Relationship Between Workplace Friendship, Interpersonal Communication And Job Satisfaction Among College Faculties

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Abstract: The aim of the present investigation is to study the Relationship between Workplace Friendship, Interpersonal Communication and Job Satisfaction among college faculties. Accordingly, a group of 70 college faculties residing and working in colleges in Kolkata, India was selected as sample. The age of the participants varied from 30 to 45 years with a mean age of 38 years. The respondents consisted of equal number of males (35) and females (35). A Consent Form, Information Schedule, Workplace Friendship Scale, Interpersonal Communication Inventory and Job Satisfaction scale were used as tools. A quantitative analysis was performed by conducting Descriptive statistics, Spearman's Rank Correlation Coefficient (r_s) and Regression Analysis. Findings revealed that there is a significant relationship between all the variables included in the study i.e., Workplace friendship (both Opportunity of Friendship and Prevalence of Friendship) and Interpersonal Communication, Workplace friendship (both Opportunity of Friendship and Prevalence of Friendship) and Job Satisfaction, Interpersonal Communication and Job Satisfaction. Adding to this Opportunity for Friendship was found to be the only significant predictor of Job Satisfaction among the college faculties.

Index Terms - **workplace friendship, interpersonal communication, job satisfaction, college faculties, higher education.**

I. INTRODUCTION

National Education is organized as a process of civilization and empowerment. Higher education in India is experiencing a period of rapid growth in terms of the number of new institutions that offer specialized courses and make various new disciplines available to students to expand their expertise. The role of the educator is very important because students are considered one of the most important assets of society. The roles and responsibilities of college teachers are closely linked to the core functions of higher education. A faculty member \is an individual who teaches academic credit courses offered by the university and includes teaching assistants, instructors, lab assistants, research assistants, instructors, assistant professors, associate professors, and full professors. The process requires educators to set an example and awaken the will and potential of students at all levels, especially at the university level which is an important entrance to the establishment of students. However, people will only be interested in not only the services they find satisfaction in, but also in the institution to maximize their potential. Therefore, it is important to ascertain the relationship between the variables included.

Elton Mayo (1933) points out the socio-emotional factors in determining employee behavior in his management book, The Human Problem of Industrialized Civilization, and is one of the most powerful determinants of productivity. Workplace friendship (WF) begins in a formal environment, but is nurtured and nurtured across formal boundaries. Berman, West and Richter (2002); had defined workplace friendship as "nonexclusive workplace relations that involve mutual trust, reciprocal liking and shared interests and values". This area of friendship contributes to improving worker well-being, helps improve communication, and provides a forum for exchanging work-related experiences (Kramer, 1996, Marelich, 1996). It also transcends gender and racial stereotypes by encouraging supportive action (Buunk, et al. 1993) and breaking the "glass ceiling" of various worker groups (Marelich, 1996). Workplace friendship is measured by two dimensions: friendship opportunity and friendship prevalence. Friendship opportunity has a relatively strong effect on job satisfaction, vigor, dedication and weakly absorption (Dr. Özlem Balabanof, Emrah Özsoy, 2016) as well as teachers' perceptions of friendship opportunities were found to significantly and positively predict their job satisfaction (Tuba Yavuzkurti and Erkan Kıralii ,2020)

Sypniewska (2014) classified that these factors are associated with interpersonal relationships: good relations with colleagues, good relations with superiors, communication management, communication with other groups and the recognition of superiors. A lower impact on job satisfaction is indicated as the economic aspects of work than the stability of employment, and positive emotions that accompany interpersonal relationships play greater significance in the context an activity. Interpersonal communication (IC) in

the workplace, especially for educators, can be thought of as a wide range of processes involved in people communicating with each other, including relationships with colleagues. Interpersonal communication is often defined as communication between people who are dependent on each other and who they know. Interpersonal communication commonly used within an organization includes day-to-day internal employee communication, client meetings, evaluation interviews, and project meetings.

Job Satisfaction (JS) is generally referred to as the positive or negative feelings and attitudes that employees hold about a job and it is the most frequently studied independent variable in I-O psychology (Schultz, 2013). Job satisfaction is the result of an employee's perception of how much the job fulfils his/her needs. Job satisfaction is the most frequently studied employee's attitude (Luthans, 2008). Dissatisfaction with the work often leads to poor performance (Bretz & Thomas, 1992) and absenteeism (Weiner, 1980). But in fact, an important question these days is how satisfying such jobs are in the profession of university teachers and what are the factors that are related to job satisfaction.

