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Human relationship and its impact on schools' performance in secondary schools of Khyber Pakhtunkhwa

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Abstract

Teachers, administrators, heads, and students all need to have good relationships to achieve educational goals. This study aimed to investigate human relationship issues and determine their effects on school success to change the condition in the future. The study's population was all 361 heads of Government Higher Secondary Schools (GHSS) in Pakistan's Khyber Pakhtunkhwa province. The researchers used simple random sampling techniques to pick 65 heads as sample from these schools. A questionnaire was developed, validated, made reliable and used for data collection. Self-administered questionnaires were used for data collection. The data were analyzed with SPSS by application of percentages and the Chi-square tests. According to the findings, the number of teachers does not comply with school administrators. On the one side, the lack of collaboration among staff members impedes a conducive atmosphere at the colleges. The school-principals are dissatisfied with the behaviour and actions of the high-ups when it comes to some subject concerning the college. The report has found that political influence and intervention had uprooted and disrupted the whole educational structure. As a result, the suggestion of depoliticizing the education department was given. The Education Ministry should provide daily seminars and training for teachers and principals to strengthen management skills and involvement, commitment in school matters, and sense of duty, which play a vital role in the growth of organizations.

Keywords: human relationship, impact, school performance, secondary schools, Khyber Pakhtunkhwa

Human beings are the significant first and final in-puts for the teaching-learning activity's mechanism and product in the educational setting. This practice involves students, professors, heads of organizations, staff officials, ministerial staff, games in control, organizing boards, organizers, parents of wards, and citizens in the immediate vicinity. Every person has a role to play in molding, transforming, and reshaping students' personalities in general and in the process of action and contact with one another. All have a direct or indirect effect over others (Sharma, 2006). The high school's borders correspond to those of the city it represents. It is not a separate island; it is a social entity that is inextricably linked to persons, households, and other social institutions in the region with which it is associated (Reddy, 2006).

Mostof the heads who have been able to turn their schools into deep and continuing learning centers through better management partnerships are the most effective school leaders (Kaser & Halbert, 2009). The school head serves as the hub of a network of human relationships, including schoolmanagement, teacher-inspector, school-department, teacher-pupil, teacher-teacher, and teacher-parents, school-society (Sidhu, 2006). Not only capability but character, not the use of power but tact, no seriousness but sympathy in his forts due to his office (Samkange, 2013). According to Bryk and Schnidar (2009), school is good when students, parents, teachers, and the community have developed a solid and supportive relationship. If their home life is positive, both students are more likely to succeed academically (Onderi, &Makori, 2013).

According to Epstein (2009), the primary goal of collaboration is to help students excel in school and enhance the school climate and curriculum. Furthermore, at John Hopkins University's Center on Family, School, and Community Partnership, Epstein (2009) and her coworker established a structure comprising six significant and successful considerations regarding parental participation. Parenting, networking, volunteering, studying at home, decision-making,

and engaging with the group are the six reasons. Higher student achievement and school development are linked to parental, personal, and neighborhood interest in education. Students with better marks attend their institutions consistently, stay in school longer, and share in higher quality classes as neighborhoods, parents, schools, and family combine to make practical students' learning. Researchers also identified the engagements of parents and family to solve the school dropout problem (Barton, 2003), noting that good relationships promoteacademic expectations and keepstudents busy (Belfield, Levin, 2007). Regardless of the parent's schooling, family wealth, or history, the data remains true for elementary and secondary school children (Barton, 2003).

Many politicians, city officials, and even parents also believe that schools and student success are solely educators' liability. Although educators are aware of their professional obligations, they still consider that they may not carry them out alone. The heads are dependent on community members and parents'relations. In particular, educators, students, even parents, and the media have identified a shortage of parental intervention as the significant issue confronting our nation's schools (ETS, 2007). Parents face many barriers to participating in their children's schooling (Wanat, 1992). Any parents cite their own hectic lives as an excuse for not volunteering or attending school events, let alone being more active.

