

TEACHER'S COLLABORATION, COOPERATION & CONSTRUCTIVE CONTROVERSY: A QUANTITATIVE STUDY IN SCHOOLS OF LAHORE

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ABSTRACT:

This research focuses on teacher's collaboration and controversy in academic school system .it deals with the relationship of teacher's collaboration and cooperation in maintaining school system management improvements. survey study has been done, data has been collected from various schools teachers, interviews and questionnaire were the source of collection of information, simple and convenient sampling technique has been done to get information of teachers, findings show that 75 percentage of result were in favor that teachers positive behavior is helpful in improving school management system and better results are being get from positive environment of teachers collaboration and cooperation.

Keywords: School management teams (smt) and professional learning communities (plc)

INTRODUCTION:

This research aims at the overview of Teachers' collaboration, cooperation & constructive controversy and brings to light the research gap, statement of the problem, research objectives, questions and significance of the study.

In past, studies highlighted that leadership of principals has impact on learning outcomes of the schools and school effectiveness & improvements and principals were taken as the unit of analysis in majority of the studies to measure the school leadership effects on schools but those studies unnoticed the

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prospective contributions of others who perform many leadership roles in a formal as well as in an informal way to enhance the school effectiveness & bring advancements in teaching and learning. (Hallinger, 2011).

Collaboration means to decide different goals mutually with others, share the responsibilities and work collectively to get desirable results that may be difficult to get from an individual by their own. In the field of education, there are different types of collaborations such as; teachers' collaboration, learner's collaboration, collaborative researches or collaboration in the curriculum development (Barfield, 2016).

The school staff and owners of the schools succeeded when they prefer to adopt high quality teaching techniques to enhance the achievement of the students (Harris Sass, 2011). School Management Teams (SMT) and Professional Learning Communities (PLC) help to improve the quality of teaching methods which help to improve the learning level in students (Hallinger *et al* 2018). Now days, it becomes an important thing in each field to create an environment of collective working (Edmondson, 2013). Education sector is considered as the most important sector to enhance the growth of this sector by developing the collective skills of students, before their entrance in the labor market. For this purpose, the collaboration of teachers plays an important role to increase the abilities in students to work as a team (Coke, 2005).

The collective and individual benefits can be achieved by the collaboration of teachers. This collaboration is all about the experiments for a particular situation, among teachers to improve the achievement abilities of students (Killon, 2015). SMTs are connected to teacher's collaboration and constructive controversies contained by SMTs which mediates collaboration of teacher.

PROBLEM STATEMENT:

To investigate the relationship between teachers collaboration and controversy on school management performance.

Research Objectives:

- To investigate the relationship between SMTs cooperation and teacher collaboration.
- To analyze the mediating effect of constructive controversy among SMTs cooperation and teacher collaboration.

Significance of the Study:

This study has added knowledge in the literature of school leadership by highlighting various and different dynamics of leadership which lie in shared leadership structures as represented in SMTs. This study has also added knowledge in the literature of school improvement by highlighting how various and different dynamics of leadership which lie in shared leadership structures as represented in SMTs have impacted on significant outcomes of the school.

REVIEW OF LITERATURE:

Different styles of leadership are being adopted by different schools by keeping in view school's vision, mission and objectives. The leadership qualities regulate the motivation of teachers and the value of teaching. Although leadership theories and styles are extensive, in schools, most research focuses on individual leadership. Conventionally, school leadership is considered as a vertical approach in which a leader controls everything e.g. leading, decision making and motivating. Contrary to the traditional leadership, researcher's emphasis on the hierarchical structure of personal management, the evidence provided by other researcher's shows that school leaders do not have a monopoly on school leaders (Spillane & Healey, 2010).

The leadership style that encourages leaders to share responsibility and power has recently received a lot of attention. This substitution involves thinking about leadership in action and interaction among several people. Mostly, the literature about leadership in schools is focusing on distributive style of leadership (Williams, 2011).

In the past ten years, there has been no consensus on the basic definition of distributed leadership. Some management theorists argued that school leaders involved in various leadership styles while others describe distributed systems as organizational quality leaders (Salloum and Berebitsky *et al* 2010). Some believe that this is the transfer of responsibility from managers to others. Distributed leadership believes that leadership responsibilities must be shared among stakeholders in order to obtain a variety of information about the effective operation of the Distributed leadership which is more than participatory leadership. It is both a reflection of and a catalyst for the interwoven authority among staff members (Printy & Liu, 2021).

