

A Study on Head Teachers Interpersonal Relations in Teachers Enthusiasm towards Job at Secondary Level

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KEY WORDS

Head teacher,
interpersonal relations,
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managerial behavior

ABSTRACT

The study was conducted to determine the impact of head teachers' interpersonal relations in teachers' enthusiasm towards job at secondary school level. Population of the study was comprised of head teachers, secondary school teachers, and students of secondary classes. Sample of the study consisted of 250 respondents including 10 head teachers, 40 secondary school teachers and 200 students of secondary classes with the equal ratio from urban and rural areas. Random sampling technique was adopted for the selection of sample. The questionnaire was used as research tool for data collection based on different head teachers' behaviours. After ensuring validity and reliability of research tools, desired data were collected. The collected data were analyzed by using relevant descriptive statistics through SPSS-21 such as frequency, percentage, standard deviation etc. The study found that secondary school teachers were highly motivated in democratic behaviour, mostly in achievement oriented behaviour and then in situational behaviour but least motivated under laissez-fair and authoritarian managerial behavior. The study revealed that head teachers' management interpersonal relations' have significant contribution to the teachers' job satisfaction. Head teachers should apply management interpersonal relations that cause to enhance teachers' job satisfaction and enthusiasm.

Introduction

The purpose of this article is manifold. It explores the practical implications of relational understandings of interpersonal relations and management styles. Interpersonal relations are critical factor in engagement of peoples at school. Enthusiasm is defined as a set of interrelated beliefs and emotions that influence and direct behavior (Martin, 2008). The interpersonal relationships not only enhance the capacity to function effectively but they increase the success of all stake holders including students (Green & Dowson, 2007). Peoples at work place are like a mentor than mere staff members. Institute culture is greatly affected by interpersonal relations. Decisions made by single person alone are not fruitful. (Field & Diego, 2002)

A solitary brain alone cannot take all decision alone. It requires individuals to talk about different issues, assess upsides and downsides and reach to arrangements profiting the representatives as well as the association all in all. It should have inviting staff individuals at the working environment that gives reliable feedback and positive help. The individual working in disconnection is more inclined to pressure and uneasiness. The secured individuals are typically optimistic and social in customary. They annexed as a rule use their assistants for feeling control so they jump at the chance to have their accessories in closeness. (Conde et al, 2011)

The substantial research demonstrates the importance of positive interpersonal relations for healthy human working healthy human working (Deleon, 2000). By interpersonal relationships not only gain person support and help but accomplishes tasks efficiently (Sameroff & Eccles, 2002). Interpersonal relations are main source of enjoyment and to remove stress (Argyle, 1999; Glover et al.,1998). Interpersonal relations play key role for social and emotional development. (Abbot & Ryan, 2001)

Interpersonal relational technique's use is the prime need of time because humans are the social animals and are affected by sentiments, affiliations and affections. As relationship research initiated, questions began to arise concerning the interactions, interpersonal relational role and enthusiasm of the individual within organization. All management strategies could not be applied uniquely in any situation by the head teacher of any school.

The interpersonal relation affects passion and passion is linked with enthusiasm. Enthusiasm is only topic for consideration in this research but least considered in this technological, virtual and mechanized era. Students are primarily accelerated through teachers' interpersonal relation and teachers are affected by head teachers' interpersonal relation. The potential positive impact of head teacher interpersonal relation on teacher and learning in schools has been widely admitted. According to Corey et al, (2006) the consistent interventions are the result of internal deriving force called enthusiasm. Interpersonal relation modification of head teacher is

utmost need for head teachers' training in Pakistan. In recent years, use of interpersonal relational strategies in teaching and learning has become central goal in the field of educational psychology. According to Bateman (2013), in the time of challenges enthusiasm keeps on the way of success.

Heads sit with people, advise them and spur them to examine issues and reach to something which would profit the workers as well as the association in general. Keep in mind a manager job is not simply to sit in close cabin for the entire day. Sit with your colleagues and enable them to design their day. Enable them in their everyday to work. Interpersonal relations are fundamental as it enable to break ice among individuals. Directors must be open to their colleagues. Issues begin when workers think that it is hard to connect with their managers (CRC Press, 2011).

The importance of extrinsic and intrinsic variables of enthusiasm on teacher's enthusiasm little is known. The aim of this research is to explore the effects on the enthusiasm of teachers in secondary schools. Intrinsic and extrinsic enthusiasm is necessary for job enthusiasm (Bennell, 2004). The quality of education depends upon interpersonal relations the schools are managed and capacity of school to enhance learning depend upon interpersonal relation of leadership than on resources (Grauwe, 2017). The teacher who intrinsically motivated undertakes tasks satisfactorily (Din, 2008). According to Fook (2004), head teachers who are sensitive for interpersonal relation greatly impress school staff members.