Therefore, the aim of the present study is to ascertain the relationship between WF and IC, WF and JS, IC and JS among college faculties and to determine if the measured independent variable(s) can predict JS among the college faculties.

II. REVIEW OF LITERATURE

Patricia M. Sias & Daniel J. Cahill (2009) conducted a study with 38 individuals in which they explored factors and communication changes associated with the development of workplace friendships The findings also provide insight into the role of communication in building shared perceptions of relationships and elucidate the impact of the work environment on friendship development.

Workplace friendships (WF) are an unavoidable aspect of communication in most organizations and a pressing aspect of employee satisfaction and open communication in the workplace (Sias, 2009). Although many studies have investigated the communicative aspects of communication in the workplace, few studies have investigated the impact of informality as a tool for open communication.

Morrison (2005) conducted a study of friendship in the workplace. The findings revealed that Workplace friendship not only improves the work experience of employees, but also impacts their financial "footprint" through factors such as increased organizational involvement, job satisfaction, and reduced intent to resign. this study suggests that the presence of friendship in the workplace has a significant impact on some workplace variables, with the impact of friendship being more pronounced for individuals in interdependent work roles.

Amjad et al. (2015) conducted a survey to understand workplace friendship (WPF) among employees of higher education institutions in Punjab, Pakistan, as well as employee task and context performance, job satisfaction (JS), and turnover intentions (TI). His findings revealed that workplace friendship has various positive functions in personal performance and job satisfaction, and to significantly mediates the relationship between TI, CP, TP and workplace friendship. In addition, workplace friendship eases the relationship between an organization's commitment and the turnover intentions focusing only on employees in the private sector.

Assist. Professor Dr. Özlem Balabanof Sakarya University, Faculty of Management and Research Assistant Emrah Özsoy (2016), measured Workplace friendship by two dimensions: friendship opportunity and friendship prevalence; and work engagement was evaluated in three dimensions - vigor, dedication and absorption. It was found that friendship opportunity has a relatively strong effect on job satisfaction, vigor, dedication and weakly absorption. However, friendship prevalence had no significant effect on job satisfaction, work engagement and performance.

Tuba Yavuzkurti and Erkan Kıralii (2020) worked on the relationship between workplace friendship and job satisfaction in educational institutions. The findings showed that there is a moderate and positive link between teachers' job satisfaction and their perception of workplace friendship. Teachers' perceptions of friendship opportunities were found to significantly and positively predict their job satisfaction.

Setia Wahyuni, Suparno Eko Widodo, Rita Retnowati (2016) performed a study to examine the influence of interpersonal communication, working motivation and transformational leadership on teachers' job satisfaction either individually or jointly of Indonesia. This study quantitatively and qualitatively shows that there is a positive and significant relationship between variables under the following correlation coefficient distribution: interpersonal communication to teacher job satisfaction = 0.942. However, a similar study on High school teachers in Indonesia by Siburian, Tiur Asi (2013) revealed no direct impact of interpersonal communication on teachers' job satisfaction (path coefficients of 0,747).

III. RESEARCH METHODOLOGY

3.1 Objectives of the study.

- To ascertain the relationship between Workplace Friendship and Interpersonal Communication among college faculties.
- To ascertain the relationship between Workplace Friendship and Job Satisfaction among college faculties.
- To ascertain the relationship between Interpersonal Communication and Job Satisfaction among college faculties.
- To determine if the measured independent variable can predict Job Satisfaction among the college faculties.

3.2 Hypotheses

H_01- There is no significant correlation between WF and IC among college faculties

  $H_01(A)$ - There is no significant correlation between OFF and IC among college faculties

  $H_01(B)$- There is no significant correlation between POF and IC among college faculties

H_02- There is no significant correlation between WF and JS among college faculties

  $H_02(A)$ - There is no significant correlation between OFF and JS among college faculties

  $H_02(B)$ - There is no significant correlation between POF and JS among the college faculties.

H_03 - There is no significant correlation between IC and JS among college faculties.

H_04 - WF cannot significantly predict JS among college faculties.

  $H_04(A)$ - OFF cannot significantly predict the level of JS among college faculties

  $H_04(B)$ - POF cannot significantly predict the level of JS among college faculties

H_05- IC cannot significantly predict the level of JS among college faculties

3.3 Population and Sample

The present sample is comprised of 70 college faculties residing and working in colleges in Kolkata, India. The age of the participants varied from 30 to 45 years with a mean age of 38 years. The respondents consisted of equal number of males (35) and females (35). For the current research study, snowball sampling was used.

