, May, and June-2014, this period was selected purposefully because, respondents those who are working, would have been familiar with the management system because they were working for full academic year. Therefore, this period was appropriate to issue and collect the questions.

### **Sampling Methods**

The researcher used census method to collect the data from the faculty of 66 colleges in Chennai District. The researcher issued 122 questions to all the unaided<sup>1</sup> staff of colleges at Chennai district. But only 95 questions were returned, it means, 77.86% of the respondents have responded to the researcher.

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<sup>1</sup> Staff who are not paid by government, it means, the salary is paid by the college management.

### Analysis and Interpretation of Collected Data

#### Paired t test for “I always try to impress my management” and “My management always tries to convince me”

Paired sample t-test is a statistical technique that is used to compare two the variables “I always try to impress my management” and “My management always tries to convince me” were both the variables are correlated.

#### HYPOTHESIS

H<sub>0</sub>: There is no significance different between the “I always try to impress my management” and “My management always tries to convince me”.

H<sub>1</sub>: There is significance different between the “I always try to impress my management” and “My management always tries to convince me”.

**TABLE-1 Paired Samples Statistics**

|        |   | Mean | N  | Std. Deviation | Std. Error Mean |
|--------|---|------|----|----------------|-----------------|
| Pair 1 | I always try to impress my management     | 3.83 | 95 | 1.088          | .112            |
|        | My management always tries to convince me | 3.80 | 95 | 1.017          | .104            |

**TABLE 2- Paired sample Correlations**

|        |   | N  | Correlation | Sig. |
|--------|---|----|-------------|------|
| Pair 1 | I always try to impress my management and My management always tries to convince me | 95 | .133        | .200 |
| Pair 1 | Permanent staff always converse with me & I always try to impress my management     | 95 | .320        | .002 |

The paired sample test between “I always try to impress my management” is 3.83 and “My management always tries to convince me” is 3.80 and the difference between their mean is 0.32. Based on the results generated by SPSS, the significant values are 0.200 and it is higher than 0.05 so accept the null hypothesis. Hence, there is a significant difference between two groups i.e. “I always try to impress my management” and “My management always tries to convince me.”

**TABLE 3 – Paired Samples Test**

| Paired Samples Test |   |                    |                |                 |   |       |        |    |                 |
|---------------------|---|--------------------|----------------|-----------------|---|-------|--------|----|-----------------|
|                     |   | Paired Differences |                |                 |   |       | T      | df | Sig. (2-tailed) |
|                     |   | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       |        |    |                 |
|                     |   |                    |                |                 | Lower                                     | Upper |        |    |                 |
| Pair 1              | I always try to impress my management and My management always tries to convince me | .032               | 1.387          | .142            | -.251                                     | .314  | .222   | 94 | .825            |
| Pair 1              | Permanent staff always converse with me - I always try to impress my management     | -.211              | 1.148          | .118            | -.444                                     | .023  | -1.788 | 94 | .077            |

### Partial Correlation

Partial correlation is used to measure the association between “Age” and “Experience”, while controlling or adjusting the effect of one or more additional variables.

**TABLE 4 Partial Correlations for Age and Experience**

| Control Variables |                        | Age of the respondents  | Experience of the respondents |
|-------------------|------------------------|-------------------------|-------------------------------|
| Pair1             | Age of the respondents | Correlation             | 1.000                         |
|                   |                        | Significance (2-tailed) | .000                          |
|                   |                        | Df                      | 92                            |

The relationship between the “age” and “Experience”, controlling for the experience is done using the partial correlation and the correlation value obtained for this test is 0.592. Therefore, it is related to 59.2%.

### PARTIAL CORRELATION

Partial correlation is used to measure of association between two variables, “Age” and “Education”, while controlling or adjusting the effect of one or more additional variables.

**TABLE 5 - Partial Correlations**

| Control Variables            |                           | age                     | Income of the respondents |
|------------------------------|---------------------------|-------------------------|---------------------------|
| Education of the respondents | Group age                 | Correlation             | .423                      |
|                              |                           | Significance (2-tailed) | .000                      |
|                              |                           | Df                      | 92                        |
|                              | Income of the respondents | Correlation             | 1.000                     |
|                              |                           | Significance (2-tailed) | .000                      |
|                              |                           | Df                      | 0                         |

The relationship between the age and Education, controlling for the experience is done using the partial correlation and the correlation value obtained for this test is 0.423. Therefore, it is related to 42%.

**Regression**

To learn more about the relationship between “Experience” as a dependent variable and “I have exploring option in the organization” as the independent variable, regression was used to test the variables.

