

## An evaluation of relationship among female school teachers

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### Abstract

Communication plays integrated role in every institution. But in educational institutions there is great deal of communicative activities. A teacher needs to negotiate with students, staff members, including principal and parents in school. The purpose of this study was to explore the views of teachers about staff member's communication and relationship in female high and primary schools. This research study was quantitative in nature. Overall population of this research study was female teachers of High school and primary school. 40 teacher were selected through stratified Radom sample techniques 20 teachers were from high school and 20 were from primary school. A questionnaire containing 22 items was administered by the researchers for collection of data. The collected data was analyzed and interrupted by using percentage. Results of the study indicates that communication helps in developing ideas facilitate team work and sharing ideas, According to results in mostly high and primary schools commutative relation is friendly among all the staff members, break time plays positive role in communications and teacher of both level always tried to use this time properly and positively. They also accepted that they confront with conflicting situation but they try to avoid harsh language and sort out the possible solution. Results also showed that new teachers co-operates with each other in achieving common personal and professional objective. Both primary and secondary level teacher need training of about communication because it brings improvement in institute's environment.

**Keywords:** high school teachers (HST) primary school teacher (PST), staff member, relationship

### 1. Introduction

Communication is a source of establishing relationships with others. It is a complex process which involves language and its proper use in a range of social settings and for different purposes. When a teacher works in a school he or she develops relationship with others like colleagues, school administration, students and parents (Mitchell and dobbin, 1998) <sup>[10]</sup>. In developing these relations he also faces conflicts. So one can say that friendship politics, conflicts, criticism are collaboration and relationship among all staff in a school (Ground water *et al* 2003) <sup>[12]</sup>.

In 1994 Andy Hargreaves identified High School culture which are patterns of communication exists between staff members. He praised spontaneous and critical collaboration. Research study of Lave and wenger (1993) <sup>[9]</sup> shows that how teacher learn the patterns and politics of school culture. In 1999 Groundwater Smith's conducted a research and indicated that regular meetings enables the teacher to solve problems and shared responsibility. According to Carr and Kemmis (1986) <sup>[1]</sup> and Frenstarmacher (1994) <sup>[3]</sup> learning about teaching practice justification curricula change requires some form of collective action.

In light of above discussion overall purpose of the proposed study "to evaluate the relationships in female high and primary school" was to explore the views of teachers about staff members communication and relationship at primary and secondary level. The objective of the study was to explore the perception of primary and secondary level teachers regarding communication and relationship of staff members in schools.

### Research Question

The major research question was what communication is and what the relationship among female teachers in schools are. ? The subsidiary research question is how the teacher's relation affects teaching learning process and environment in the schools. ?

### Methodology

#### Population and sample

Overall population of the study was female teachers of Govt. primary and high schools in district Peshawar khayber pukhtoon khwa. These teachers include primary school teacher. Certificate teacher Qaria, theology and SETs. Selected teachers have more than five years teaching experience at primary and secondary levels and all of these are trained teachers. For research purpose 20 teacher from primary level and 20 teachers from high level were selected randomly through stratified sample.

### Instrument

The researcher designed five points likert questionnaire to explore teacher's views about staff member's communication and relationship in primary and high schools. The questionnaire was consist of 22 items.

### Data Collection

A Questionnaire was used for the collection of the data. The random sampling population was instructed by the investigators and two teachers of the same school.

### Data Analysis

The data was collected from the teachers in the month of

December 2011. And 100% data was collected from the above mentioned samples in 15 working days of December. Data collected was tabulated, analyzed and interpret by using percentage due to nature of data.

**Results and Discussion**

In the beginning results about all the items of research study is given in tabular form and at the end of the table a detailed discussion about each item is given one by one.