Conflicts are incompatible action of a person which obstruct, or in some way impede another person's work and behavior. Conflict is a part of daily discussions on joint projects, research, negotiation with participants and obtain feedback from the reviewers. Sometimes the dispute becomes so intense that it interferes and strengthens the entire discipline or project or organization, but it depends on its management while controversy refers toward intellectual property of conflict which means that, ideas, information, theories and views of a person is inconsistent with the views of other.

The concept of cooperation has been open to various explanations in educational science (McClellan, 2016). Although it is a potentially effective strategy for changing and improving schools but efforts to use teacher collaboration still face many technical and administrative challenges especially in schools. Research also shows that establishing a collaborative structure is one of the fundamental elements of effective school leadership. For example, with the emphasis on leadership during the distribution and the establishment of professional learning community is based on the perceived link between cooperation and commitment of leadership and teachers.

Teacher's collaboration can include diverse activities: for example, planning, deciding, problem resolving, and being responsible for the results. It is a common, continuous, and an essential component of daily practices in schools. In a collaborative environment, the focus of achieving individuals' goals and targets as a teacher also shifts to achieve common goals. In addition, the schools were born out of the need for teachers to collaborate and collaborate (Vangrieken *et al.*, 2017).

Cooperation to make school learning the most effective, it must be based on an analysis of student data and focus on developing teachers' knowledge and understanding. In the schools, cooperation between teachers is believed to contribute to better career development not only but also to increase overall efficiency of school which can be observed through increased learning of the students (Jita & Mokhele , 2014)

METHODOLOGY:

Research Design:

The current research is quantitative in nature and has opted a cross sectional survey method .Convenient sampling was used to fill up the questionnaire.

Population:

The populations of the study are all secondary school teachers at private school of district Lahore. There are two types and levels of schools like elite (High Fee; >25000), or mediocre (Low fee ;< 25000) were included.

Sample:

The sample of the study is selected by keeping in view target population of the research. The sample of this study consists of 200 teachers of different private schools of Lahore. Following are the names of private schools of Lahore from where the data was collected.

- Beacon House School (Elite)
- Allied School (Mediocre)
- The Garrison School (Elite)
- The Crescent School (Mediocre)
- Lahore Grammar School. (Mediocre)

Sampling Technique:

The Convenient sampling technique was used to fill up the questionnaire.

Instruments:

Research Instrument is a tool used to collect, measure, and analyze data related to the research interests. The instrument for this study was designed on 5 point Likert.

Procedure of the Study:

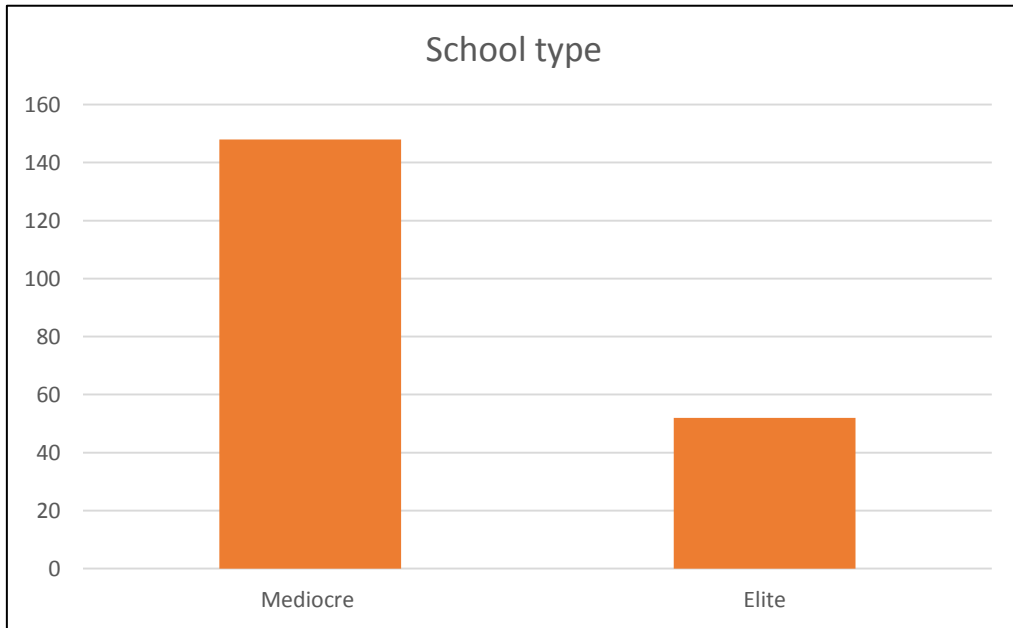
The researcher obtained a permission letter from the parent department to collect the data .She prepared the questionnaire on Google survey and sent it to the teachers at private schools. The dissemination of the questionnaire continued until 200 responses were received. Finally, the responses were analyzed to get meaningful information. The data were presented in the form of tables and graphs. Descriptive analysis was used to calculate Mean, Frequency and Percentage by using SPSS. Descriptive analysis stands on its own as a research product, such as when it identifies socially important phenomena that have not previously been re-organized (Loeb, 2017).