3.4 Variables

Independent Variable: Workplace friendship (WF) - Opportunity for friendship (OFF), Prevalence of friendship (POF) Interpersonal Communication (IC)

Dependent variable: Job Satisfaction (JS)

3.5 Description of the tools

1. Consent Form: A consent form was prepared to seek consent from the college faculties for their participation in the study.

2. Information Schedule: An information schedule was prepared to gain personal information from the participants.

3. Workplace friendship Scale- It is a 5-point Likert-type scale ranging from 1(strongly disagree) to 5(strongly agree) published by Ivy K. Nielsen, Steve M. Jex and Gary A. Adams (2002). The scale is divided into two parts: Opportunity for friendship (item no. 1-6) and Prevalence of friendship (item no. 7-12). Except item no.12, all the other items were directly scored. Thus, the score ranges from 12 to 60, considering the mid-value as 32. High score indicates a high opportunity of friendship in the organization as well as a high prevalence of friendship. The internal consistency reliability estimate for the scores on the final opportunity measure was 0.84. The internal consistency reliability for scores on the final prevalence measure was 0.89. It should also be noted that a majority (91%) of the item-total correlations were respectable (more than .30). Morrison (2006) had evaluated the scales of prevalence and opportunities, and reported coefficient alphas of 0.70 and 0.81, respectively.

4. Interpersonal Communication Inventory (ICI) - This inventory developed by Millard J. Bienvenu, Sr (1969) offers an opportunity to make an objective study of the degree· and patterns of communication in one's interpersonal relationships. The reliability was calculated from the data collected in the present research and the score of Cronbach's alphas is 0.602 which is acceptable (Konting et al 20009; Griethuijsen et al., 2015; Taber, 2018). This inventory consists of 40 items and the participants are provided with three alternatives Yes, No and Sometimes for each item to respond with.

5. Job Satisfaction Scale- The scale was developed by B.L Dubey (2009) consisting of 25 items. The 5-point Likert type scoring system (strongly disagree to strongly agree= 0 to 4) was maintained. The possible range of scores was 0 to 100, with higher score representing greater job satisfaction. The last two items were reverse scored. The test- retest reliability with an interval of one month was found to be of 0.64. The split half reliability (odd-even split with correction by Spearman-Brown Prophecy formula) was 0.72.

3.6 Process

All participants were approached personally or through the help of the researcher's personal contacts. Data was collected using both hard copies of the questionnaires and google form. The Consent form, General Information Schedule, Workplace friendship Questionnaire, Interpersonal Communication Inventory, Scale and Job Satisfaction Scale-Revised Questionnaire were administered to the selected group of subjects by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of the scoring key.

3.7 Statistical treatment of data

Normality tests were performed prior to data analysis to find whether the data of the research met normality conditions using Shapiro-Wilk Test. It was found that the data of IC was not normally distributed and thus, Spearman's Rank Correlation Coefficient (r_s) was taken into account for data analysis. Linear regression is used because for the present study, the statistical analysis is being used for prediction and not inference which does not require normality assumption. The statistical treatments were done using the SPSS.

1. Descriptive Statistics: Mean and Standard deviation have been conducted to determine the level and nature of responses on each variable of the college faculties.

2. Spearman's Rank Correlation Coefficient (r_s): The Spearman's Rank Correlation Coefficient (Spearman's correlation, for short) is a nonparametric measure of the strength and direction of the association between two measurement variables. It is indicated by the symbol r_s (or pronounced in the Greek letters ρ, rho). The test is used for both continuous and discrete ordinal variables that fail the assumptions needed to perform Pearson's product-moment correlation. Spearman's correlation coefficient ranges from 1 for a completely negative monotonic association between two variables to +1 for a completely positive monotonic association. A value of Spearman's correlation is 0 means that there is no monotonic association between the variables. When the value of one variable increases and the value of the other variable decreases it refers to as a negative correlation. Similarly, a positive correlation is indicated when the value of one variable increases, so does the value of the other variable.

