Effective Team Communication Stimulates Teacher Effectiveness: A Study of a Private College in Attock City, Pakistan

التواصل الفعال للفريق يحفز فعالية المعلم: دراسة كلية خاصة في مدينة أتوك ، باكستان

by

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ABSTRACT

Communication is an art, a skill that brings people close to each other and builds a bond of trust and dependence upon each other. Researchers since the early nineteenth century have defined and explored communication in different scenarios and have devised ways to improve and refine it. Communication in educational institutions holds much importance since a teacher collaborates, communicates and delegates responsibilities and communicates at various levels in the institution. Communication among teachers plays a pivotal role in teacher's effectiveness and all-inclusive academic success of the students.

The aim of this study is to determine the effectiveness of communication that exists between teachers and leaders and its effects on teacher's proficiency. With current researches showing a link between teacher effectiveness and student achievement, it is important to consider how team teacher's communication impact teacher's effectiveness. The prominent theories and models of communication that give primary importance to communication are Kotter's Model for Change, Shannon and Weaver's transactional model of communication, which is a building block in today's modern communication. Communication primarily depends on interpersonal skills that are expressed in the Johari Window while Leader-member Exchange theory discusses the importance of shared and distributed leadership which is suitable in today's era.

The research questions are answered through a mixed methodology approach including both qualitative and quantitative methods of data collection. The survey questionnaire is designed in *Qualtrics* that includes Likert scale closed-ended questions for quantitative data collection and open-ended questions for qualitative data collection. On this basis, it is revealed that age, gender and years of experience do not affect team communication and teaching efficacy. Qualitative data shows that teachers in this school perceive a high-quality communicative relationship with team leaders, a collegial environment that enhances teacher effectiveness and a faith in leadership style existing in the college.

The research can be expanded to the whole school and it can include how team communication effects a student's achievement. The research can be generalized to the other educational institutions or other campuses in different parts of the country, which would reveal rich variety of qualitative and quantitative data.

ABSTRACT IN ARABIC

التواصل هو فن ، مهارة تقرب الناس من بعضهم البعض وتبني علاقة ثقة وتبني على بعضهم البعض. قام الباحثون منذ أوائل القرن التاسع عشر بتحديد واستكشاف الاتصالات في سيناريوهات مختلفة ، وقد ابتكروا طرقًا لتحسينها وصقلها. يحتل التواصل في المؤسسات التعليمية أهمية كبيرة حيث يتعاون المعلم ويتواصل ويوزع المسؤوليات ويتواصل على مختلف المستويات في المؤسسة. يلعب التواصل بين المعلمين دورًا محوريًا في فعالية المعلم والنجاح الأكاديمي الشامل للطلاب.

الهدف من هذه الدراسة هو تحديد التواصل القائم بين المعلمين والقادة وآثاره على فعالية المعلم. من خلال الأبحاث الحالية التي تظهر وجود صلة بين فعالية المعلم وإنجازات الطلاب ، من المهم التفكير في مدى تأثير تواصل معلم المعلم على فعالية المعلم. النظريات البارزة ونماذج في نموذج التواصل ، الذي يعد لبنة في Weaver للتغيير ، وشارون و Kotterالاتصال التي تعطي أهمية قصوى للتواصل هي نموذج التواصل الحديث اليوم. يعتمد التواصل بشكل أساسي على المهارات الشخصية التي يتم التعبير عنها في نظرية جوهري ويندير للتبادل بين الزعماء وناقشوا القيادة المشتركة والموزعة التي تهم نوع القيادة المناسبة في عصر اليوم.

يتم الإجابة على أسئلة البحث من خلال منهجية المنهج المختلط بما في ذلك كل من الأساليب النوعية والكمية لجمع البيانات. تم تصميم الذي يتضمن أسئلة مقياسية ذات مقياس ليكرت حول جمع البيانات الكمية والأسئلة المفتوحة لجمع البيانات Qualtricsاستبيان الاستبيان في النوعية. على هذا الأساس ، يتضح أن العمر والجنس وسنوات الخبرة لا تؤثر على تواصل الفريق وفعالية التدريس. تُظهر البيانات النوعية أن المعلمين في هذه المدرسة يدركون وجود علاقة تواصل عالية الجودة مع قادة الفرق ، وبيئة جماعية تعزز فعالية المعلم وإيمانًا بأسلوب القيادة القائم في الكلية.

يمكن توسيع البحث ليشمل المدرسة بأكملها ويمكن أن يشمل كيفية تأثير التواصل الجماعي على إنجاز الطالب. يمكن تعميم البحث على المؤسسات التعليمية الأخرى أو غيرها من الجامعات في أجزاء مختلفة من البلاد ، والتي من شأنها أن تكشف عن مجموعة غنية من البيانات الكمية والنوعية.

DEDICATION

I take pride in dedicating this dissertation to my beloved mother (late). She taught me to deal with challenges through patience and positivity and have faith in Allah for He does everything for the best!

I would like to thank my father for his endless love, support, and prayers. He is the backbone in every effort I have ever made in life. He has instilled confidence in me and he is the one to encourage me in everything I do.

I would like to acknowledge the infinite cooperation of my loving husband, Shehzad. This Master's degree could not have been completed without his constant support during the most challenging phases. Thank you for being the best critic and judge for me.

Lastly, a big thank you to my lovely daughters; Hamnah and Ayesha. You mean the world to me. Thank you for always making me smile during the toughest times and thank you for your patience during this entire journey.

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SMCR   Sender-message-channel-receiver

UAE   United Arab Emirates

APSACS   Army Public Schools and Colleges System

CHAPTER 1: INTRODUCTION

1.1. Background and Motivation to the Study

Interaction with the text as a means of language acquisition and communicating with words is prominent than any other language skill. However, the melancholy is speaking is still one of the most discouraged and rarely taught skills at the school level. Despite the fact that speaking boosts confidence and develops social skills yet this natural ability is still suppressed in many regions around the world especially in the third world developing countries. Consequently, at an organizational and institutional level as well much importance is given on written communication rather than oral communication. Working as an educationist in the UAE with more than 120 nationalities living together and working with peace and harmony confirms my faith that diversity in culture, living styles, cuisines and ethos does not affect the organizational culture if it is well defined and well catered for by the management and the people responsible. This notion has led me to unleash the dominance that governs an organization and the bonds that exist between coworkers. This inspired me to explore the communication existent in an educational institution especially how it occurs in my home country. With the advent of No Child Left Behind, a growing emphasis is being laid on the organizational behavior and leadership potential teachers in an institution.

Oral communication is part of literacy and cements all aspects of a language together. Communication, in fact, is any understandable piece of message. Communication and its understandability date back to Lev Vygotsky's theories, which placed great importance on the role of language, which serves as a medium for communication. John Dewey (1916) observed that common, community and communication have more than a verbal tie in them. Men are associated to a culture and commonality between social life brings forth communication and to him all type of communication is educative.

Communication has several meanings as explained by Carey (2009), in the western modernized world, communication is deeply embedded in cultural thinking and communication is seen as a process by, which messages are transmitted from sender to the receiver. Communication as a transmission perspective and can be equated to traditional leadership where human intellect is a

vessel of ideas and thoughts. Through this approach, ideas are transferred from one person's mind to another through the conduit of language.

Shannon and Weaver (1949) hypothesized communication as a process, which involves information source, message, encoding of the message, a signal, a channel, a receiver or decoder of the message, a destination, and noise. A teacher uses different mediums of communication with students and team teachers to fulfill her daily job responsibilities with students, team teachers and the team leaders.