This section presents frequencies and percentages for the demographic variables including school type, gender, experience, and qualification.

School Type

School Type

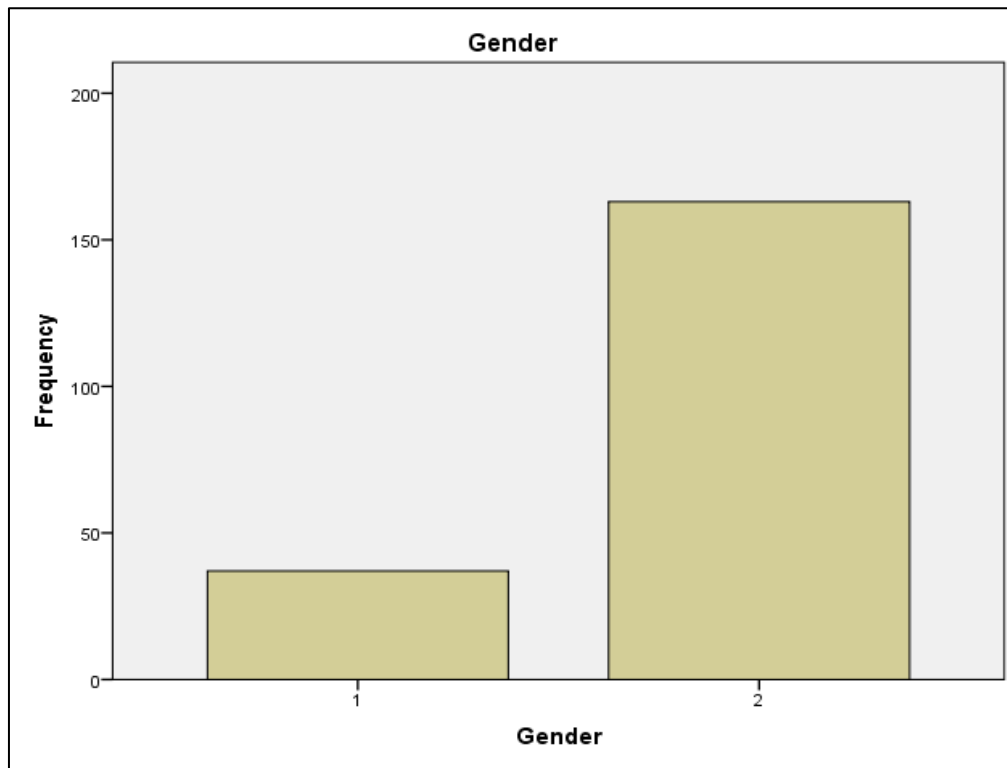
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mediocre	148	74.0	74.0	74.0
	Elite	52	26.0	26.0	100.0
	Total	200	100.0	100.0	