**Table 1**

S. No	Item #	Respondent	SA	A	UD	DA	SDA	Total %
1	It helps in developing ideas	HST	84	16	-	-	-	100
		PST	38	62	-	-	-	100
2	Working with colleagues facilitates team work and sharing ideas	HST	61	39	-	-	-	100
		PST	88	12	-	-	-	100
3	Communicative relationship is friendly in all staff members of your school	HST	56	44	-	-	-	100
		PST	84	16	-	-	-	100
4	Staff room environment is friendly in your school	HST	66	34	-	-	-	100
		PST	56	44	-	-	-	100
5	Break time plays important role in establishing communication and relationships among Saff members	HST	61	33	6	-	-	100
		PST	56	38	-	6	-	100
6	In break time communication among staff members is positive and reproductive	HST	38	44	-	18	-	100
		PST	38	44	-	6	12	100
7	Break time is a good oppportunity for staff communication	HST	44	56	-	-	-	100
		PST	50	38	12	-	-	100
8	Principle’s leadership in faculty meetings challenges and stimulates professional growth of teacher	HST	50	50	-	-	-	100
		PST	44	50	-	-	6	100
9	You mostly face conflicts with your colleague in school	HST	28	72	-	-	-	100
		PST	34	16	5	23	22	100
10	You do not loss temper in conflicting situations	HST	33	38	22	7	-	100
		PST	22	72	6	-	-	100
11	Principal play positive role in maintaining good relations in staff members.	HST	66	27	7	-	-	100
		PST	44	56	-	-	-	100
12	You avoided to use harsh language in conflicting situations	HST	66	27	7	-	-	100
		PST	33	61	-	6	-	100
13	You try your best for establishing good relations with other colleagues	HST	61	33	6	-	-	100
		PST	61	39	-	-	-	100
14	Staff members’ relation and communication effects teaching learning process	HST	66	27	-	7	-	100
		PST	61	39	-	-	-	100
15	Meetings are held full in good communication	HST	56	33	11	-	-	100
		PST	61	33	6	-	-	100
16	Training based on improving communication skills are required for teachers working in high school	HST	44	50	6	-	-	100
		PST	56	44	-	-	-	100
17	These trainings brings improvement in school environment	HST	56	44	-	-	-	100
		PST	56	38	-	6	-	100
18	There is a great deal of gripping, arguing, taking sides, and feuding among our teachers.	HST		38	8	38	16	100
		PST	16	11	62	11	-	100
19	teachers in our institute cooperate with each other to achieve common, personal and professional objectives	HST	33	50	17	-	-	100
		PST	27	61	6	6		100
20	Experienced faculty members accept new and younger members as colleagues	HST	44	50	-	-	6	100
		PST	27	73	-	-	0	100
21	Our teaching staff is congenial to work with	HST	38	50	12	-	-	100
		PST	56	44	-	-	-	100
22	The cooperativeness of teachers in our institute help make environment pleasant	HST	44	50	6	-	-	100%
		PST	33	61	6	-	-	100%

**Detail of Results**

84% of HST and 38% of P.S.T were strongly favored the statement. While 16% of H.S.T and 62% of P.S.T were agree

with the statement that relationship develops ideas. The item no 2 was about the team work 61% of H.S.T and 88% of primary school teachers were strongly agreed with the

statement while 39% of H.S.T and 12% of P.S.T agreed with Statement. Result of item No 3 shows that 56% of H.S.T and 84% PST of were strongly favored the statement while 44% of H.S.T and 16% of P.S.T just agreed that there is friendly communicative relationship in staff members. For item No 4 responses of H.S.T and P.S.T have recorded. 66% of H.S.T and 56% of P.S.T were strongly agreed with the statement while 34% of H.S.T and 44% of P.S.T were agreed that school environment is friendly. Result of item No 5 shows that 61% of H.S.T and 56% of P.S.T strongly accepted that break time plays important role in relation establishment among staff members. 33% of H.S.T and 38% of P.S.T favored the statement while 6% of H.S.T were undecided about statement and 6% of P.S.T opposed the statement. According to the result of item no 6 in table 38% of H.S.T and 38% of P.S.T were strongly accepted that positive and reproductive communication takes place among staff members in break time. While 44% of H.S.T and 44% P.S.T just agreed with the statement. In rest of others only 18% of H.S.T and 6% of P.S.T were disagreed with the statement. While 12% of P.S.T strongly opposed the statement. Result of item No 7 shows that 44% of H.S.T and 50% of P.S.T were strongly agreed that break time is opportunity for communication among staff members while 56% of H.S.T and 38% of P.S.T were just agreed with the statement. Rest of 12% of P.S.T were undecided about the statement.