Wheatley (2006) came up with open architecture and systems for communication, which included collective and distributed leadership and believed in fluidity of communication. He proposed connective and diverse opportunities for communication that are not limited to hierarchical channels. The openness of system allows disequilibrium and importation of ideas and such disturbances allow reconfiguration, growth, and development in a system. Furthermore, he was a staunch advocate of strong relationships for effective communication.

Teachers nowadays are in favor of working in teams by sharing responsibilities, providing feedback and building mutual trust. For teaching teams, optimal communication is of utmost importance. When teachers work in teams they are obliged to take in directions from the team leaders so leaders need to be ethical and trustworthy, their briefings need to be precise and clear and they need to build congenial formal and informal relations.

1.2. Statement of Problem

Educational institutions have a manifesto of open and honest communication. Positive and preeminent communication among teachers play a pivotal role in teacher's effectiveness and all-inclusive academic success of the students. However, still there are many institutions where internal communication is not given much importance. Moreover, authoritarian style leadership is more prevalent in third world countries, Aycan (2002). Research in the field of communication began early in twentieth-century when Shannon and Weaver came out with a model of communication followed by Barlund's (1970) transactional model and later the prominent researchers include Mc Ewans (2003) and Sanduleac & Capatina, (2016).

With current researches showing a link between teacher effectiveness and student achievement, it is important to consider how team teacher's communication has an impact on teacher's effectiveness. Mc Ewans (2003) came forward with a list of suitable traits for teacher's effectiveness. It is also empirical to cogitate team leader's communication and team relationships have an influence on teacher's effectiveness. Leader-member exchange theory and shared leadership give significance importance to team teacher's communication but the impact of communication on teacher's effectiveness is to be analyzed.

This mixed-methodology study has sought to quantitatively assess any interrelationship between the independent variable (team leader – teacher communication) and the dependent variable (teacher effectiveness). Qualitatively, the researcher has sought to identify and report themes to determine relative strengths for describing how team leader's communication effects teacher's efficiency and attitude at the workplace. Team teacher's relationships are also explored in this research.

1.3. Purpose and Objectives

The purpose of this study was **to examine the communication that exists between teachers and leaders and how this communication effects teacher's performance in an educational setting.** The study was conducted in a private college in Pakistan. For the purpose of this study, team leaders or the department heads are the leaders and teachers are the followers in the teaching teams. The researcher has also statistically examined if communication skills and its outcomes are better with gender, age or years of experience. For the purpose of qualitative research, the researcher has sought to identify themes from the responses, which improve teacher's efficiency and team relationships.

The design, methodology, analysis, and results were guided by the following objectives:
- To analyze and interpret effective leadership styles for positive communication.
- To assess the effects of communication on teacher efficiency.
- To establish results based on the analyzed data in light of the communication models addressed in the literature.

The above-stated objectives led to an extensive research in the area of organizational communication with special emphasis on effective communication in educational institutions. For the purpose of a quality research, data collection instruments were thoughtfully designed to address the research questions sought out.

1.4. Research Questions

As discussed, the purpose of the research is to **observe the communication that exists between team teachers and leaders and the effects of this communication on teacher's effectiveness in an educational setting.** The main research question is what type of communication is prevalent amongst teacher and their leaders and how it affects teacher's effectiveness. Moreover, the purpose is further elaborated in specific research questions to be addressed.

- How do communication effect teacher and leader relationship?
- What leadership styles have an impact on communication?
- How effective communication affects teacher effectiveness?

Teacher and leader communication is a much sought out research area in schools and colleges. Ample research has been done in organizational culture and social systems existing in them but limited research is available on teacher and leader relationships, the team leader's style and what influence it has on the team and department level communication. The impression that a team leader sets with his communication with fellow members reveals the culture and behavior that prevails in the teams. Such an attitude and style of leadership give positive or negative intonation to a teacher's performance in the classrooms. The research aims to uncover the impact of communication on teacher effectiveness.

1.5. Rationale for Study

As we move into the 21st century, literacy standards have dwelled from improved to the highest pinnacles of glory especially in the western world. With highly qualified subject specialists, state-of-the-art classrooms, dedicated leadership in schools, schools aim at high performance and high efficiency from teachers to achieve the best results from the students. Although there is much advocacy for distributed, collective and shared leadership but still

autocratic and authoritarian styles of leadership are still prevalent in the third world developing countries, due to this factors like openness, trust and positivity are suppressed, and overruled (Aycan, 2002).

The success of any leadership style depends on the definition of success and the prevalent conditions existing to make a project successful. Leadership and culture studies done by Bashir Khadra (1990) depict key factors in leadership efficiency and concludes that one set of style does not fit for all. Another well-known study by Kamil Kozan (1992) concluded that countries who are ranked lower in industrialization possess more autocratic and authoritarian styles of leadership. Pakistan belongs to a low-rank category in industrialization, therefore, as a researcher, I would like to explore communication and leadership in a college of a small town in Pakistan.

Team building, collaboration, and faculty cohesiveness are at the heart of any successful school. They contribute to teacher development and school achievement. It promotes bonding and camaraderie and brings congeniality to the working environment and teacher's collaboration and communication are a primary factor in any successful school. Teacher leaders are dynamic forces that bring about change. They teach, administrate but lack line authority. Teacher leaders possess intrinsic leadership qualities that can improve group dynamics respect and boost the performance of the department (Gabreil, 2005). Therefore, it is important to study how communication effects teacher's performance and leadership styles in an educational setting.

Belonging to a third world developing country, I find it important to highlight how teachers and leaders perceive their internal communication and their professional relationships. The chosen site of study is a private college in Pakistan, which is located in a small city of Punjab province, which will provide the researcher of authentic empirical evidence of the prevailing leadership style and teacher's attitude and contribution towards internal communication since rural culture is more dominant in smaller cities of the country.

School leaders are the central source that shapes the climate of schools. The management skills, interpersonal skills of teachers and the leaders contribute to the success of the school (Hallinger, Bickman, & Davis 1996). Researchers have investigated a great deal on interpersonal

and team communication skills in healthcare and safety but there are scant information and research on the importance of team communication among educationists.

This study will further research on effective team communication among teachers and how it influences teacher's effectiveness. This research will add to the body of literature by considering and establishing a link between team communication and its effects on a teacher's effectiveness.

1.6. Structure of the Dissertation

This dissertation is organized into five chapters. The first chapter includes the introduction, statement of problem and objectives of the study along with the research questions and the rationale for the study. Chapter two presents the review of literature studied, the models, theories and conceptual frameworks studied and analyzed for this research. Chapter three comprises of the methodology applied to conduct the study, instruments used and their validity, research design, data collection method, population, and sample. Chapter four presents the results, analysis in light of the available literature and discussion. Chapter five offers the conclusion, key findings, recommendations, and further research prospects.

CHAPTER 2: LITERATURE REVIEW

2.1. Overview of the Chapter

Communication is one thing that every manager thinks he/she can do well but the satisfaction rate depends on the subordinates perspectives. Effective team communication is one of the most important criteria for successful organizations as it affects the ability of leaders to involve employees and achieve desired objectives.

Effective internal communication helps ensure that all members of the organization are working collaboratively towards a common goal. It develops a cohesive organizational culture and structure and empowers employees to make the right decisions in line with the organization's goals. This leads to excessive efficiency and productivity of teachers and improves student-learning outcomes.

Skillful and appropriate communication is considered an important attribute for effective leaders. McEwan's (2003) research claimed that the role of the communicator is one of the most important elements for great educational leaders. Tobin (2014) ascertained that school leaders spend 70-80% of their time in interpersonal communication with their designated teams, which is mostly face-to-face or telephonic, and this demands leaders to have exceptional oral communication skills. This role even becomes complex when we add e-mail communication to this list.