Gender Statistics

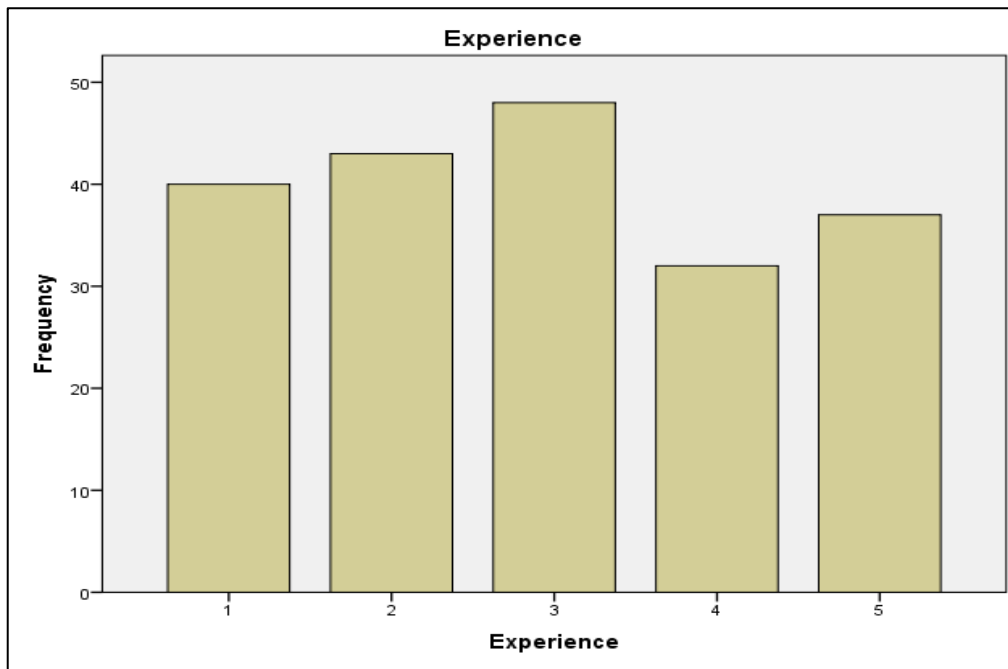
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	18.5	18.5	18.5
	Female	163	81.5	81.5	100.0
	Total	200	100.0	100.0	



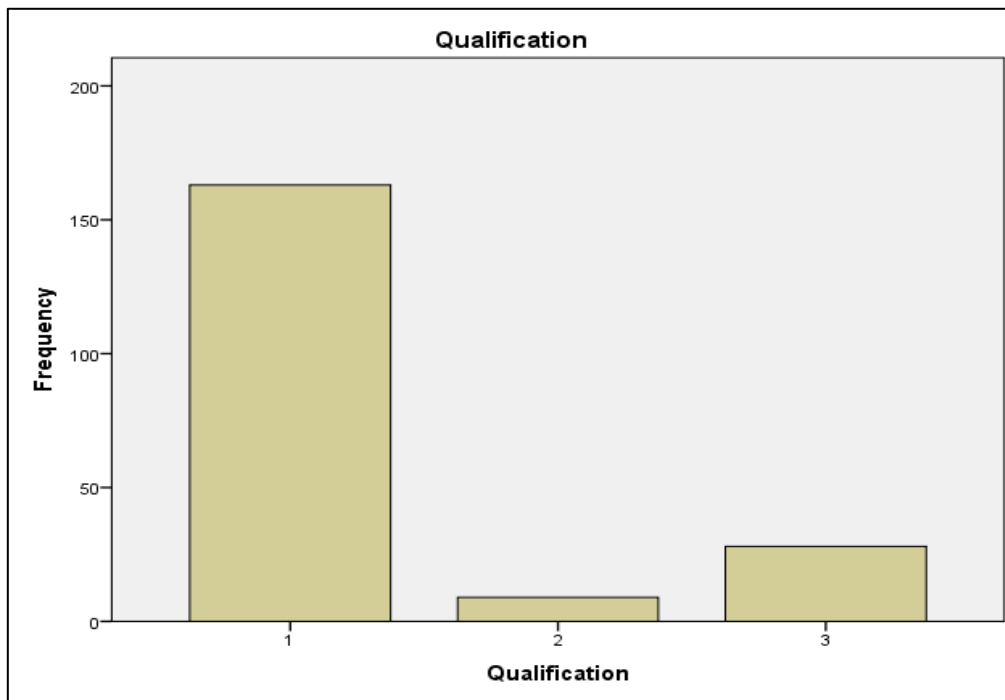
Teacher's Experience

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 months or less	43	21.5	21.5	41.5
	7 months to 2 years	48	24.0	24.0	65.5
	3 to 5 years	32	16.0	16.0	81.5
	More than 5 years	73	36.5	36.5	100.0
	Total	200	100.0	100.0	



Teacher's Qualification:

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation / Masters	163	81.5	81.5	81.5
	M.Phil	9	4.5	4.5	86.0
	PhD	28	14.0	14.0	100.0
	Total	200	100.0	100.0	



Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Collaboration	200	3.0	5.0	4.022	.3803
Teacher Cooperation	200	2.750	5.000	4.05313	.431639
Constructive controversy	200	2.7	5.0	4.032	.4067
Valid N (list wise)	200				