The above mentioned statement was asked to H.S.T and P.S.T. 50% of H.S.T and 44% of P.S.T were strongly that principle leadership stimulates teachers for professional growth. 50% of both HST and PST were just agreed with it. While 6% of P.S.T were strongly disagreed with the statement. Item NO 9 result shows that 28% of H.S.T and 34% of P.S.T strongly agreed about conflicting situations in schools. While 72% of H.S.T and 16% of P.S.T agreed with it. In rest of other PST 5% were undecided, 23% were disagreed and 22% were strongly disagreed with the statement. According to the result of table about item No10 .33% of H.S.T and 22% of P.S.T were strongly favored that they do not loose temper in conflicting situations while 38% of H.ST and 72% of P.ST were just agreed with it. 22% of H.S.T And 6% of P.S.T were undecided about it and 7% of H.S.T were disagreed with the statement. Result of table about item no 11 shows that 66% of H.S.T and 44% of P.S.T were strongly favored the statement while 27% of H.S.T and 56% of P.S.T were just agreed with it. Remaining 7% of H.S.T were Undecided about principles positive role in maintenance of good relations among staff members. Item No 12 result shows that 66% of H.S.T and 33% of P.S.T were strongly agreed that they avoid to use harsh language with other members. 27% of H.S.T and 61% of P.S.T were agreed with it while 7% of H.S.T were undecided about it. And 6% of P.S.T were disagreed with it. The result of item No 13 shows that 61% of both HST and P.S. T were strongly agreed About trying best in establishment of good relations while 33% of H.S.T and 39% of P.S.T were agreed with it rest of 6% of H.S.T were undecided about the statement.

Item No 14 results show that 66% of HST and 61% of P.S.T were strongly favored the statement. 27% of H.S.T and 39% of P.S.T were agreed while rest of 7% of H.S.T were disagreed about effects of teacher's relation on teaching learning process. Statement was asked to H.S.T and P.S.T and their responses are mentioned in table on item no 15.56%

of H.S.T and 61% of P.S.T were S.A. 33% of both HST and P.S.T were agreed while 11% of H.S.T and 6% of P.S.T were undecided about positive role of meeting in communication. Results of item No 16 shows that 44% of HST and 56% of PST were strongly favored that training are required for improving communication skills. 50% of H.S.T and 44% of P.S.T were agreed with the statement while 6% of H.S.T were undecided about it. Results of item No 17 shows that 56% of both H.S.T and P.S.T were strongly agreed with statement, 44% of H.S.T and 38% of P.S.T were agreed while 6% of P.S.T were opposed about positive role of trainings. Item no 18 results shows that 16% of P.S.T were strongly favored the statement, 38% of H.S.T and 11% of P.S.T were agreed, 8% of H.S.T and 62% of P.S.T were undecided about it, 38% of H.S.T and 11% of P.S.T were disagree with statement while 16% of H.S.T were strong opposed the view of gripping among members. In table item no- 19 results indicates that 33% H.S.T and 27% of P.S.T were strongly agreed that teachers equally strive for common personal and professional goals, 50% of H.S.T and 61% of P.S.T were just agreed with it. While 17% of H.S.T and 6% of P.S.T were undecided about the statement. The remaining 6% of P.S.T were disagreed with it. In Table item no 20 result indicates that 44% of HST and 27% of PST were strongly agreed with statement, 50% of HST and 73% of PST were agreed it while 6% of HST were strongly disagreed about acceptance of new members of old ones. Item No 21 result shows that 38% of HST and 56% of PST were strongly agreed with statement, 50% of HST and 44% of PST were agreed with it. In rest of HST 12% were undecided about congenial work of staff. In Table item no. 22 result shows that 44% of HST and 33% of PST Were strongly agreed that it helps to make environment pleasant, 50% of HST and 61% of PST were just agreed with it while remaining 6% of HST and 6% of PST were undecided about it.

### Discussion

Communication is actually a source of interaction and establishing relationship between two person or among many. Through this source people get opportunity to share their thoughts and ideas with one another. It brings constructive and beneficial changes in any work place. Through this process people develop new and unique ideas. The purpose of this study is to evaluate relationship among female school teachers. The relationship among staff members play an integral role in success of school. Good and reselectable relations helps in running an institute smoothly for example in school the positive relations creates a favourable environment and in results a successful teacher learning takes place. The results of the study revealed that 84% of H.S teachers and 38% of P.S.T strongly favoured that communication helps in developing ideas while 16% HST and 55% just favoured while 7% of PST were undecided about it.

A research study of Mitchell and Dobbins (1998) <sup>[10]</sup> indicates that working in school in lovelies developing relationships with colleagues, other teachers, school administrators and school support staff.

Results of study also indicates that mostly all the HST and PST agreed that working with colleagues facilitates team work sharing ideas and there is frindly relationship in all staff members.

They also accepted that staff room environment is friendly in their schools. Results revealed that 74% of HST and PST favoured that break time plays an important portent role in establishing communication and relationship among staff members 6% of HST were undecided about it while 6% of PST disagreed with it. A research study was conducted by Kristy Acevedo on "Interactive with teaching colleagues" on September 24, 2008. In this article he tried to explain some important points which can help a new comer teachers to become familiar with others for example a teacher should spend time in library, faculty room, tries to take lunch with colleagues, walk around building with smiling face in free time and meet people of the different departments.