2.2. Conceptual Analysis

The models and theories associated with communication date back to Shannon and Weaver's linear model of communication in 1949 also referred to as transmission model, which became famous for its simplicity and quantifiability. It involved sender and receiver only. However, Shannon and Weaver observed three problems with this communication theory; semantically how the meaning is conveyed, technically how accurately message is transmitted and how effective is the reaction after receiving the message. David Berlo (1960) explored the linear model of communication and segregated it into different parts. The parts that he came forward with included the sender-message-channel-receiver also known as SMCR model of communication.

Wilbur Schramm (1954) further added to Shannon and Weaver's linear model of communication and indicated the inclusion of impact that a message has on the receiving party. He indicated that communication is a social interaction where at least two agents interact and they share a common set of signs, language, and semiotic rules. However, this model ignored the self-communication and the interpersonal relationships in communication.

2.3. Theoretical Framework

The chosen theories presented in this framework provide structure and support to the research study. The interrelated concepts guide the research and help measure the statistical relationships between team communication and teacher effectiveness. Beginning from the communication models, the two-way relationship in communication, the need for communication in educational institutions and its impact on leadership and leadership traits that affect communication form the basis of this theoretical framework.

Considering the discrepancies in Shannon and Weaver's model, Barnlund (1970) came up with a transactional model of communication, which is still prevalent and holds importance until date. His model suggests that communication is a simultaneous and interactive process between the sender and the receiver. It was considered by critics as the most systematic models of communication.
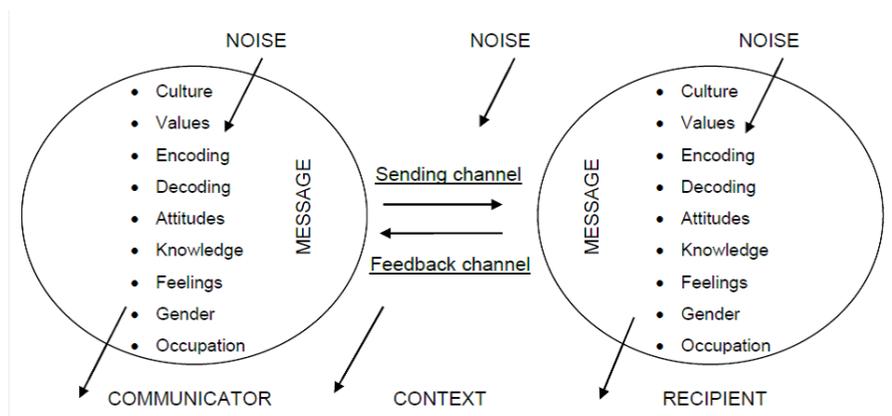
Fig 1. Barnlund's Transactional Model of Communication

Barnlund's idea of a reciprocal connection between sender and receiver led to the constructionist view by Goffman (1959) and further elaboration by Lanham (2003) that

communication comes in a package and this package cannot be separated from the actual message. This package includes the psychological aspects of sender and receiver's personality like style and performance of self. The messages are constructed on social and historical context and seeded into the transmission model as a package to be delivered.

Communication model that is best suited for teachers is the transactional model also called as the interactive model as it includes simultaneous communication from both the sender and the receiver, unlike linear communication, which is one-sided only. Teachers in their workplace are transmitters and receivers of information with students and with colleagues. Although, transactional model of communication is best suited for teachers but how it affects the teacher effectiveness needs to be explored.

2.3.1. Leader and Leadership Qualities for Communication

Every leader in an organization performs certain tasks and roles to improve organizational performance and to achieve goals. Nevertheless, the bitter truth is none of the leaders can perform this alone. Leadership is setting a model for the team members to follow. Leadership is influencing people for the right cause, motivating them to enthusiastically perform tasks to accomplish goals.

McEwan (2003) after a thorough research on traits, characteristics, and behaviors of school leaders presented a checklist of 10 traits that are highly effective in educational leadership. He received ranked responses from 108 respondents. Of all the respondents' one key area evident for leaders was communication. McEwan (2003) further elaborated on team leaders and team communication and mentioned that the topmost priority of a team leader's job is to communicate in appropriate, meaningful, timely, beneficial and productive ways with the team members or team teachers. It is the job of team leaders to communicate precisely and appropriately and in healing ways with other stakeholders of the institution like students, parents, colleagues, individuals, small and large groups.

There are leadership and motivation theories in the field that express strong relation to communication as a motivating factor for employee's success. Hawthrone and Mayo's theory came into effect during 1928, which was a reactivity theory on how individuals react when

being observed and how sympathy affects human interest and motivation. Maslow's Hierarchy of Needs came forward in 1943, which put forth an interdependent set of psychological motivators, and the basic needs come first and interpersonal needs come later. Further, to explore communication as a motivational influence the Johari Window (1955) came forward followed by McClelland's three-factor model (1987) and Herzberg's two-factor theory.

2.3.2. The Johari Window

The Johari window is a popular information-processing model of communication. The model was developed by Luft and Ingham in 1955 and allowed the people to understand about himself and others. This tool was designed on two key principles; building trust among employees and getting feedback to learn more about one's self. This model of soliciting and
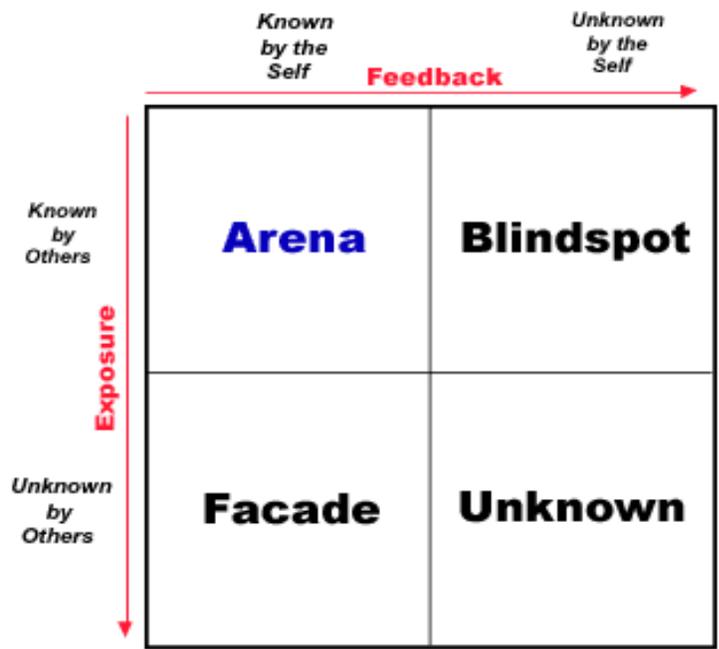
Fig. 2. The Johari Window

feedback helps with self-disclosure and self-realization. This model can be linked to teacher's role in a group, it can help them realize about their own self and be open to feedback on their behavior, which in turn help be an effective team player. The teacher's role is to articulate expressions, feelings, collaborate and motivate. This model urges teachers to look into their

personality, take charge of their emotional and psychological strengths, and communicate to better understand team and organizational goals.

This model encompasses four quadrants, which reflect the interaction of one's self and others. The Johari square represents the interpersonal space and the four 'regions' represent information-processing elements that are significant for quality relationships. The arena is the spot devoted to mutual understanding and shared communication among individuals. Hence, the larger the arena becomes the more productive, effective and rewarding the communication and interpersonal relationships are.