In the present study, Spearman correlation (r_s) has been used to find the relationship, if any, between the scores of-

- Workplace Friendship (OFF and POF) and IC
- WF (OFF and POF) and JS
- IC and JS among college faculties

3. Regression Analysis: Regression Analysis is a statistical method that is used to determine the strength of the relationship between a dependent variable and multiple independent variables. Linear regression is a form of regression analysis which the researcher uses in an attempt to find the line that most closely fits all the data points. Regression analysis is used for predicting, forecasting and inferring relationships between two variables. In the present study, regression analysis has been utilized to find the significant predictor variable of JS.

IV. RESULTS

Table 4.1: Tabular presentation of Descriptive statistics of the scores obtained from the college faculties (N=70) of WF, IC and JS.

Variable	N	Mean	Sd
WF			
• OFF	70	24.30	2.75
• POF	70	21.56	3.88
• Overall	70	45.86	6.00
IC	70	90	9.73
JS	70	67.94	14.49

Score range:
Workplace Friend (WF - Overall): 12-60; Opportunity for friendship (OFF): 6-30; Prevalence of friendship (POF)-6-30
Interpersonal communication (IC): 67-105
Job Satisfaction (JS): 0-100

From the findings as presented in **Table 4.1,** it can be said that there is a high level (M=45.86, SD=6) of WF in the organization in which they work. The mean score for OFF is a bit higher than the POF, having a mean score of 24.30 and 21.56 respectively. The result also indicates that the participants seem to be considerably good communicators (M=90, SD=9.73) and are able to present and use themselves in an average way while communicating with people in their daily contacts and activities.

The relationships between variables were analyzed through a determination of the Spearman correlation coefficient. The Spearman correlation coefficient t (r_s) is a nonparametric measure of the strength and direction of association that exists between two variables measured. The test is used for both continuous and discrete ordinal variable that has failed the assumptions necessary for conducting the Pearson's product-moment correlation. The stronger the correlation is, the more reliable the estimation will be (Elmes et al., 2012).

Table 4.2: Correlation between WF (OFF and POF), IC and JS.

	Variables		OFF	POF	IC	JS
Spearman's rho	**OFF**	*Correlation Coefficient*	1.000	.628**	.411**	.514**
		Sig. (2-tailed)		.000	.000	.000
		N	70	70	70	70
	POF	*Correlation Coefficient*	.628**	1.000	.380**	.320**
		Sig. (2-tailed)	.000	.	.001	.007
		N	70	70	70	70
	IC	*Correlation Coefficient*	.411**	.380**	1.000	.262*
		Sig. (2-tailed)	.000	.001		.028
		N	70	70	70	70
	JS	*Correlation Coefficient*	.514**	.320**	.262*	1.000
		Sig. (2-tailed)	.000	.007	.028	
		N	70	70	70	70

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

Spearman's rank correlation was computed to assess the relationship between WF (OFF, POF), IC, JS separately with each other. The above Table shows a positive significant relationship between both the dimensions of WF and IC (OFF- r_s = .411, p = < 0.001; POF- r_s = .380., p = < 0.001), IC and JS (r_s = .262, p =0.028), OFF and JS (r_s = .514, p = < 0.001), POF and JS (r_s = .320, p = .007). Therefore, it is expected that with the increase of the score of one result in increase of the other variable of the pair.

The rejected null hypotheses are -
$H_0$1- There is no significant correlation between WF and IC among college faculties
    $H_0$1(A) - There is no significant correlation between OFF and IC among college faculties
    $H_0$1(B)- There is no significant correlation between POF and IC among college faculties
$H_0$2- There is no significant correlation between WF and JS among college faculties
    $H_0$2(A) - There is no significant correlation between OFF and JS among college faculties
    $H_0$2(B) - There is no significant correlation between POF and JS among the college faculties.
$H_0$3 - There is no significant correlation between IC and JS among college faculties.

Regression Analysis between Opportunity for Friendship (OFF), Prevalence of Friendship (POF) and Job satisfaction (JS).

Table 4.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442[a]	.195	.159	13.29484

a. Predictors: (Constant), IC, POF, OFF

Table 4.4: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	*Regression*	2834.083	3	944.694	5.345	.002[b]
	Residual	11665.688	66	176.753		
	Total	14499.771	69			

a. *Dependent Variable: JS*
b. *Predictors: (Constant) OFF, POF, IC*

Table 4.5: Coefficients

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	12.720	17.431		.730	.468
OFF	2.559	.773	.486	3.312	. 002
POF	-.262	.527	-.070	-.496	.621
IC	-.015	.179	-.010	-.083	.934

a. *Dependent Variable: JS*

Regression analysis has been conducted to find the best predictor of JS among college faculties. The Independent Variables (IV) taken into the analysis are OFF, POF and IC; the Dependent Variable (DV) is the JS. All the IVs are significantly correlated with DV.

