

THE IMPACT OF FRIENDSHIP AT THE WORKPLACE ON TEACHER'S ORGANISATIONAL COMMITMENT AND TURNOVER INTENTIONS IN HIGHER EDUCATION INSTITUTIONS

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Abstract: Teachers of today spend a big portion of their lives at work. As a result, friendships grow between/among them at work. Previous research has found that workplace friendship serves a range of beneficial roles for both individuals and companies. Increased communication, respect, security, and trust among colleagues are facilitated by workplace friendships. In the education business, these rewarding benefits have significant ramifications for employees' job-related results. Many academics have looked into the various aspects that influence organisational commitment (OC). Only few studies have looked at the impact of workplace friendship on both organisational commitment and turnover intentions. Thus, the purpose of this research was to look at the direct impact of friendship at workplace on teacher organisational commitment and turnover intentions. A total of 98 teachers from higher education institutions in Mathura participated in the study. The data collected was analysed using regression analysis. This research gives useful insights into how educational institutions might strengthen organisational commitment and lower turnover intentions by developing workplace friendship, by stressing the influence of workplace friendship on organisational commitment and teacher's turnover intentions.

Keywords: Friendship, Turnover, Commitment, Teacher, Workplace

INTRODUCTION

Work is one of the most important aspects of people's lives (Dulk et al., 2013). People work for monetary rewards, e.g., pay and benefits, or non-monetary rewards, e.g., psychological happiness from their jobs (Batinic & Stiglbauer, 2012). In today's world, which is changing, work has been speedily evolving (Quinlan, 2012; Baran et al., 2012). The changing character of work is influenced by changing work contexts (e.g., increased globalisation of business, new technology, and new organisational practices) (Connell, Gough, McDonnell & Burgess, 2014; Koukoulaki, 2010).

The workplace is becoming the "...main crucible for making friends..." (Shellenbarger, 2000: B1). Recent studies have revealed that "...numerous close friendships evolve from existing formal relationships and places, and for many

people, these relationships are maintained within the organisational setting..." (Morrison, 2004). Friendships not only influence individual attitudes and behaviours that are shared with co-workers (Song, 2006), but also influence the formation of fundamental human values (Sias et al., 2004). Workplace friendship is a distinct aspect. The phenomenon are voluntary, involves an individual link, and serves personal, social, and emotional goals (Mao, 2006). There is a fundamental ambiguity about what makes a 'friend' behind the concept of professional friendship.

When it was asked of the people, what is significant to their lives, friendship is at the top of the list. Friendship dynamics, however, remain opaque and immeasurable (Karbo, 2006). Indeed, there are no universally agreed-upon and socially accepted criteria for what constitutes a friend (Allan, 1996).

Friendships have previously been studied for their social, personal, and organisational benefits, such as mentor

alternatives to peer relationships (Isabella & Kram, 1985) and workplace friendship (Sias, Kramer & Kramer, 2014). Studies were also done on employees and their impact on resource implications and job satisfaction in connection with friends (Markiewicz, Devine & Kausilas, 1999). In addition to increasing workplace engagement and organisational engagement, friendships at work have been found to enhance work performance (Ting et al., 2017).

There are many degrees of friendships at work.

- *Work Spouse*: This type of friendship is defined as one that is platonic, special, and involves high levels of disclosure and support, as well as mutual trust and honesty. It is also characterised by high degrees of loyalty and respect.
- *Special Friend*: A special friend is someone regarded to be one of the closest friends. Even if 2 people do not work together, one of them would continue to be the other's best buddy. This individual can be considered to be much more than just a co-worker.
- *Collegial Peer*: A collegial peer is someone seen as a "work mate". This individual is more than a casual acquaintance, yet everything about one's life is not old to them. Communication with this individual can be done on an equal footing on a frequent basis, since this person is regarded as a friend or co-worker only.
- *Information Peer*: An information peer is someone who is not well known, but one feels very close to. This person is more of an acquaintance than a friend, in your opinion. One would probably not maintain the friendship with the person if they did not work, despite the fact that communication does not happen on a regular basis.