2.3.3. McClelland's Motivation Needs Theory

McClelland (1960) presented a three-factor theory of motivation that incorporates the need for power, the need for achievement and the need for affiliation. In detail, for job satisfaction employees either desire for power to influence others or have some authority to delegate them. Employees need some sense of success, they want to excel in some established set of standards and be rewarded for their achievements. Furthermore, employees tend to affiliate themselves with colleagues for mutually beneficial interpersonal relationships. They like to socialize for a friendly and cooperative environment. Such employees are motivated and great team players.

McClelland's need-based theory can be successfully applied to any organization and even to educational institutions. The need for affiliation greatly depends on communication among employees and their leaders and is a factor that contributes to positive motivation.

2.3.4. Management Theories X, Y, and Z

McGregor in 1960 defined contrasting assumptions of human nature at a workplace. Theories X and Y refer to organizational development and management arenas. Generally, theory X assumes that people are lazy, less motivated, self-centered and only work under pressure or motivated by coercion and threats. Strict discipline and fear of manager are important to keep things moving smoothly. On the other hand, Theory Y refers to self-esteem and self-actualization of employees. Employee motivation through Theory Y can be applied through

job enlargement, performance appraisals, participative management and delegation of responsibilities. Such type of scientific management philosophy can continually fuel motivation as employees work to satisfy their higher-order personal needs.

Ouchi belonged to a Japanese descent but his origin was the USA. During 1980, he came forward with Theory Z, which was a blend of Eastern and Western management approach motivational for employees. He believed that organizational culture and philosophy play a vital role in organizations success. Organizational culture is a part of the larger part of society. The management builds trust in employees, there is no micromanagement, and workers have a sense of cohesion between them.

2.3.5. Leadership Process and Communication

Recent research reveals an integrative approach using more variables rather than individual skills and traits (Yukl, 2002). According to Northhouse (2007), leadership is a social process where leaders, followers and the situation have an influence on what happens in school organizations. Leadership is based on relations – so the leaders and followers are both components of this paradigm. As seen always, the role and responsibilities of leaders and followers differ so the relations between them and the situation determine how well the leadership process works. For a successful leader motivating and influencing others with behavior is of fundamental importance for the good of the organization (McClelland & Burnham, 1976).

Individual leaders can affect the leadership process through skills, roles, traits, experience and style (Northhouse 2007; Yukl 2002). Teachers and the leaders affect the leadership process, therefore, a leader must analyze and understand the teacher's characteristics and the organization needs to assess the current situation. The way the leader listens conveys information makes timely decisions and leads two-way communication will affect the leadership and communication process and ultimately the school outcomes (Isaacs, 1999).

2.3.6. Habermas Theory of Communicative Rationality

Jurgen Habermas one of the most influential philosophers in twentieth-century came up with a theory of communicative rationality and communicative action. According to Habermas,

subjugation to communicative rationality is to change the society from traditional to the contemporary way of communication. Communicative rationality contributes to more ethical structure and civilized conflict resolution by understanding objectifying nature and individuals. He claims that there is a threefold relationship in the meaning of the linguistic utterance, the aim of the spoken language and how it is voiced (Habermas, 1999). Communicative rationality incorporates all three worlds; subjective, objective and intersubjective. For any successful communication human rationality is a necessary outcome. This theoretical framework can be related to leadership aspects and it strengthens the idea that leadership has mutual influence process, it is a two-way communication rather than one-way relation and an authoritarian leadership style (Hallinger, 2003). Hence, it is safe to conclude that leadership is dependent more on interactions and relationships between leaders and followers, upon dialogues rather than monologues (Kouzes & Posner, 2002).

2.3.7. Communication and Organizations

Communication is an inevitable and indispensable part of any organization. Communication serves as a unique instrument that bonds the management with the followers for effective and efficient outcomes in an organization. The most conventional way to describe a communication process includes; a sender, a message, channels, a receiver and feedback (Fiske, 1990). Educational institutions tend to work on three inter-twined levels: a) the macro level; where national policies are formulated and conveyed; b) the meso level – which administers the implementation of national policy into practice, this is often located in the equivalent of provincial/local departments of education; c) the micro level: the schools and communities where policies are put into practice, and where educational stakeholders want to see change in practices in education. Consequently, effective communication in formal education systems has to take place at a wide range of levels and include varied groups of actors, depending on the messages and ideas being communicated (Hunt, 2007).

2.3.8. Kotter's Model of Change

John Kotter (1996) in his well-known book *Leading Change* developed an eight-step model of change after researching one hundred organizations. To him, the only one thing constant in an organization is change and to bring a change is always challenging for leaders. Therefore, for any

change to occur in an organization there needs to be a sense of urgency to create an initial motivational spark. True leaders are identified who form a coalition and are emotionally committed to each other. Communicating this vision is of utmost importance and there have to be effective strategies to transfer this vision. Employees are given incentives on their short-term goals and the newly occurred change is built on gains, which later is implemented throughout the organization.

Kotter's model to successful change can be implemented on any type of organizations and it holds true that for any change or any engagement in decision-making, effective communication and clear vision is imperative. Applying Kotter's model of change to educational institutions, the principal or the team leader is responsible for effectively communicating any change in the school or changes in policy or curriculum or teaching and learning methodology.

Fig: 3. Kotter's Model of Change

2.3.9. Organizations as Social Systems

A large amount of research has been conducted to understand organizations as social systems with different perspectives. The most apparent functional systems in organizations are structural-instrumental perspective and institutional perspective. In structural-instrumental perspective, a leader can handle the organization with instruments, tools, and strategies while in institutional perspective an organization has a life of its own (Christensen et al., 2005). Organizations act as living systems, which at times can be messy (Day & Leithwood, 2007). Any responsive

community has to be built upon elements of mutual trust and care, participation, acknowledgment, teamwork, and affirmation (Bredeson, 2003).

Whenever a communication takes place, there are difficulties in managing and foreseeing followers or in the educational setting teacher's reaction to leadership directives. Keeping this in view, Weick (1995) claimed that organizations could be termed in two types; loosely coupled and tightly coupled. Schools, according to Weick (1995) are believed to be loosely coupled structures, which require more sense-making and communication. The more the people in an organization, the more the ideas and the intense the communication process gets (Hall, 2005).

2.3.10. Organizational Structure and Culture and link to Communication

The structure of an organization is an architectural skeleton with goals, policies, environment, and hierarchical structures frame the organization's accomplishments (Bolman & Deal, 2003). Schools can have external and internal frames or structures and often they overlap each other. External frames can include curriculum, syllabus, time schedules, and administrative responsibilities. Such formal structures shape the informal structures by defining routines on collaboration, distribution of labor, time utilization, teaching, and learning. Therefore, it is hard to distinguish between the overlapping phenomenon of structure and culture since both are intertwined and influenced by each other's activities.

Communication is the only means of identifying changing patterns in an organization. Since research proves that communication and cultures are closely connected it is now to be analyzed in the school context. In the leadership process and in communication one core common element is trust. Trust is a building block for any mutual relation and this creates conditions and environment to mobilize and motivate people to act, cooperate and collaborate. Both leaders and followers develop trust through honest use and distribution of power (Moller et al., 2007:82).

Another uprising theory that gives deep insight into leader-follower relation is the leadership-member-exchange (LMX) theory by Pierce and Newstorm (2007).

2.3.11. Leader-member-exchange (LMX) Theory and Relation to Communication

LMX theory focuses on interactions and relationships between leaders and followers. Each individual in this theory is looked in a vertical dyad linkage (Dansereau et, al 1975) and is recognized and valued in a relationship. Each individual is a building block to trustworthy and enduring relation, which leads to organizational success. Such successful relationships form the basis for ideal quality communication, which leads to successful outcomes.