**HYPOTHESIS**

H<sub>0</sub>: There is no significant relationship between the variables “Experience” and “I have exploring option in the organization.”

H<sub>1</sub>: There is significant relationship between the variables “Experience” and “I have exploring option in the organization.”

**TABLE 6 - Regression Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .120 <sup>a</sup> | .014     | .004              | 1.18962                    | 1.212         |

**Table – 7 COEFFICIENT**

| Model  | B     | Un standardized Coefficients | Standardized Coefficients | T     | Sig. |
|--|-------|------------------------------|---------------------------|-------|------|
|  |       | Std. Error                   | Beta                      |       |      |
| (Constant)   | 1.755 | .610                         |                           | 2.875 | .005 |
| <b>I have exploring option in the organization</b> | .173  | .149                         | .120                      | 1.166 | .247 |

- a. Dependent Variable: experience of the respondents,
- b. Predictors: (Constant), I have exploring option in the organization

R is the correlation, its value is 0.120 and R square is degree of determination, its value is 0.014. The degree of determination shows the extent to which “Experience” and “I have exploring option in the organization”. Here the Experience is the determination to an extent of 1.4% towards “I have exploring option in the organization”.

## CHI-SQUARE

To test the associations between “Education” and “Experience”, chi-square is used.

## HYPOTHESIS

H<sub>0</sub>: There is no significant association between Education and Experience.

H<sub>1</sub>: there is no significant association between Education and Experience.

**TABLE 8 - Chi-Square Tests**

|   | Value               | Df | Asymp. Sig.<br>(2-sided) |
|---|---------------------|----|--------------------------|
| Pearson Chi-Square  | 17.488 <sup>a</sup> | 6  | .008                     |
| Likelihood Ratio  | 21.779              | 6  | .001                     |
| Linear-by-Linear<br>Association   | 8.949               | 1  | .003                     |
| N of Valid Cases  | 95                  |    |                          |
| a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is 1.77. |                     |    |                          |

The calculated value is 17.488 and significant at this level of significance 0.008 at degree freedom 6, in SPSS if the significant difference value is less than 0.05 then reject null hypothesis and accepts alternate hypothesis. In the above obtained result the significant different value is less than 0.05 so reject null hypothesis. Hence there is significant association between experience and education.

## FINDINGS OF THE STUDY

The major findings of the study are:

1. Majority of the respondents are very flexible with enhancing their relationship with others and only 5.3% of them seems to be reluctant in enhancing their relationship.
2. Majority (41.1%) of the respondents Agree that the management always tries to convince them.
3. Majority (40%) of the respondents Agree that they, always try to do challenging job

4. Majority (45.3%) of the respondents “Strongly Agree” that they, always try to develop their social skills.
5. Majority (42.1%) of the respondents “Agree” that, they always call their friends by phone or meet their colleagues after working hours.
6. Majority (46.3%) of the respondents “Agree” that, they are treated well in the organization.
7. Majority (46.3%) of the respondents “Agree” that, the Management seeks their services permanently.
8. Majority (47.4%) of the respondents “Agree” that, they have exploring option in the organization.
9. Majority (52.6%) of the respondents “Agree” that, they receive feedback from other sources apart from management.

### **Suggestions of the Study**

1. Most of the respondents are expecting teaching aids like LCD, laptop, Wi-Fi connection.
2. Among staff, there should be cooperation.
3. The majority of the respondents feel that the workload should be based on the higher education norms.
4. Management provides the entire basic infrastructure but still there is staff turnover, therefore the researcher suggests providing adequate benefits and Medical facilities.
5. The Motivation becomes high when the management considers the views of the employees to take any decision.
6. Equal recognition to all staff members are other criteria of motivation.
7. The fringe benefits should be given in wider range like Housing facilities and others.
8. Labour turnover should be reduced.
9. A well developed Information Systems plays another important part of motivation.
10. Measures should be adopted to enhance of job security.

## **Conclusion**

The researcher found out that there are many factors which influence the motivation facilities. The factors like Salary, Recognition and infrastructure play a very vital part among the temporary faculties. The starting salary package is high compared to other colleges near by which easily attract the outsider to join here apart from other factors like goodwill of the college and individual prestige. But this salary package calculations methods demonization at a longer run because the increment is not equal to the inflations. Non monetary benefits provided by the organizations are motivating like respect to the facilities and good relationship. The job involvement by the temporary staff is very healthy. This is due to the expectation of the temporary staff's to become permanent or aided staff. Employee satisfaction is not significant because the un-aided staff look to manage their time for there personal needs. More training concentrating on individual career development should be improved in the organization and individual performance.

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