Others describe how uneasy they felt when attempting to speak with school administrators, whether it's because of linguistic or cultural barriers or because of their school interactions. Some parents claim they lack the knowledge and tools to assist their infants. In contrast, others share a discontent with school bureaucracies and regulations that they find difficult to comprehend or alter. Some parents say that they seldom hear from the school until their child's conduct or success is causing concern (MacNaughton, Rolfe, &Siraj-Blatchford,

2001). Others claim that the school's content is incomprehensible due to the parents' or family members' inability to read or understand English. Others blame school staff for failing to recognize the suffering of grandparents, single parents, other caregivers, and adoptive parents. Others say they cannot attend school activities due to a shortage of childcare or daycare for younger siblings (Sigilai, 2013).

Human capital is the most important and final element in determining whether or not an educational institution succeeds. On the other hand, teachers do not agree with their heads or colleagues, according to the facts reviewed in this report, and there are often tensions in schools that interrupt the smooth running of the school and administration. Teachers with fewer qualifications and a limited command of subjects and others with a political lean are also uncooperative and disruptive in the classroom, creating problems. The same results were found in Onderi and Makori's (2013) study, showing that less trained teachers cause school performance issues. In an article about the causes of teacher conflict, one of the heads said that there are two categories of teachers: hard workers and devoted teachers, and non-committed and shirking teachers who disagree with the head or their colleagues. The overwhelming majority of interviewees, on the other hand, saw subject specialists as uncooperative in the classroom and conflict-creators. Kariuki, Majau, Mungiria, and Nkonge (2012) discovered that principals/heads face various challenges, including poor head-teacher relationships and teacher-teacher relationships, which supports the findings of the researcher.

There is a clear connection between instructor productivity and the partnership between the head-teacher and the teachers. In practice, where there is a positive and cordial bond between the school administrators and the teaching personnel, instructor instructional behavior improves (Harrison, Clarke, &Ungerer, 2007). The school's effectiveness depends on strong cooperation

between the headmaster and the educators, and the institution's head is mainly responsible for ensuring teacher cooperation. According to Reavis (2007), no matter what his traits are, he would not be effective until he motivates his colleagues and collaborators to want to work together against the school's objectives (Otterpohl, Schwinger, & Wild, 2015).

For children, the teacher-student partnership is critical. Contact between the student and the instructor acts as a link between the two, resulting in a more conducive learning setting.

According to a large body of study, academic success and student behavior were affected by the nature of the teacher-student partnership (Jones, 2016). The better an instructor interacts with his or her students and works with them, the more likely they are to support students succeed at a high pace and complete tasks efficiently (Kesicioglu, & Deniz, 2014). As a result, the researcher performed a comprehensive study on human relationships in government secondary schools to investigate the situation and make future improvements.

Methodology

The researchers use quantitative survey research design for the conduction of th study. The survey sample comprises all the 361 principals of Government Higher Secondary Schools in Khyber Pakhtunkhwa (KP) province (EMIS, 2018). The researcher selected a sample of 65 principals for the collection of data.

For data gathering a five-point Likert scale questionnaire was designed with the study's goals in mind. Following the completion of the research tool, the investigators introduced it to experts with experience of the research to determine its validity. They assessed the tool's suitability and degree of complexity. For the pilot test, the instrument was applied to 30 heads. Cronbach's Alpha was used to determine how reliable the tool was. The co-efficient of reliability

was discovered as .840. The researchers directly administered the questionnaires to the respondents, which helped them build rapport with them and a 100% response rate rate.

The collected data were tabulated before being analyzed using the Statistical Package for Social Sciences (SPSS) version 20. For data analysis and interpretation, two approaches were used: Chi-Square for generalization of the survey data to the population and percentage for a simple definition of the number of respondents.

Results

Table 1

Teacher's participation in school management

Responses	Percentage	Df.	Chi-square	P/Value
SD	20.3			
DA	42.4			
UD	6.8	4	25.49^{*}	.000
AG	23.7			
SA	6.8			
Total	100			

According to the above table, 62.7 % of respondents disagreed that teachers cooperate with the principal in the school administration process, while 30.5 % complied with the statement. The other 6.8 % were unsure. The estimated Chi-square value of 25.490 is significantly greater than the table value at 05. As can be seen from the bench, the teachers do not work cooperatively with the school's administrators.