Leader-member exchange is differentiated into the in-group and out-group type of relationships. In-group relationships are thought of as high-quality relationships, which are categorized, by a high degree of mutual respect and trust. Low-quality exchange is categorized by low trust, respect, and obligation (Graen &Uhl-Bien, 1995). Followers, in an educational context, teachers, become part of groups based on their interactive ability and agility, the level of acceptance and personality traits (Northouse, 2003). Understandably, followers in the group receive more attention, support, privileges, support, time and energy (Dansereau et al., 1975).

Research has also proved organizational variables like job satisfaction, better performance, commitment, innovation, positive climate, professional development, appraisals with in-group leader-member exchange relationships (Graen & Uhl-Bien, 1995).

2.3.12. LMX in Leader-Teacher Relationships

Principal-teacher relationship holds prime importance in LMX. This relationship beholds trust, justice, and quality (Pierce & Newstorm, 2011). This principal-teacher association holds
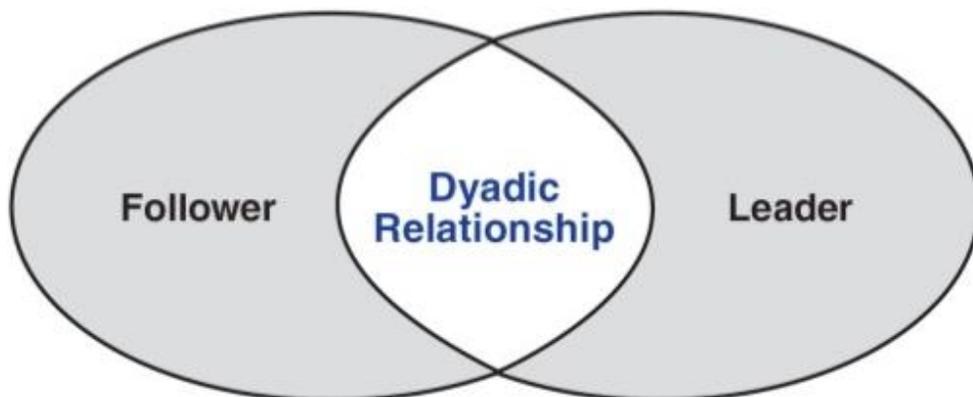
Fig: 4. Leader-Member Exchange Relationship

importance in the leadership process and outcomes. Pierce & Newstorm also suggest in their research that leaders and followers must realize the significance of relationships in the effectiveness of the leadership process. It is also established that this relation is a reciprocal relationship where the attitudes and personal traits matter substantially, the leader and follower bond together in a process of trust, commitment, purpose, and influence. As a result, the power of this relationship will bring about success and overall effectiveness to the organization (Gilbert & Matviuk, 2008).

LMX has been researched and practically implemented in educational institutions, Despain (2000), has compared the LMX leadership style with servant leaders who authorize, build trust and lead from the heart since the leadership styles in school settings are changing.

Relational skills and ethos are essential for an effervescent leadership (Fullan, 2003). The team leaders or principals who devote time and energy in uniting the team members, improvising and investing in relationships lead an organization more successfully with positive, motivated and influential teachers (Rieg & Marcoline, 2008). School climate, culture and attitudes are directly affected by the teacher-principal relationship (Price, 2011).

2.3.13. LMX and Teacher's Effectiveness

It has been researched since last decade that school outcomes are dependent on teacher's effectiveness. Teacher's effectiveness is a powerful source of successful school outcomes, student engagement, and learning. Henson (2001) as a teacher's belief in his or her capabilities to positively affect student learning, critically assess their needs and positively influence by his or her behavior defines it. Jerald (2007) noted that teachers with high self-efficacy are more open to innovations and ideas, they respect positive criticism, they are less critical to students, such teachers believe in high levels of planning teaching lessons and reflect on their lessons, and they exhibit intense levels of perseverance and resilience. Teacher efficacy is a powerful concept to bring about desired outcomes in student engagement and learning even with stubborn and demotivated students.

Teacher's efficiency is found to increase when school leaders are strong academic leaders. Hipp (1996) found that strong efficiency leads to high levels of success. Teacher efficacy is further

enhanced when leadership provides discipline in school and flexibility in the classroom (Lee et al., 1991).

2.4. Review of Related Literature

Studies in organizations have explored that shared/distributed leadership surrounds on a model that holds the importance of communication and teamwork (Anderson et al., 2008). The benefits and restrictions of shared leadership in educational institutions were indicated by Wallace (2001), "School leadership should ideally be extensively shared but, because school leaders do not live in an ideal world, the extent of sharing, which is justifiable in practice depends on empirical factors". Moreover, a collegial climate (Rice, 2006) and clear communication are both dominating in all shared leadership decision-making processes (Meyers & Johnson, 2008). In addition, for shared leadership and teamwork to be effective, it is crucial that group members understand their individual roles (Hall, 2001).

Organizational culture has gained huge importance in research since the 1980's. Cultures are diffused in organizational structures, hence, they are difficult to differentiate and, therefore, have many perspectives and definitions. Peterson (1989) defines culture, as the teacher understands. He describes culture as an embedded set of understandings that shape teacher's views of reality, of teaching and purpose of schooling. The culture according to Merriam Webster comprises shared values and attitudes, goals and practices in an organization. Individualism and collaboration, control and support, formal and informal are different types of values that form the culture in organizations (Berg 1995; Blossing 2003). Culture in an organization has a thorough link to communication as mentioned in Theory Z by Ouchi (1980) since he believes that all the communication that occurs depends on the culture that prevails in the organization. It can thus happen that culture by definition is different from the apparent attitudes of the actors in the organization (Hodgkinson, 2002). Values and beliefs influence the leadership process and provide the basis for social practice and this is visible in school culture (Begley, 2001). Culture is embedded in organizations and is emergent and ever-changing (Miller, 2006). Researchers have analyzed multiple cultures in the same organizations; teacher's culture may be different from the leader's cultures.

Multiple lenses can be used to understand organizational structures and behaviors. Wherever, human relations exist there is communication, reconciliation, conflict, and resolution (Ekvall & Arvonen 1994; Yukl 2002). Throughout my research, I have found various studies that link effective leadership to communication. Ekvall & Arvonen (1994) added the three-factor model to leadership traits, which can be related to communication. Change and improvement is a vital dimension in leadership and leaders need to work towards goal and objectives through human relations and administration of change and improvement. Communication is linked to this three-factor model and the leaders in an educational organization link this model of leadership to communication. This theoretical point is linked to communication in schools where the leaders within the school communicate with their teaching teams about goal, objectives, and changes and provide means of improvement through human relations, which can be smooth and challenging as well.

The leader's role is at times challenging since they have to organize tasks and objectives with human relations that support followers to achieve organizational goals (Yukl, 2002). Moreover, follower's attitudes and knowledge towards the demanding objectives and tasks becomes important. Therefore, we can imply that leadership, organizational culture, communication, and organizational outcomes are intertwined and strongly coupled. Hence, communication is a determining factor and a way to understand and implement actions within an organization. According to Eriksen (2001), communicative leadership uses communication, language, and actions to stimulate different actions. Along with communicative leadership, shared leadership brings optimum results in an educational institution as it creates an environment of trust, sharing responsibility and vision, taking initiative and clear and open communication.