ANOVA Table

ANOVA^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.449	10	3.245	1.757	.071 ^b
Residential	349.106	189	1.847		
Total	381.555	199			

The ANOVA table has been providing the overall outcome result of teachers' experiences. This is based on the dependent variable with the help of predictors of consistency and the overall outcome result is not significant

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.505	1.123		2.231	.027
Teacher Collaboration					
1. We share our best practices with other colleagues	.236	.162	.108	1.459	.146
2. There is ongoing collaboration among teachers in different Grade/subject panel.	-.091	.139	-.051	-.655	.513
3. There is ongoing collaboration among teachers in different Grade/subject panel.	.233	.144	.128	1.618	.107
4. I like to provide and Receive moral support from my colleagues.	-.237	.147	-.120	-1.608	.110
5. I feel more confident while teaching in a team.	.283	.138	.149	2.046	.042
6. I feel safe to share successes and failures with team members.	.047	.118	.030	.402	.688
7. I reduce my workload by sharing jobs with my team members.	-.182	.135	-.111	-1.347	.180
8. I feel less guilty Because my group is able to set and achieve realistic goals.	-.224	.121	-.138	-1.851	.066

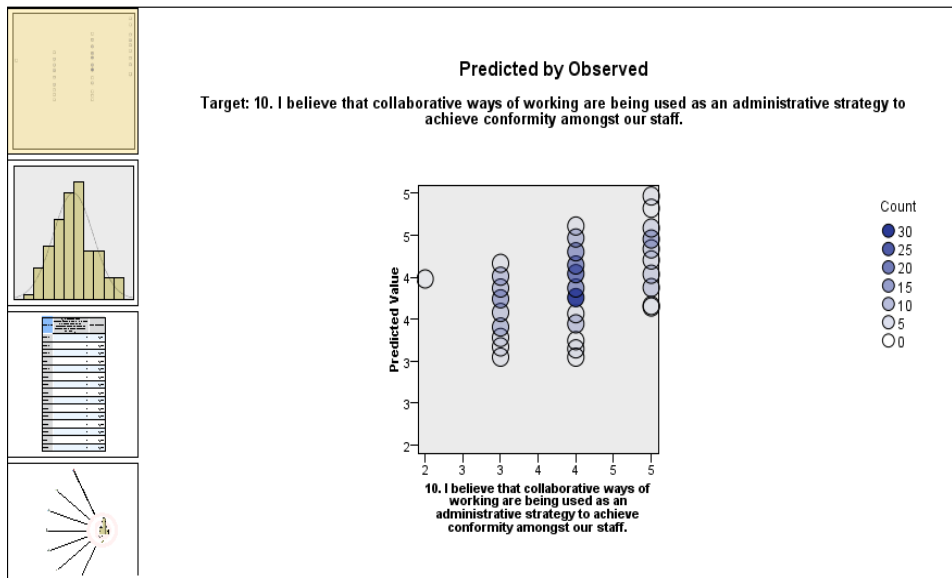
The model of Coefficients has been describing the overall information based on the several eparts of "Teacher Collaboration" and there are two-part are significant out of ten parts in a table. These are- sharing working practices with colleagues (.027) and feeling confident with the team in the working field (.042). Rest of the relationships are not significant.

Automatic liner modeling is discussed about the case processing summary based on that particular topic. Two parts included as well as excluded calculating with the help of percentages of a total number of teacher's experiences.

Coefficients Table of Significant Category:

Case Processing Summary		
	N	Percent
Included	200	100.0%
Excluded	0	0.0%
Total	200	100.0%

Table has predicted that the observation of teachers having the faith in the process of a collaborative way of working are being used as a process of administrative strategy for achieving goals and success based on their conformity amongst staff.



The regression part shows that there were no variables included in the equation, thus, on the other hand, with the help of a model summary, based on the predictors, Part A is focused on the team members who have been feeling more confident with the team and can perform effectively. Team members want to share the information with other team members about their working experiences.

Model Summary of three Individual Elements:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233 ^a	.054	.015	1.378
2	.376 ^b	.141	.055	1.349

The tables reveals a low positive relationship in the three variables with value, $r=233$ and $r=376$.

ANOVA Table of Teamwork:

ANOVA

Model	Sum of Squares	dff	Mean Square	F	Sig.
1 Regression	20.764	8	2.596	1.367	.213 ^b
Residual	360.783	190	1.899		
Total	381.548	198			
2 Regression	53.936	18	2.996	1.646	.053 ^c
Residual	327.612	180	1.820		
Total	381.548	198			

The ANOVA table suggested that the teams involved in this particular project can perform effectively, but this is not significant in this scenario. The "Excluded Variables" model is discussed about the dependent variable with the teacher's experiences, the second part is focused on the "Predictors in the Model" by constancy, and on the other hand, the third part is the same as the second part.