Table 2

Teachers' cooperation regarding timetable's allotment

Responses	Percentage	Df.	Chi- square	P/Value
SD	15.3		•	
DA	54.2			
UD	1.7	4	54.14^{*}	.000
AG	25.4			
SA	3.4			

Total 100

The above table shows that 69.5 % of the heads disagreed with the assertion that both teachers are cooperative when it comes to timetable allocation, although 28.8 % complied with the statement and 1.7 % of the respondents were unsure. As a result, the measured Chi-square value (54.14) is greater than the table value at.05, indicating a significant difference. As can be seen from the chart, most teachers do not cooperate with management when it comes to timetable allocation.

Table 3

Cooperation of the authorities with school heads

Responses	Percent	Df.	Chi-square	P/Value
SD	28.8			
DA	35.6			
UD	11.9	4	18.030^*	.001
AG	18.6			
SA	5.1			
Total	100			

The table above shows that 64.4 % of principals disagree with the assertion that their officials cooperate with them in different school matters, although 23.70 % approve and 11.9 % are unsure. As a result, the measured Chi-square value (18.03) is larger than the table value at the 0.05 stage, indicating that the difference is important. As a result, it shows that the higher officials don't cooperate with the school heads in school matters.

Table 4

The teachers' cooperation within the school environment

Responses	Percent	Chi-square	Df.	P/Value
SD	16.9			_

DA	42.4			
UD	8.5	29.390^*	4	.000
AG	28.8			
SA	3.4			
Total	100.0			

The above table shows that 59.3 % of the respondents disagreed with the assertion that teachers collaborate with their colleagues at college. In comparison, 32.2 % agreed, and 8.5 % remained unsure. Similarly, the table value's estimated Chi-square value (29.39) is larger than the table value at the 05 marks, indicating that the difference is important. As can be seen from the bench, teachers in the school do not collaborate.

Table 5

Lack of cooperation hinder the way of conducive environment

Responses	Percent	Df.	Chi-square	P/Value
SD	6.8			
DA	10.2			
UD	8.5	4	32.270^{*}	.000
AG	44.1			
SA	30.5			
Total	100			

The above table indicates that 74.6 % of the respondents agreed that a lack of teamwork among staff members makes it difficult to create a positive school atmosphere. However, 17 % disagreed, and 8.5 % were unsure. As a result, the Chi-square estimated value (32.27) is higher than the table value, and the discrepancy is important. It shows a lack of cohesion among staff members, which obstructs the school's ability to maintain a positive atmosphere.

Table 6

Heads-Staff's Conflicts

Responses	Percent	Df.	Chi-square	P/Value
SD	6.8			·

DA	25.4			
UD	15.3	4	14.140^{*}	.007
AG	35.6			
SA	16.9			
Total	100			

The above table shows that 52.5 % of the respondents agreed that there is a disagreement between heads and team members, 42.2 % disagreed with the statement. A limited percentage of the heads (15.3 % were unsure. The determined Chi-square value (14.14) is higher than the table value at the 05 stage, indicating that it is meaningful. As a result, there is a schism between the leaders of the department and the representatives of the workers.

Table 7

Impact of conflict on school performance

Responses	Percent	Df.	Chi-square	P/Value
SD	5.1			
DA	10.2			
UD	6.8	4	36.0^{*}	.000
AG	37.3			
SA	40.7			
Total	100			

The above table indicates that 78 % of heads agreed that the negative relationship between school leaders and staff members delays school growth, although 15.3 % disagreed and 6.8 % were unsure. The estimated Chi-square value (36.00) is notable since it is higher than the table value.05. As a result, discord between school administrators and team members stymies school growth.

Table 8

Heads satisfaction with the authorities attitude

Responses	Percent	Df.	Chi-square	P/Value

SD	30.5				
DA	37.3				
UD	11.9	4	20.410^{*}	.000	
AG	13.6				
SA Total	6.8				
Total	100				

Table 8 shows that 67.8% of the respondents disagreed that heads are pleased with the authorities' approach on any matter relating to the institute, although 20.4 % approved with the statement and 11.9 % remained unsure. The determined Chi-square value, as shown above (20.41), is significantly greater than the table value at .05. As a result, the heads became dissatisfied with the authorities' approach toward any organization problem.