Naturally, attentive and focused listeners pay attention to detail and this is the highest form of listening, which is referred by Covey (1989) as empathic listening with the genuine intent to understand and comprehend. After physical survival, it is a humanly need to be understood and justified. Emphatic listening skills take time to acquire but it helps in resolving misunderstandings and elevating from misinterpretations and confusions. Blanchard (2007) stated that amongst the qualities of effective communicators, one of the most prominent ones is not to become defensive, not to 'fire back' (Whitaker, Whitaker, & Lumpa, 2009) to prove the other person wrong. For an effective communication, leaders must know to give some time to an agitated person to vent out

before starting up a quality two-way process of communication. Another quality of effective communication is to give importance to the speaker, to show that he/she is being heard, the opinions and words spoken are valuable and to be pondered upon.

2.5. Summary of Literature Review

There has been a plethora of research on communication and its positive influence on employees. Kamil Kozan's research on conflict management in 1992 revealed that autocratic and authoritarian leadership styles are prevalent in low ranked industrialized countries, whereas, countries like Japan, EU, United States believe in distributed leadership with visionary leaders. The vertical dyad linkage between leaders and followers, which was elaborated in Leader-member exchange theory, illustrates the power of trust and communication between employees, which brings change in an organization. Kotter's eight-step model to change gives importance to communicating the vision to employees by the leaders. Milner (2006) associated culture as an embedded part of an organization and brought to light that teacher's organizational culture is different from other organizations but how communication creates an effect on teachers is not discussed. Organizational culture and the social system determines how communication is taking place in it. Hunt (2007) delineated the levels of communication that take place in an educational setting; he highlighted macro, meso and micro level of communication among teachers but it does not give evidence on how it affects teacher's effectiveness. McEwans (2003) put forth a list of traits suitable for an effective teacher and communication for leadership and professional growth was emphasized in the study, however, team communication and its effects on teachers performance was not discussed in the study.

There are several types of research, which provide enough evidence that shared and distributed leadership along with mutual relationships provide room for effective communication among leaders and followers. Team communication among clinical teachers and medical students is given much importance but team communication among schoolteachers is not studied much. Moreover, how communication effects teachers' performance is an identified gap that shall be explored in this research and in what way communication effects teacher effectiveness will be studied in this dissertation.

CHAPTER 3: METHODOLOGY

3.1. Overview

This chapter comprises a description of the methodology employed for this research. It includes the following sections: research design, population and sampling, instrumentation, description of the instrument, data collection, data analysis, and summary.

The overarching strategy of this research was to establish the relationship between team communication and teaching effectiveness in a school setting. The study explored the impact of team communication on teacher's effective teaching. The key factors significant in this study were the teacher and team leader relationship, their communication skills with each other and leadership styles that enhanced the communication process in the team. The study also reported information on the characteristics and personality traits that are perceived to be valuable in teacher-leader and teacher-teacher relationship.

3.2. Research Instruments and Research Process

The predominant crux of the study was to ascertain if there is a quality communication relationship between the teacher and the leader, how effectively they communicate and what are the consequences of effective communication on teacher's effectiveness.

Creswell's (2003) elaborated research approaches and through various studies, I decided to use an inductive approach to the research applying phenomenological theory to describe participants experience in a specific context to understand the situation of the problem. As a deductive approach to providing strong empirical evidence, quantitative data collection was used. Hence, the researcher applied a mixed methodology approach, which included both qualitative and quantitative methods of data collection. Mixed methods gain a deeper and broader understanding of phenomenon compared to studies that only use single method approach (Creswell, 2003). Mixed methods add value by increasing the validity of results and assisting in knowledge creation (Hurmerinta-Peltomaki and Nummela, 2006). Mixed methodology gives the researcher in breadth and depth understanding and validation of research and data, and it subsides the weakness of any one particular approach (Ltd, 2018). Mixed methodology, in this case, will also be valuable to look

at one research question from different angles and to elaborate and clarify on findings from other methods.

For quantitative data collection, a survey questionnaire was designed in *Qualtrics* with a five-point agreement on the Likert Scale. The questionnaire survey includes multiple choice questions and unipolar Likert scale questions. There were 20 quantitative Likert Scale questions. Using this type of questions, in this case, will be helpful in measuring the respondent's attitudes and opinions towards the formulated research questions. This type of research will yield more stable results with less random variability.

Qualitatively, data was gathered through 10 open-ended questions where respondents can write their views and comments on the questions. Some of these questions include the teacher's experiences, feelings, and their personal opinions.

3.3. Data Collection

The population for this study was extracted from a private college in Attock City, Pakistan. The Islamic Republic of Pakistan is part of South Asia and sixth most populous country and got its independence from Hindu raj in 1947. It is bordered by India, Iran, Afghanistan, and China. Literacy rate in Pakistan is 58% and it varies by region and gender. Ministry of Education in 2015 has developed a policy of 100% enrollment of students in primary and secondary schools. (Wikipedia, 2018).

Attock is located in the northern part of Punjab province near to the federal capital city Islamabad. Attock was founded in 1908, which had earlier been established by Mughal emperor Akbar in the 16th century. Geographically Attock is located near Haro and Indus river and is famous for Pakistan Aeronautical Complex in Kamra. According to district education rankings in 2014, Attock is ranked 3 out of 146 districts of Pakistan in terms of quality of education. The prominent educational institutions of the city are; Army Public College, COMSATS University, Beacon House School System, Education university and Arid Agriculture University (Wikipedia, 2018).

Army Public Schools and Colleges system (APSCAS) was initially started in 1970's for children of Army personnel but later it was open to all students living near that particular cantonment. The

group of colleges has 159 branches all over the country. This particular college is in Attock cantonment and was incepted in 1974 as a toddler's nursery with only a handful of teachers but with great spirit, dedication and sacrifice the college by leaps and bounds and is now towards the heights of popularity and fame. Moreover, another motive to decide for this college is the outstanding and commendable student achievement results in the entire region. Most of the students who graduate from here are 'A' grade holders and acquire admission in top universities of Pakistan. All the teachers employed in this college have a minimum qualification of Master's degree or an M.Phil. Degree in their specialized subject. The maximum number of students enrolled are more than 4500 out of, which 400 are enrolled in higher secondary wing. The number of teachers in higher secondary school are 25. The sample chosen for the purpose of this study was the teachers currently teaching in higher secondary section in the Academic year 2018-19. As per the college policy, the teacher teams of each subject meet twice a month to share the student outcomes and to comment on the status of the curriculum covered so far.

Being a novice in the field of research, creating a research instrument was an arduous task for the researcher. An extensive amount of time was spent on the accurate formation of questions that are easy to understand and comprehend even for teachers who are non-natives speakers of English. The questions were formulated, validated and piloted before distributing to the sample population.

The questionnaire survey started with background factors and demographics such as gender, age bracket, name, years of experience, nationality, and experience. Moreover, the survey had two sections; the first set of questions targeted teacher's perspectives on team communication and the second section aimed at gathering information on teaching effectiveness with team communication. The questionnaire included areas apart from communication like vision, collaboration, relationships, and teacher's development. The last question demanded the participants to give their views and opinions on this study or to share anything, which they feel, is relevant to the context. The survey was sent to the teachers as a link and their data was electronically collected through *Qualtrics*.

Furthermore, an effort has been made to create relevance of the survey questionnaire to the literature review, theoretical framework and communication models presented in this dissertation.

3.4. Piloting the instruments

The data collection instrument was a survey questionnaire designed and formulated by the researcher herself and was pilot tested by a couple of senior educationists. Collins (2003) explains that it is important to develop standardized questions and beware that all respondents understand questions in the same way. Pilot testing of questionnaire dates back to Katz who in 1940 reported in *Gallup* and *Fortune* to pretest questions to avoid phrasings and simplifying questions to make common man understand them. Sudman and Bradburn (1982) also found out that pilot testing for sensitive interviewers is a good way to find out faults in a questionnaire. The pilot test group included Lecturers and Professors in the education field who are participants of this survey as well. After their acceptance and positive feedback, the survey was distributed to the chosen sample for data collection.