An individual's psychological attachment to an organisation is defined as organisational commitment in organisational behaviour and industrial and organisational psychology. Variables related to work, such as job performance, organisational citizenship behaviour (OCB), and turnover are all predicted by organisational commitment. The connection level that employees have with the organisation is referred to as organisational commitment. Employees that are devoted to the organisation, on the whole, feel connected to the organisation's aims and feels a sense of belonging. As a result, this is one of the most critical aspects of organisational success. The 3-component model of commitment proposed by Meyer and Allen (1991) argues that commitment has three distinct components that correlate to different psychological

states. "To aid in the interpretation of existing research" and "to serve as a framework for future study", Meyer & Allen developed this model.

A tendency by the employees to quit their original roles after a length of time in the firm is called turnover intention. The intent to leave refers to a person's strong aspiration to quit the current job and find a new one (Caplan & Jones, 1975). Once work unhappiness occurs, employees may consider leaving the company, searching for other chances, and evaluating and comparing other career opportunities (Mobley, 1977; Hulin, Miller & Katerberg, 1979). The most crucial rational antecedent of employee turnover is turnover intention, which is also the most predictive of turnover action (Rajan, Jaffrey & Charles, 1989). Turnover intention refers to a person's intention to have variation in jobs or to leave the organisation on their own (Kaur, Mohindru & Pankaj, 2013). When an employee's intentions to leave increases, real turnover is likely to occur.

Workplace friendship is viewed as a type of social support in this study, which attempts to explore the impacts of workplace friendship on teacher commitment to the organisation, as well as turnover intentions.

LITERATURE REVIEW

The appraisal of workplace friendship is comparatively a new phenomenon. Workplace friendships are crucial and difficult to analyse, thus valid, reliable methodologies must be used in order to examine them. Morrison (2006) looked at the Scale of Workplace Friendship, which was established in a university setting by Nielsen and colleagues (2000), from a western cultural perspective. When Morrison looked at prevalence and opportunities as a 2-factor structure of friendship, she found that "Friendship Prevalence" explained comparatively little discrepancy in other features of the organisation, such as satisfaction, turnover intention, cohesion, and commitment. These findings supported the friendship 'opportunities' subscale's convergent and nomological validity.

Scholars have acknowledged the importance of workplace social ties for almost a century. Mayo (1945) was the first to advocate for the relevance of emotional elements in determining employee behaviour, as well as maintaining that the level to which people found social fulfilment at work had the greatest impact on productivity (Mayo, 1949). In the study named "The Impact of Friendships at Work", "friendship opportunity" was found as a variable of perceived job qualities (Hackman & Lawler, 1971). Its purpose was to determine how much a job allowed people to speak and build connections with one another at work. High-quality

workplace friendships can help employees' organisations gain trust (Becker, 1960). Workplace friendships can favourably affect and strengthen organisational commitment (Nielsen, Jex & Adams, 2000; Teimouri, 2011). The link between workplace friendship and organisational commitment was investigated, using job satisfaction and group cohesion as mediator variables (Xie & Yang, 2011). They discovered that workplace friendship and organisational commitment have a positive association.

According to social support theory, individuals benefit emotionally and substantially from engaging with others or groups (Hobfoll & Lerman, 1988). Emotional support, substantial support like procuring material, labour from others, and taking financial help, assessment support like receiving feedback from others, and appreciation support like self-esteem and self-confidence of the people and other's help after failure, are all examples of social support (House, 1988). Workplace friendship provides similar sorts of workplace assistance. When employees are worried, conflicted, or distressed at work, it has the ability to provide immediate emotional assistance, as well as resources. Workplace friendships can also help employees cope with pressures at work, manage problems, and get out of sticky situations, as well as lessen discontent with their jobs (House et al., 1981). Anxiety, sadness, neuroticism, and antisocial behaviour are more common in employees who lack social support. This can lead to absenteeism and employee turnover. It has been shown that employees minimise work stress and discontent with their jobs (Berman et al., 2002) because of friendships at work, which can reduce employee turnover (Isabella & Kram, 1985).

The goal of the study is to determine the impact of workplace friendship on organisational commitment and turnover intentions of teachers in the Mathura Region of UP, India.

RESEARCH DESIGN AND METHODOLOGY

The impact of friendship at the workplace on teacher's organisational commitment and their turnover intentions will be the subject of this study. The following hypotheses are developed to be tested as a result of the preceding theoretical framework.

H1: There is a positive effect of friendship at workplace on organisational commitment.

H2: There is a negative effect of friendship at workplace on turnover intention.