Table 9

Checks and balance during school visits

Responses	Percent	Df.	Chi-square	P/Value
SD	5.1			
DA	10.2			
UD	6.8	4	40.07^*	.000
AG	30.5			
SA	47.5			
Total	100			

The above table indicates that 78 % of the respondents agreed with the assertion that unreliable and incompetent administrative officials were unable to maintain adequate visibility and evaluation throughout their trips to the classroom. However, 15.3 % disagreed, and 6.8 % remained unsure. As shown above (40.07), the table value of Chi-square is higher than the table value, indicating that the difference is significant. As a result, the table demonstrates that bloated and incompetent disciplinary officials cannot maintain adequate checks and balances throughout their school visits.

Table 10

Helfulness of administrative officials

Responses	Percent	Df.	Chi-square	P/Value
SD	25.4			
DA	49.2			
UD	8.5	4	38.370^{*}	.000
AG	11.9			
SA	5.1			
Total	100			

The above table shows that 74.6 % of the respondents disagreed with the assertion that administrative officials are genuinely beneficial for the institute's promotion/uplift. However, 17 % disagreed with the statement, and 8.5 % remained unsure. Similarly, the estimated Chi-square value (38.37) is higher than the table value at .05, indicating that it is imperative. As a result, administrative authorities are unhelpful in terms of the institute's promotion and advancement.

Discussion

The success or failure of an educational institution is determined by the human capital and their relationship. The study found that eachers do not cooperate with their heads or superiors and that there are also disputes in schools that disrupt the smooth operation of the school and administration. Teachers with less qualification and e command over subject content and political affiliations are usually non-cooperative and troublesome in the classroom, causing issues. Similar findings were reported by Onderi and Makori's (2013) who observed, indicating that teachers with problems create tension that impact school success. In the similar vein, in their analyses, Kariuki, Majau, Mungiria, and Nkonge (2012) found that principals/heads face various difficulties, including weak head-teacher relationships and teacher-teacher relationships corroborate the researcher's results.

The findings indicated that the heads of schools were dissatisfied with the conduct and actions of higher authorities when it comes to school-related issues. They don't enter the schools to advise and assist the teachers and administrators but rather pressurize and monitor them. Political intervention and influence are seen as the primary and root causes of all challenges, significantly impacting high school administration and teaching-learning processes. The teachers often have political affiliations and use their political affiliations as a shield, failing to conduct their duties properly in the classroom and creating issues for political gain. For electoral reasons, ruling political groups had an active interest in the transfer/appointment of teachers. Local governments nominate district officials and provincial officials (ASDEOs DDEOs, DEOs, and Directors) based on their preferences for their interests that directly affect the education department. Such officials are then more responsive to political parties than to the department. In connection to the findings of the study, similar findings have also been reported by the studies of Gul (2005), Rehman and Begum (2013) who mentioned the same problems and its consequences on the performance of educational organizations..

Recommendations

To address human relationship issues and strengthen secondary school conditions, the researcher has made the following suggestions.

- 1. The Ministry of Education should make daily training and workshops available to principals, staff, and other stakeholders to develop their administrative abilities and enhance their involvement, sense of duty, and commitment to the schools' affairs. They will establish a sense of ownership as a result, and they will present an adequate role in the growth of organizations.
- 2. Preventing tensions and foster a cohesive atmosphere in the classrooms, refresher classes and in-service preparation for school administrators and managers can be organized. Since

democratic administration has shown better results in the output of teachers and schools, heads of schools can be provided intensive training in this region.

- 3. Such officials who have worked in the primary and secondary education departments and have a thorough understanding of schools' concerns and difficulties and the solutions to these problems can be selected as district education officers.
- 4. Rather than monitoring and pressuring the heads and personnel during their visits to colleges, departmental officials (higher authorities) should promote and inspire them.
- 5. The report found that there is political pressure and interest in the education department, which is the source of all issues. As a result, it is proposed that the education department must not be politicized. Teachers' political wings must be outlawed by legislation. Decisions must be made solely based on merit, and elected officials may be invited to participate in constructive insolvent for educational institution growth.

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