3.5. Data Analysis

For analyzing data, the open-ended questions, which serve as a qualitative data in this research, will be analyzed into insights through content analysis. Content analysis is a systematic and objective means of describing and quantifying the data. Through content analysis, it was possible to filter words into fewer content-related categories. The repetitive data was tagged with a code. Different themes were collected and their frequency was analyzed.

Quantitative data, which was gathered in the form of a questionnaire survey was the numerical data that was analyzed statistically. Statistical data can be interpreted into useful information for decision making. Categorical and numerical variables were segregated and presented in frequency tables and percentages to determine their occurrences and numbers. Proportions and percentages were easier to understand and interpret than examining raw frequency data and were added to the frequency table. Numerical data was used to summarize, describe and give relationships among the variable. The results analyzed can be generalized to the larger population as well.

3.6. Delimitations

Simon (2011) mentioned that every study is delimited to a set boundary, which is under control. Henceforth, firstly, this study was delimited to a private college in a small city in Pakistan. The

scope was further narrowed to only higher secondary teachers teaching in the college. Although both quantitative and qualitative methods were applied for the research study, yet the only method for data collection was a survey questionnaire with open-ended and closed-ended questions. Due to time restraints, the idea of focus-group interviews as a qualitative measure of data was ruled out. If focus group interviews could have been conducted the degree of variance and variety in results could have been great. Nevertheless, the open-ended questions served the purpose to gather relevant chunk of data.

Any chosen method for data collection emanates its own cognizance, challenges, and limitations. I was fully aware that teachers might not feel the urge to fill in the survey, hence, I would have fewer responses due over the commitment of teachers or just negligence. Open-ended questions are at times demanding and needs patience from the participant to attempt all the questions. However, with regular persuasions and frequent meetings I was able to gather the right amount of responses to formulate my results and findings.

Teacher's anxiety, their mood during the day, their peer relationships during the day can definitely positively and negatively affect the outcomes of the questionnaire. Similarly, a teacher's understanding of questions and their beliefs will also have an effect on the outcomes of the questionnaire.

This research is limited to only one private college in a small city of Pakistan named Attock. Attock City belongs to the largest province of Pakistan, Punjab where the literacy rate is higher than any of the four provinces. The sample for the study was limited to teachers teaching at the higher secondary level only, which comprised only 40 teachers, and there are around three to four hundred students currently studying in the college. The research can be expanded by encompassing other colleges in the city or by including other campuses of the same institution. This can give more variety to the results and a rich qualitative data for analysis. One more idea to take this research to an exploratory level by taking students' performance as a key factor in effective communication. In this case, participant observation method could be meritorious means to gauge student's achievements because of effective team communication. Furthermore, participant observation with and without the bi-monthly team meetings can be conducted in the form of pilot study in the

college and pre-test and post-tests can be used to find how team communication affects students success rate.

As a researcher and an English teacher, I believe that most teachers adopt a positive attitude and honest conversations with their colleagues to create the environment of the college congenial to work. This creates optimal relationships, fades away negativity and keeps the teachers focused on their aims and college goals. However, occasionally, despite all the efforts the institutional structure and culture give no space to opinions and mutually beneficial relationships and there are deadlocks due to lack of communication. Nonetheless, efficient and committed teachers devise, adopt and modify strategies to bring the optimum student results and strive to have a friendly environment in the workplace.

3.7. Ethical Considerations

As a researcher, I was fully aware of the ethical considerations to be dealt with. I tried to maintain a reflexive approach in questions so it does not have any harmful effect on the participants. The private college chosen for research had forbidden to reveal its name and anything associated with it. Hence, the name of the college and the principal was kept completely confidential. The participants were informed about the aims of the research since the survey questionnaire asked about the demographic details of the participants, which included their names and email addresses; however, they were assured that they will be contacted via email only if the researcher needs more clarification on their answers. As a researcher, I made sure that there is no fabrication or falsification of the data collected and proper credentials have been given to other research scholars where required. The study also elaborated on the communication and relationship of teachers and their leaders, which means some of the material could be sensitive and require respect and responsibility of the researcher not to reveal their personal information. Therefore, the respondents were time and again pledged that all their demographic and personal details will be kept highly confidential and all the information provided will solely be used for academic research purposes. This confirmation was given to them verbally and documented in the questionnaire survey as well.

3.8. Trustworthiness and Reliability of Data

According to Guba (1981) and Lincoln (1995) for trustworthiness and reliability of data the data must be credible, transferable, dependable and confirmable. The findings of the research are congruent with reality and, which is one of the most important factors of trustworthiness. According to Stake (1994), each case may be unique but if the results can be applied to a broader range of people then transferability of results is possible. In the case of this research, the data can be generalized to a larger group of teachers existing in that region. The research designed can serve as a prototype model for future and researchers can depend on the research methods involved in the study.

The data collected is through a mixed methodology approach and methodological triangulation was involved by using both qualitative and quantitative methods. All the conclusions derived from each of the methods yielded the same results. Hence, we can effectively term this as a valid, credible and trustworthy research. Creswell's (2003) inductive approach of study gives value to the data gathered and as Nicholla (2010) expressed that mixed methodology gives more validity to the collected data.

Online surveys, which were a primary source of data collection, when analyzed by previous studies reveal that online surveys are a major force for data collection, although, it has potential weaknesses if used when appropriate and not outsourced are beneficial for conducting surveys.

CHAPTER 4: RESULTS, ANALYSIS, AND DISCUSSION

4.1. Overview of the Chapter

The purpose of this chapter is to analyze the data collected in order to answer the research questions appropriately. As indicated in the previous chapter data is gather both qualitatively and quantitatively.

This chapter comprises the analysis, presentation, and interpretation of findings resulting from this study. The analysis and interpretation of data are carried out in two ways. In the first part, the quantitative data results are based on a closed-ended questionnaire and are analyzed according to the frequency of occurrence. The second, which is based on the results of the open-ended questionnaire, is qualitative data.

Teachers in the chosen college were given a link to the survey questionnaire website for data collection. *Qualtrics*, a well-known supplier of data collection and analysis was used to administer the questionnaire. The link provided access to both qualitative and quantitative instruments and the teacher's demographic information (Appendix A). Teachers were advised to be watchful of the expected completion date. Nevertheless, teachers were requested multiple times for their participation. The collected data was exported from *Qualtrics* into Excel sheet, for quantitative data, statistical reports were generated, whereas, for qualitative data, responses to open-ended questions were reviewed and coded into categories to look for themes.

4.2. Analysis of Quantitative data

For the purpose of quantitative collection of data, questionnaire surveys were distributed among 25 teachers of the college. The survey questions were planned and chosen that could answer the research questions given in the Introduction chapter. Since the sample size was minor, therefore, all the teachers were emphasized to fill in responses according to their experience in the college. Of a total of 25 questionnaires distributed, all of the respondents completed the questionnaire, which served as a base for computing results. Three (3) missing data responses in one question was subtracted from the total sample size.

Data gathered through the questionnaire was subjected to frequency counts and percentages. The individual responses for each individual question were added together to find the highest frequency of occurrence. The responses, which are quantified and descriptive statistics is applied where data is presented graphically with percentages. The analysis is also presented in tabular form. The researcher has used tables containing variables and in some cases combines two or more variables in a single table.