Success of the school is the responsibility of head teacher (Ramaiah & Balasundran, 2002). The inspiration is a reacted correlate with job enthusiasm. Thus, the objective of a teacher is actually working with hopes, desires and wishes that can be met in his workplace (Nelson, 2003). Every activity happening in school occurs in the supervision of the head teacher. Norris (2001) opines that an effective and excellent school has an effective head teacher. Heads are the motivators for their teams. Excellent school heads generate a harmonious atmosphere for enhanced teacher enthusiasm. A workplace better in hygiene and enthusiasm gives inspiration.

Head teachers are recommended to apply leadership that is transparent, inspiring and is based on humanistic values (Bush, 2003). Head teacher is the role model to perform functional duties and inspiration of the staff (Shields, 2004). As explored by Herbert, (2006) school leadership field is more complex, dynamic than past for producing committed teachers.

Research Objectives

Objectives of the present study were; (a) to analyze the impact of head teachers' interpersonal relations in teachers' enthusiasm towards job at secondary level, and (b) to propose certain measures for head teachers to create interpersonal relations at secondary level.

Methodology

The study was descriptive and survey approach was adopted. Population of the study was comprised of head teachers, secondary school teachers and students of secondary classes. Sample of the study consisted of 250 respondents including; 10 head teachers, 40 secondary school teachers and 200 students of secondary classes with the same ratio of boys and girls as well as urban and rural. Head teachers were selected on basis of their managerial behaviour by discussion with senior staff members and administration of School Education Department. Researcher also visited concerned schools to verify mode of management of head teachers and filling the observation sheets. Random sampling technique was adopted for the selection of sample. The questionnaire was used as research tool for data collection based on different head teachers' behaviours. The Cronbach's Alpha reliability coefficient of the questionnaire was found 0.943. After validity and reliability of research tools, desired data was collected.

Table 1

Sample Distribution of Five Management Behaviors of Head Teachers

Behaviors	Head teachers			Teachers			Students			Total
	R	U	Total	R	U	Total	R	U	Total	
Democratic	1	1	2	4	4	8	20	20	40	50
Authoritarian	1	1	2	4	4	8	20	20	40	50
Laissez-faire	1	1	2	4	4	8	20	20	40	50
Achievement	1	1	2	4	4	8	20	20	40	50
Situational	1	1	2	4	4	8	20	20	40	50
Total	5	5	10	20	20	40	100	100	200	250

Table 1 represents the distribution of sample based on five management behaviors of head teachers. Data showed that under democratic behavior, authoritarian behaviour, laissez-fair behavior, achievement behaviour and situational behaviour; 2 head teachers, 4 teachers and 8 students including; 1 head teacher from rural and 1 from urban areas, 2 teachers from urban and 2 from rural areas and 4 students from urban and 4 students rural were selected as sample.

Data Analysis and Interpretation

The collected data was analyzed by SPSS-21 through using relevant statistical formulas like frequency, percentage, mean score and standard deviation. Furthermore, it was tabulated and interpreted.

Table 2

Head teacher's Interpersonal Role Towards Job Satisfaction of Teachers

Statements	Responses												Mean	
	SDA ^c		DA ^d		UD ^e		A ^f		SA ^g		Total			S.D ^h
	f ^a	% ^b	f	%	f	%	f	%	f	%	f	%		
Teaching enjoyment	44	17.6	51	20.4	28	11.20	72	28.8	55	22	250	100	1.17	2.39
Work facilitation	48	19.2	52	20.8	29	11.6	60	24	60	24	250	100	1.22	2.45
Team work	69	27.6	33	13.2	17	6.8	87	34.8	44	17.6	250	100	1.23	2.54
Trust on staff	56	22.4	37	14.8	32	12.8	78	31.2	47	18.8	250	100	1.14	2.52
Teachers' respect	40	16	47	18.8	16	6.4	89	35.6	58	23.2	250	100	1.15	2.38
Suggestions acceptance	41	16.4	47	18.8	33	13.2	70	28	58	23.2	250	100	1.16	2.42
Interest for Students	44	17.6	54	21.6	31	12.4	64	25.6	57	22.8	250	100	1.17	2.43
Smiling face	53	21.2	53	21.2	25	10	71	28.4	45	18	250	100	1.23	2.64
Overall Results		19.75		18.62		10.55		29.55		21.2			1.84	2.46

Note. ^aFrequency; ^bPercentage; ^cStronglyDisagree; ^dDisagree, ^eUndecided; ^fAgree; ^gStrongly Agree; ^hStandard deviation