From **Table 4.5** it can be inferred that only OFF can significantly predict the level of job satisfaction among college faculties with a beta coefficient of .486 and a p value = .002. Thus, it can be said that OFF is very significant in predicting the JS of the College faculties. This indicates that with a one-point increase in OFF, there will be a positive 19.5 % (**Table 4.3**: R^2 = .195) change in the JS of the college faculties. Hence the null hypothesi**s H₀4(A)-OFF cannot significantly predict the level of JS among college faculties** is rejected.

The beta coefficient of the POF is -.070. POF is not significant in predicting of the level of JS (p = 0.621). Therefore, the null hypothesis **H₀4(B)- POF cannot significantly predict the level of JS among college faculties** is accepted.

IC is also not a significant predictor of JS with a beta value of -.010 (p=.934). Therefore, the null **H₀5- IC cannot significantly predict the level of JS among college faculties** is accepted.

IV. DISCUSSION

The present study has revealed the relationship between all the variables included in the study, Workplace Friendship (WF) - Opportunity for Friendship (OFF) and Prevalence of Friendship (POF), Interpersonal Communication (IC) and Job Satisfaction (JS). It also aimed to find out the significant predictor variable of the JS of college faculties. A group of 70 college faculties were selected through snowball sampling for the present study. To eliminate any gender bias equal number of male (35) and female (35) participants were selected with the age range of 30–45 years from different colleges in Kolkata.

From the findings, it can be said that there is a high level of WF in the workplace, the two dimensions - OFF and POF were scored separately. It was found that friendship opportunity is relatively strong than prevalence for the participants. The employees showed a positive attitude towards having the opportunity to get to know their co- workers, as well as having chance to talk informally in the organization. On the contrary, analyzing the responses of the participants it has been found that the participants have a negative outlook towards the context of being able to confide in their co- workers and connect at a personal level.

Participants of the present study seem to be considerable communicators and are able to present and use themselves in an average way while communicating with people in their daily contacts and activities. This can be attributed to the facts that the participants of the present study often lose composure while angry and often than not in conversation tries to put themselves in the other person's shoes.

The result indicates a picture of the level of JS is above average. The college facilities have shown more positive attitude towards the fact that they have been getting promotions as per their qualification and experience. They have shown satisfaction towards the general supervision of their department. The employees also feel that their job is reasonable and secure as long as they do good work simultaneously most of them are unsure about quitting their present job if given a better opportunity else where . Work satisfaction and academic staff motivation play a key role in improving the quality of educational institutions and student learning (Stanovska et al., 2017) and represent the future workforce in various disciplines (Stanovska et al., 2017, Khalid et al., 2012).

The Spearman correlation was conducted between all the variables in the present study to understand the presence of significant association if any.

A positive significant correlation between both the dimensions of Workplace Friendship- Opportunity for Friendship and Prevalence of Friendship and Interpersonal Communication was determined. This refers that with the increase of Workplace friendship, Interpersonal Communication increases and vice-versa. WF is an inevitable aspect of communication in most organizations as well as an imminent facet of employee satisfaction and open communication in the workplace (Sias, 2009). According to Fine (1986), workplace friendship increases support and resources to help individuals work, reduce work stress, and improve communication, collaboration and energy. The findings also provide insight into the role of communication in building shared perceptions of relationships and elucidate the impact of the work environment on friendship development (Patricia M. Sias & Daniel J. Cahill, 2009).