Theoretical Framework

The proposed model, based on the hypothesis, is shown in Fig. 1.

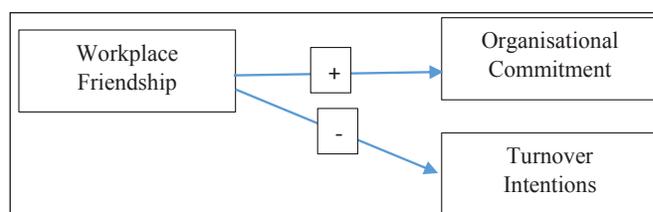


Fig. 1: Conceptual Framework Showing Relationship between Friendship at Workplace, Turnover Intentions, and Organisational Commitment

In this study, hypothesis testing is used to confirm the association between friendship at workplace and other work-related consequences, such as turnover intentions and organisational commitment. Teachers from the education sector were considered as the responders for this study, as they are always full of team work. The sample is chosen from teachers of several higher education institutions in Mathura.

The sample is made up of 98 people. There were 53.06% females (52) and 46.93% males (46) in the sample. The data for the study was gathered via a questionnaire. Convenient sampling technique was used to collect the data. The SPSS software application was utilised for statistical analysis. The measurement instrument is divided into four sections: respondent demographics, workplace friendship, organisational commitment, and turnover intentions. A self-administered questionnaire was used to collect data. A 5-point Likert-type scale was employed, ranging from (1) strongly disagree to (5) strongly agree. In view of Morrison's (2006) findings, for acquiring data and evaluating the "Workplace Friendship Scale" instrument, basic statistical analysis was used.

RESULTS AND ANALYSIS

The sample of the population is composed of 98 teachers working in various institutions in the Mathura region of Uttar Pradesh (India). Frequencies of participants for age, profession, and annual income are given in Table 1.

Table 1: Frequencies of Participants

Variable		Frequency	Percent	Cumulative Percent
Age	30-39	29	55.8	55.8
	40-49	8	15.4	71.2
	50-59	1	1.9	73.1
	60 and above	14	26.9	100
Profession	Assistant Pr.	32	61.5	61.5
	Associate Pr.	4	7.7	69.2
	Lecturer	16	30.8	100
Annual Income	<300000	3	5.8	5.8
	>800000	3	5.8	11.5
	300000-500000	43	82.7	94.2
	500000-800000	3	5.8	100

In this study, we can observe that most of the sample that we took includes people in the age group 30-39, contributing to almost 55% of the total sample size; a very small sample is from the age group 50-59, just 1% of the total sample size. People under 30 also make up a significant portion, by making up almost 20% of the total sample size. Most of the respondents turned out to be assistant professors, making up more than half of the total sample size. Lecturers form 30% of the total sample size. A very small percentage of respondents are associate professors. Further, it can be observed that most of the respondents earn between 3L to 5LPA.

FINDINGS

H1a: There is a positive effect of workplace friendship on organisational commitment.

Regression

Table 2: Descriptive Statistics Showing WF Score and OC Score

	Mean	Std. Deviation	N
WF Score	14.3846	1.70528	52
OC Score	27.7500	3.70942	52

Table 3: Variables Correlation Matrix

		WF Score	OC Score
Pearson Correlation	WF Score	1.000	.852
	OC Score	.852	1.000
Sig. (1-tailed)	WF Score	.	.000
	OC Score	.000	.
N	WF Score	52	52
	OC Score	52	52

The correlation value tells us the relationship among the variables; the variables that were used are workplace friendship and organisational commitment. The significance value is less than 1% (p-value < 0.01); this value is very significant. The correlation value derived from the model is almost 85% positive association, which tells us that if workplace friendship increases, then commitment towards the organisation increases by 85.2%.

Table 4: Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OC Score ^b	.	Enter

a. Dependent Variable: WF Score.

b. All requested variables entered.

Dependent Variable = Workplace Friendship

Independent Variable = Organisational Commitment

Table 5: Model Summary Showing R (Correlation) Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 ^a	.727	.721	.90046

a. Predictors: (Constant), OC Score.

b. Dependent Variable: WF Score.

From Table 5, we can observe that the R value (correlation value) that we derived using Pearson correlation is 0.852, which is strongly positively correlated. The fitness of the model is 72.7% (0.727); this means 72% of variance in dependent variable (WF) is derived from the independent variable (OC).