ANOVA Table without Significant Teamwork

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	20.764	8	2.596	1.367	.213 ^b
Residential	360.783	190	1.899		
Total	381.548	198			
2 Regression	32.506	9	3.612	1.956	.047 ^c
Residential	349.042	189	1.847		
Total	381.548	198			
3 Regression	47.419	10	4.742	2.668	.005 ^d
Residential	334.129	188	1.777		
Total	381.548	198			

The overall calculation of this research paper by SPSS shows that there were more insignificant factors than the significant factors (two).

- More than 75% teachers agreed that they find it helpful for them to collaborate with the same or different grade or subject teachers. This promotes a positive attitude of humbleness, teamwork and confidence among teachers. Moreover, it avoids unpleasant or difficult subjects. On the other hand, it can create an environment where every teacher is treated equally leading to a situation where there is difficult to acknowledge the real expertise of teachers.
- About 92% teachers agreed that this practice helps the teachers to provide and receive support from their colleagues. But this may create an emotional hollowness in the absence of that supporting squad. More than 80% teachers were in favor of collaboration as it enhances the confidence to accept and share ones successes and failures with their colleagues and get better advice to cope with the situation. However, for an average teacher with somewhat less confidence than others, it would leave him with the feeling of dependency and inferiority complex. This can create a hurdle for him to move independently.

- Relatively higher percentage of teachers (about 70-80%) believes in working as a team and reducing the work load by mutual struggle and hard work. Same is the case with achievement of goals. It becomes easier to achieve the pre-set goal in time by teamwork. In case of failure, one can feel less guilty that even if he had not delivered his best, others have done their best.
- Similarly 74-83% of the teachers agree that collaborative ways help in building administrative strategy leading to development of conformity amongst staff, wishing team members to win and achieving common goals. About 87% teachers agree that achievement of assigned duties is observed by this process. 78.5% think that sharing of information among the team members is achieved by collaboration. About 85% think that development of excellent communication skills are crucial for teacher's collaboration. This is a source of developing a positive attitude of good will for others and creates a sense of brotherhood as well.
- Moreover, 80-82% teachers have agreed that they express their views, understand each other's concerns, use each other's ideas creatively, all views are listened more easily in collaboration even though they are in minority. Almost 84% teachers think that collaboration allows everyone to listen to each other carefully, use opposing views to interpret a situation more wisely and equal contribution of members while working as a team.
- Nearly 86% agrees that team work gives a better opportunity to work according to the decision accepted by all cooperation and group leader plays important role in supporting the concept of other teachers as well. About 87.5% have revealed that while working as a team, they communicate even though they disagree at any point. Majority (about 91.5%) like to work in a team because members can cooperate to complete the work and achieve the goal.

- Almost 93% believe that collaborations develops a sense of confidence and trust in others that they can also perform effectively and can accomplish the given task efficiently. Conflicts happen when there is no acceptance of others view. Teacher's collaborations easily overcome this problem as conflicts can be handled constructively by this method. This has clearly set the boundaries for successful teaching techniques.
- However, many teachers feel that they remain constrained in a scenario like this which suppresses their capabilities as they cannot show their potential to its fullest. Moreover, regular meetings should be held where their problems should be shared. In this way, their problems can be handled with suggested solutions from the whole team. But the factor can't be denied that Teacher's collaboration can improve their expertise and efficacy. This has direct impact on student's educational progress.

The current study focused on several relevant concepts about that topic such as identification of collaboration, cooperation and constructive controversy practices at the secondary schools of Lahore.

The research design is a cross-sectional survey where data is collected from secondary schools of different areas of Lahore. The data was collected from all the three categories of private schools .

On the basis of findings, it is recommended to improve the system of initiation as well as revitalization of teacher collaboration in schools and following the given steps for improvement.

Secondly, it is recommended to develop the process of collaboration in teachers by assigning joint responsibilities and using essential strategies. The development is important because a group of teachers, should work together to complete their activity.

Thirdly, it is recommended that creating trust with the effects of constructive controversy among the teachers for providing the chance to achievement. As well as teachers need to be given the opportunities to show cooperation at their school.

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