In the present research, it was found that both the dimensions of WF-Opportunity for friendship and Job Satisfaction as well as Prevalence of friendship and JS among college faculties indicates significant positive relationship. Therefore, we can say WF has a significant relationship with JS among the present sample. In one of the previous findings, Workplace friendships has been shown to have various positive functions in personal performance and job satisfaction (Amjad et al.; 2015). In addition to this, in the studies by Hackman and Lawler (1971), Morrison (2005), it was revealed that there was a positive and statistically significant relationship between friendship opportunity and overall job satisfaction. The fact that friendship opportunities are most likely to be seen as those offered by the organization may result in a positive relationship between perceived friendship opportunities and job satisfaction (Morrison, 2008). A study by Richer, Blanchard, and Vallerand (2002) found significant positive associations between close friendships and job satisfaction. In addition, Nielsen et al. (2000) found in their study a positive and significant association between friendship opportunities and job satisfaction, and between friendship prevalence and job satisfaction. Balaban and Özsoy (2016) found a highly significant relationship between job satisfaction and friendship opportunities, but a moderately significant relationship between job satisfaction and friendship prevalence. In their study, Özsoy and Aras (2011) found a moderately significant association between work satisfaction and friendship at work, and a high and significant association in terms of the prevalence of friendship. A study by Markiewicz, Devine and Kausilas (2000) showed that there was a significant correlation between the quality of friendship and employee satisfaction. They found that the quality of friendship with men tends to better predict job satisfaction. Studies have also shown that a good and friendly work environment assumes a significant part in employee interpersonal relationships, which has a strong positive and direct impact on job satisfaction (Solomon Lemma Lodisso , 2019; Setia Wahyuni, et al 2016).

The Spearman correlation indicates a positive significant relationship between Interpersonal Communication and Job Satisfaction. This result can be explained with the support of the study conducted by Orebiyi, A.O. and Orebiyi, T.P. (2011) on Secondary School Teachers that demonstrates the existence of a statistically significant relationship between interpersonal communication and work satisfaction. A study by Pranjali Madhur, Sriram Ramshanker (2020) indicates a positive relationship between interpersonal communication and the performance of employees. Employees of large sectors need to improve level of communication to enhance the Job satisfaction. Research involving the public elementary teachers in Tigapanah District, North Sumatera, Indonesia by Emalia Sembiring and Sukarman Purba (2019) concludes that any change or variation that occurs in Job Satisfaction is influenced by interpersonal communication, therefore, in managing job satisfaction of the teachers, interpersonal communication must be included in the strategic planning of human resource development.

On conducting a regression analysis, it was found that Opportunity for Friendship is the only IV which can significantly predict job satisfaction of the college faculties, indicating one-point increase in opportunity for friendship, there will be a positive 19.5% change in the job satisfaction of the college faculties with a beta coefficient .486 and a p value = .002. Whereas, prevalence of friendship (beta value= -.070, p = 0.621) and interpersonal communication (beta value= -.010, p=.934) cannot significantly predict the level of job satisfaction. In 2020, Tuba Yavuz Kurti and Erkan Kiralii of the University of Aydin Adnan Menderes worked on the relationship between Workplace Friendship and Job Satisfaction in educational institutions, found out that teachers' perceptions of friendship opportunities were found to significantly and positively predict their job satisfaction. Therefore, the present finding is consistent with the earlier studies.

V. CONCLUSION`

The present study explored the relationship between WF, IC and JS among college faculties. In the present study the samples of college faculties have above average job satisfaction, above average interpersonal communication and high workplace friendship with more emphasis on friendship opportunities. It can be concluded that there is a positive significant relationship between WF (both OFF and POF) and IC, WF (both OFF and POF) and JS, IC and JS that is all the variables in the study are significantly related to each other. Adding to this OFF is the only IV that was found to be a strong significant predictor variable for job satisfaction (JS) among college faculties. Though apart from opportunity to friendship (OFF) no other selected independent variables can significantly predict job satisfaction, we have found the existence of significant relationship amongst themselves which might contribute to a better understanding of the work life of college faculties.

VI. IMPLICATIONS

Academic staff play a key role in determining the success, vision, and mission of the university. Quality academic staff is the source of a successful education system. (Stanovska et al, 2017) and they represent the value of the country and the builder of the country. (Khan et al., 2014).

Work satisfaction and academic staff motivation play a key role in improving the quality of educational institutions and student learning (Stanovska et al., 2017) and represent the future workforce in various disciplines (Stanovska et al., 2017, Khalid et al., 2012). Job satisfaction is not only closely linked to teacher retention, but also contributes to teacher-student well-being, school-wide cohesion, and improved teaching profession. Teachers become interested in teaching students effectively if they are happy with their work. Like India, other countries in the world are trying to improve the quality of education to meet the demands of globalization. Teachers perform best only if they are happy with their work. Evaluating variables that contribute to job satisfaction helps to promote teacher job satisfaction. In the present study, the samples of college faculties have above average job satisfaction and high workplace friendship with more emphasis on friendship opportunities. Though apart from opportunity to friendship no other selected independent variables have any significant relationship with job satisfaction, we have found the existence of significant relationship amongst themselves which might contribute to a better understanding of the work life of college faculties.

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