Table 6: Table Showing Coefficients Explained (Coefficients^a)

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.510	.951		3.689	.001	1.599	5.421
	OC Score	.392	.034	.852	11.529	.000	.324	.460

a. Dependent Variable: WF Score.

Table 6 helps us derive the equation for our model.

$\text{Workplace Friendship} = 3.510 + 0.392 * \text{Organisational Commitment}$
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H2a: There is a negative effect of workplace friendship on turnover intention.

Regression

Table 7: Descriptive Statistics Showing WF Score and TI Score

	Mean	Std. Deviation	N
WF Score	14.3846	1.70528	52
TI Score	12.2692	2.12469	52

Table 8: Variables Correlation Matrix

		WF Score	TI Score
Pearson Correlation	WF Score	1.000	-.949
	TI Score	-.949	1.000
Sig. (1-tailed)	WF Score	.	.000
	TI Score	.000	.
N	WF Score	52	52
	TI Score	52	52

The correlation value tells us the relationship among the variables; the variables that were used are workplace friendship and turnover intentions. The significance value is less than 1% (p-value < 0.01); this means the value is very

significant. The correlation value derived from the model is almost 95% negative association, which tells us that if workplace friendship increases, then turnover intention decreases by 94.9%.

Table 9: Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	TI Score ^b	.	Enter

a. Dependent Variable: WF Score.

b. All requested variables entered.

Dependent Variable = Workplace Friendship

Independent Variable = Turnover Intentions

Table 10: Model Summary showing R (Correlation) Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949 ^a	.901	.899	.54228

a. Predictors: (Constant), TI Score.

b. Dependent Variable: WF Score.

From Table 10, we can observe that the R value (correlation value) that we derived using Pearson correlation is 0.949, which is strongly correlated. The fitness of the model turns out to be 90.1% (0.901); this means 90% of variance in dependent variable (WF) is derived from the independent variable (TI).

Table 11: Table Showing Coefficients Explained (Coefficients^a)

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	23.731	.445		53.341	.000	22.837	24.625
	TI Score	-.762	.036	-.949	-21.315	.000	-.834	-.690

a. Dependent Variable: WF Score.

Table 11 helps us derive the equation for our model.

$$\text{Workplace Friendship} = 23.7 - 0.762 * \text{Turnover Intention}$$

DISCUSSION AND CONCLUSION

From the study, we can conclude that friendship at the workplace impacted in a positive way on organisational commitment of teachers. It means that if there is a strong bond of friendship among the teachers, their sense of organisational commitment towards their institution will be strong. The results show that the hypotheses are all established, and the results are the same as those of the past. In this way, hypothesis 1, which said that friendship at work has a positive effect on organisational commitment, is accepted. Secondly, in hypothesis 2, it is assumed that friendship at work has a negative effect on turnover intention. By testing it, it is found that with the increase in workplace friendship among the teachers, the idea of leaving the job or institution weakens. It means that if the bond of friendship is stronger, teachers spend more time in one institution and do not think of leaving the institution. As a result, the turnover intentions of teachers is negative.

The degree of organisational commitment and turnover intention is unaffected by the different sorts of friendships. They could be people who are not very interested in relationships or whose careers have little to do with interdependence. Other variables like job satisfaction, job stress, and employee-organisation fit are not measured in the study, as they may have an impact on organisational commitment. As businesses become more socially connected, employees and executives must be able to handle the conflicts and problems that develop from friendships internally, in order to maximise the benefits of these personal bonds (Pillemer & Rothbard, 2018). As a result, there may be room for additional research in this area. When the teachers are deeply involved in the institutions, they get along well in the workplace, and the turnover intention will be reduced and the organisational commitment will be improved. This study finds that continuous commitment is a negative impact. We suggest that educational institutions should create a friendly workplace environment and welfare policies, and promote and stimulate the teachers' sense of mission and centripetal activity to the company, or to carry out training activities, so that teachers can be emotionally supported, skilled, and able to improve and grow, and be more committed towards their institutions.

LIMITATIONS

The study's weakness is that the sample did not contain an equivalent number of teachers in the age group 50-59. For further research, academics could look into the effect of friendship in other areas of different industries, taking into account the employee hierarchy as well.

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