The study also revealed that 82% of HST and PST accepted that in break time communication among staff members is positive and reproductive while rest of others were disagreed with it.

All of they also accepted that staff members communicate with each other in respectable manner and principal leadership in faculty meetings challenges and stimulates professional growth of teacher.

According to Andy Hargreaves (1994) <sup>[6]</sup> there are four pattern of communication that exist between members of a school staff. In fact Hargreaves warders whether collegiality and collaboration are cups of comfort or poisoned chalices.

Results of research study indicates that 100% of HST and 49% of PST accepted the statement that they mostly face conflicts with their colleagues in school. While rest of the PST opposed the views. Mostly all of the PST and HST favoured the statements like they do not loss temper in conflicting situations, principal played, positive role in maintaining good relations in staff members and they avoided to use harsh language. In Journal of educational leadership. An article on "improving relationship with in the school house" has produced by Rolanad S, Barth in March, 2006. In this article he explained different ranges of a relationship among educators from vigorously healthy to dangerously competitive. According to him relationship between teacher and teacher, teacher and students, teachers and parents and students and student is based on the relationship between administration and teacher.

The results of research study also indicates that 98% of HST and 100% of PST favoured that they tried their best in establishing good relations with other colleagues and mostly all of they also accepted that staff members relation and communication effects teaching learning process.

Results also indicates that 89% of HST and 94% of PST accepted that meetings are helpful in good communication and trainings based on improving communications skills are required because according to them these trainings bring improvement. The results shows that 38% of HST and 27% of PST agreed that there is a great deal of gripping arguing, taking sides and feuding among teachers. Detlef R Prozesky (2000) <sup>[2]</sup>, Produced an article on "Communication and effective teaching in Journal of community i.e. health". In this article he tried to articulates the importance of communication in teaching profession. How a teacher can inculcate some new things in him/her self for the purpose of improvement. According to researcher communication is a complex process and at any stage something wrong can be happen and make the communication less effective so the effective teachers always tries to minimize these barriers.

However 54% of HST and 11% of PST disagreed with it while 8% of HST and 62% of PST were undecided about it mostly all the HST and PST accepted that teachers in their institute cooperate with each other to achieve common, personal and professional objectives.

These results are similar with research study of Groundwater smiths (1999) <sup>[5]</sup> about teachers work at an inner city Sydney school documents the ways in which a team of year 7 and 8 teachers work together across department. According to them every one is cognizant of problems and there is a sense of shame responsibility.

The research study results indicates that 95% of HST and 100% of PST agreed that experienced faculty members accepts new and younger members as colleagues however 6% of HST opposed the view.

A lot of work has been done on this issue like the notion of mentoring has become commonplace in much professional development literature in schools and other organizations (Arthur, Davison and Moss Furlong and Maynard 1995) <sup>[4]</sup>.

The result of study indicates that 94% of HST and 100% of PST accepted that their teaching staff is congenial to work with and the cooperation among staff members make the environment pleasant. Research study of ear and kemmis 1986; <sup>[1]</sup> Fenstermacher 1994 <sup>[3]</sup> shows that learning about teaching justifying ones practice and sustaining curricula change and improvement requires some form of collective action.

### Conclusion

In the light of the results and discussion the following conclusion has been drawn. The research study results revealed that communication helps in developing ideas and working with colleagues facilitates team work and sharing ideas. Mostly all the HST and PST agreed that communicative relation is friendly in their all staff members and break time plays important role in establishing communication and relationship among staff members. Mostly all the high school teacher and primary schools teacher favoured that in break time communication among staff members is positive and reproductive. Mostly all the HST and PST accepted that in their school staff members communicate with each other in respectable manner, principle's leadership in faculty meetings challenges and stimulates professional growth of teacher and it is natural that they face conflicts. The results also revealed that they do not loss temper in conflicting situation and principal plays positive role in maintains good relations among staff members.

Both of HST and PST were of the opinion that they avoid to use harsh language in conflicting situations they tried their best in establishing good relations with other colleagues and staff members relation and communication effects teaching learning process. The results also revealed that mostly all the PST and HST favoured that meetings and trainings are helpful in communication and in bringing improvement. Both the HST and PST accepted that there is a great deal of gripping arguing, taking sides and feuding among our teachers. The results also revealed that experienced faculty members accept new and younger members as colleagues and their teaching staff is congenial to work with. Most of the teachers were of the opinion that the cooperativeness of teachers in their institute helps in making school environment pleasant.

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