Table 2 represents the head teachers' interpersonal role towards job satisfaction among teachers. Data of item-1 showed 50.6% of head teachers enjoyed teaching of students, while 38 % of the respondents disagreed, where as 11.20% of the respondents undecided. Collectively most of the head teachers (50.6%) enjoyed teaching to students. Value of S.D 1.173 and mean 2.393 supported the statement. Likewise, data of item-2 showed 51.4% of head teachers were a team player, while 40.8%of the respondents disagreed, where as 6.8% of the respondents undecided. Collectively most of the head teacher (51.4%) is a team player. Value of S.D 1.233 and mean 2.54 supported the statement. Furthermore, data of item-3 showed 50% of head teachers trusted on staff, while 37.2%of the respondents disagreed, where as 12.8% of the respondents undecided. Collectively most of the head teachers 50% trusted on staff. Value of S.D 1.144 and mean 2.5265 supported the statement. Likewise, data of item-4 showed 58.8%of head teacher respected teachers, while 34.4%of the respondents disagreed, where as 6.4% of the respondents undecided. Collectively most of the head teachers 58.8% respected to teachers. Value of S.D 1.15 and mean 2.38 supported the statement. Furthermore, data of item-5 showed 48.4%of head teacher takes interest in students, while 39.2% of the respondents disagreed, where as 12.4% of the respondents undecided. Collectively most of the head

teachers (48.4%) took interest in students. Value of S.D 1.172 and mean 2.43 supported the statement. Likewise, data of item-6 showed 51.2% of head teachers welcomed suggestions, while 35.2% of the respondents disagreed, where as 13.2% of the respondents undecided. Value of S.D 1.158 and mean 2.416 supported the statement. Furthermore, data of item-7 showed 46.4% of head teachers meet with smiling face, while 42.4% of the respondents disagreed, where as 10% of respondents undecided. Collectively most of the head teachers 46.4% meet with smiling face. Value of S.D 1.226 and mean 2.64 supported the statement. Likewise, data of item-8 showed 48% of head teacher facilitates teacher, while 40% of the respondents disagreed, where as 11.6% of the respondents undecided. Collectively most of the head teachers (48%) facilitated teachers. Value of S.D 1.219 and mean 2.45 supported the statement.

Table.3

Head Teachers' Different Interpersonal Roles and Enthusiasm Among Teachers

Interperson al relation	1		2		3		4		5		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
Teaching enjoyment	36	75.0	4	8.3	12	25.0	36	75.0	27	56.3	117	48.7
Work facilitation	32	66.7	12	25.0	14	29.2	29	60.4	33	68.7	120	50.0
Team work	45	93.7	5	10.4	15	31.3	36	75.0	31	64.6	132	55.0
Trust on staff	39	81.3	6	12.5	14	29.2	33	68.7	23	47.9	115	47.9
Teacher's respect	37	77.1	12	25	33	68.7	34	70.8	34	70.8	150	62.5
Suggestions acceptance	40	83.3	9	18.7	24	50.0	36	75.0	24	50.0	133	55.4
Interest for Students	29	60.41	6	12.5	10	20.8	34	70.8	32	66.7	111	46.3
Dealing with smiling face	37	77.08	9	18.7	10	20.8	31	64.6	25	52.1	112	46.7
Overall	76.8		16.4		34.37		70.0		59.6		51.6	

Note: 1. Democratic, 2. Authoritarian, 3. Laissez-fair, 4. Achievement, 5. Situational

Table-3 represents head teachers' different interpersonal roles and job satisfaction among teachers and showed comparative percentage of the agreed respondents. Data of item-1 showed that under democratic heads 75%, under achievement oriented heads 75%, under situational heads 56.25%, under lassies-fair heads 25%, under authoritarian heads 8.3% agreed with the statement that head teacher enjoys teaching of students separately. Likewise, data of item-2 showed that under democratic heads 66.66%, under achievement oriented heads 60.41%, under situational heads 68.75%, under lassies-fair heads 29.16%, under authoritarian heads 25% agreed with the statement that head teacher facilitates teacher separately. Furthermore, data of item-3 showed that under democratic heads

93.75%, under achievement oriented heads 75%, under situational heads 64.58%, under lassies-fair heads 31.25%, under authoritarian heads 10.41% agreed with the statement that head teacher is a team player separately. Likewise, data of item-3 showed that under democratic heads 81.25%, under achievement oriented heads 68.75%, under situational heads 47.91%, under lassies-fair heads 29.16%, under authoritarian heads 12.5% agreed with the statement that head teacher trusts on staff separately. Furthermore, data of item-4 showed that under democratic heads 77.08%, under achievement oriented heads 70.83%, under situational heads 70.83%, under lassies-fair heads 68.75%, under authoritarian heads 25% agreed with the statement that head teacher respects teachers separately. Likewise, data of item-5 showed that under democratic heads 83.33%, under achievement oriented heads 75%, under situational heads 50%, under lassies-fair heads 50%, under authoritarian heads 18.75% respondents agreed with the statement that head teacher welcomes suggestions separately. Furthermore, data of item-6 showed that under democratic heads 60.41%, under achievement oriented heads 70.83%, under situational heads 66.66%, under lassies-fair heads 20.83%, under authoritarian heads 12.5% agreed with the statement that head teacher takes interest in students separately. Likewise, data of item-7 showed that under democratic heads 77.08%, under achievement oriented heads 64.58%, under situational heads 52.08%, under lassies-fair heads 20.83%, under authoritarian heads 18.75% agreed with the statement that head teacher meets with smiling face separately.

Discussion

According to research findings, it was illustrated that that majority of the respondents agreed with the statements that head teachers enjoy teaching comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. Din (2008) discussed that the teacher who intrinsically motivated undertakes tasks satisfactorily It was explored that that majority of the respondents agreed with the statements that head teacher facilitates teacher, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. It was evident that that majority of the respondents agreed with the statements that head teacher is a team player, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. It was cleared that that majority of the respondents agreed with the statements that head teacher trusts on staff, comparatively teachers were highly agreed in

democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. It was affirmed that that majority of the respondents agreed with the statements that head teacher respects teachers, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation.

According to Grauwe, (2017) quality of education depends upon interpersonal relations, the schools are managed and faculty of school to enhance learning depends upon interpersonal relation of leadership than on resources. It was revealed that that majority of the respondents agreed with the statements that head teacher welcomes suggestions, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. It was depicted that that majority of the respondents agreed with the statements that head teacher takes interest in students, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation. Fook (2004) described that the head teachers who are sensitive for interpersonal relation greatly impress school staff members. It was explored that that majority of the respondents agreed with the statements that head teacher meets with smiling face, comparatively teachers were highly agreed in democratic interpersonal relation, mostly in achievement oriented interpersonal relation and then in situational interpersonal relation but least in lassies-fair and authoritarian managerial interpersonal relation.

Conclusion

The study revealed some evidence of existence of the hypothesized relationship between head teachers' interpersonal relationship and teacher's job satisfaction and enthusiasm. The study concluded that all five management interpersonal relations of head teachers are found to have significant relationship with teachers' job satisfaction and enthusiasm. Results showed that a head teachers' trust on teachers amplified the enthusiasm, devotion and dedication of staff members. Enthusiasm results of teachers were enhanced by respect to staff according by head teacher. Team work by heads increased the enthusiasm and inspiration of staff with satisfaction. Results declared that head teacher's positive work facilitation enhanced teacher inspiration and enthusiasm.

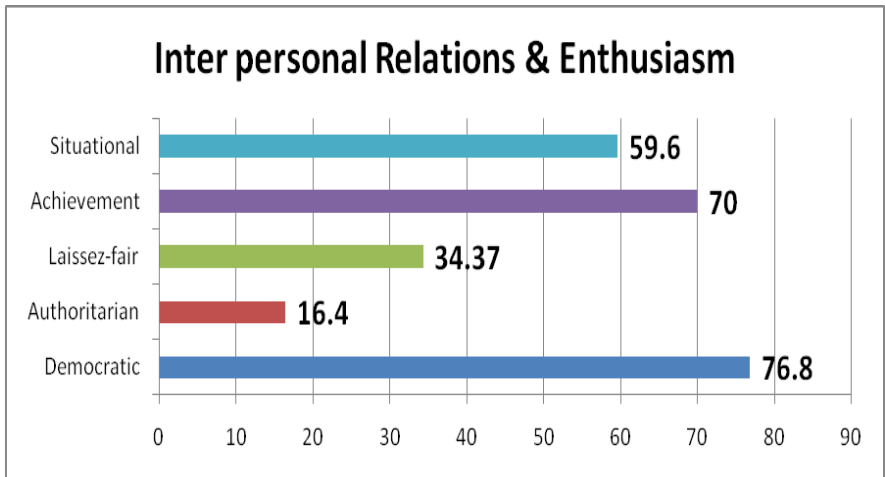


Figure.1: Head teacher's interpersonal roles and job satisfaction among teachers

Overall teacher inspiration and enthusiasm differences results revealed that teachers are greatly motivated in democratic interpersonal relation, usually in achievement interpersonal relation and then in situational interpersonal relation but slightest motivated under lassies-fair and authoritarian managerial interpersonal relation.

Recommendations

In the light of research findings and conclusions it was recommended that management trainings basis on new trends should be conducted for head teachers' interpersonal relations improvement at secondary level. The noble interpersonal strategies should be adopted by the head teachers for efficient school administration at secondary level.

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