The first section of the questionnaire sought to bring forth the demographic details of the teachers. This enabled the researcher to identify if gender, age or years of experience had an influence on the communication experienced in the college. It is the researcher's conviction that demographics do not play a role in influencing communication. The responses to the questions are summarized in tables and graphs below.

4.2.1.   How many years of experience do you have in the teaching field?
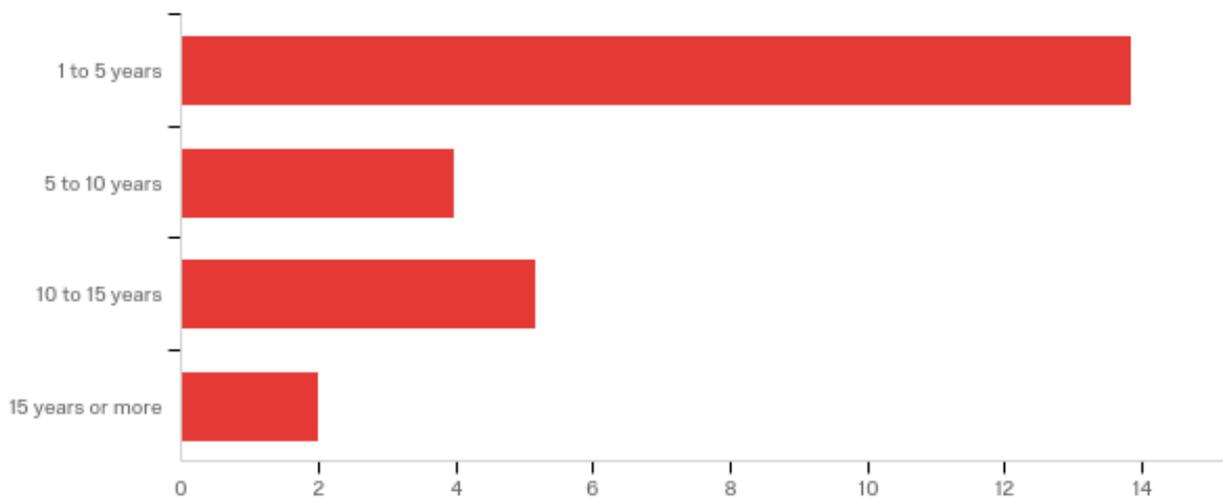
Graph 1: years of experience

The graph represented and the table express that teachers belonging to this college have fairly less amount of experience with exceptions to a few. Few teachers are highly experienced, which is actually an expectation from a very well reputed college.

#	Field	Minimum	Maximum	Mean	Count
1	How many years of experience do you have in the teaching field?	0.91	2.71	1.55	25

	Answer	Percentage	Frequency
1	1 to 5 years	55%	14
2	5 to 10 years	16%	4
3	10 to 15 years	21%	5
4	15 years or more	8%	2
	Total	100%	25

Table 1: Years of Experience

This table shows that 55% of the teachers had a teaching experience of five years, whereas, 20.6% of the teachers had more than 10 years of teaching experience. Hence, it can be concluded that the questionnaire survey was handed to teachers with varied experience in the teaching field.

4.2.2. What is your gender?
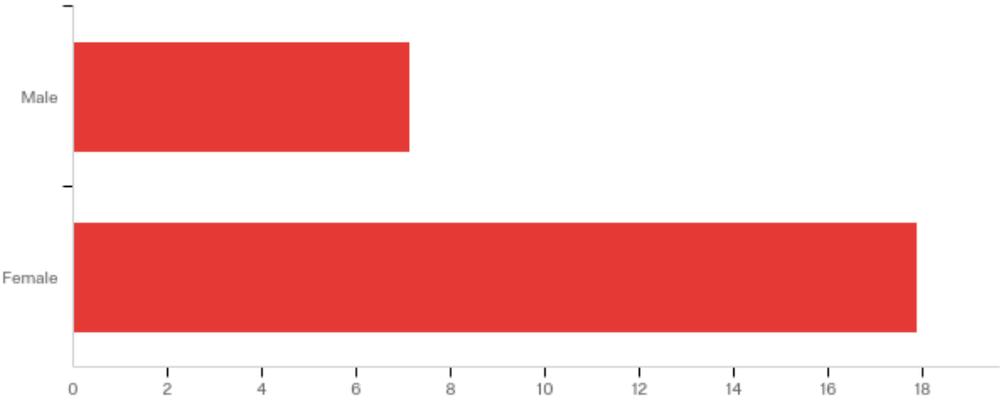
Graph 2: Gender

Typically, it is a well-known notion among masses that teaching is more a feminine profession, although, not true but in this case, it holds correct since the majority of the teachers and subject specialist are females and working in the college for 5 years or more. There could be one more

reason that the management prefers females to male due to compassionate and empathetic attitude towards students and more attention to detail.

#	Field	Minimum	Maximum	Mean	Count
1	What is your gender?	1.29	1.29	1.29	25

#	Answer	Percentage	Frequency
1	Male	29%	7%
2	Female	71%	18
	Total	100%	25

Table 2: Gender

The table shows that 71% of the teachers in the college are female, whereas, 29% of the teachers are male. The college has greater number of female teachers as compared to male. It is a well-known thought prevailing in Pakistan that women are better teachers than men because of their flexible nature. Therefore, it might be the reason for the higher frequency of females in the college.

4.2.3. Please identify your age bracket.
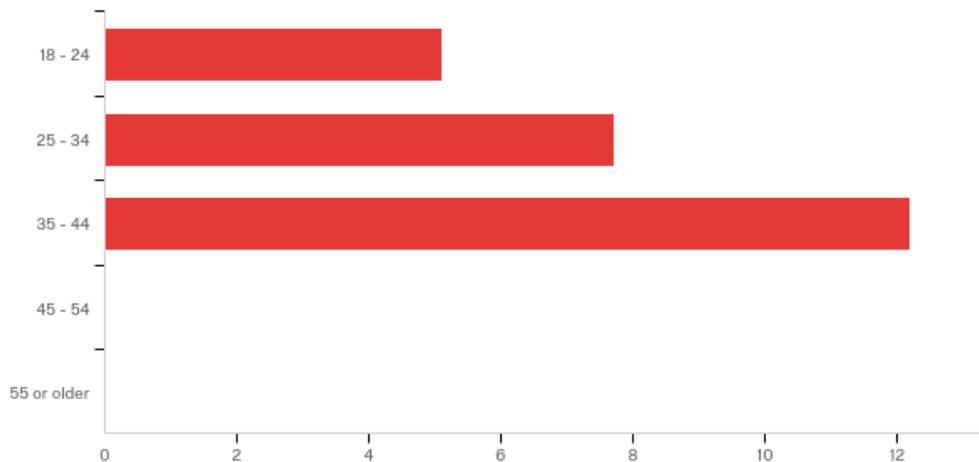
Graph 3: Age

The teachers in the college usually belong to a middle age range, which shows their maturity, knowledge, and experience in the field of teaching. It also advocates their passion for teaching since they have chosen to stay in this field as a career choice.

#	Field	Minimum	Maximum	Mean	Count
1	Please identify your age bracket.	1.41	2.62	2.11	25

#	Answer	Percentage	Frequency
1	18 - 24	20%	5
2	25 - 34	31%	8
3	35 - 44	49%	12
4	45 - 54	0.00%	0
5	55 or older	0.00%	0
	Total	100%	25

Table 3: Age Bracket

Table 3 shows the age categories how varied are the age brackets of teachers involved in the study. This could be a reflection of the researcher's impartiality in choosing the subjects.

4.2.4. How positive is your communication with your team leader?
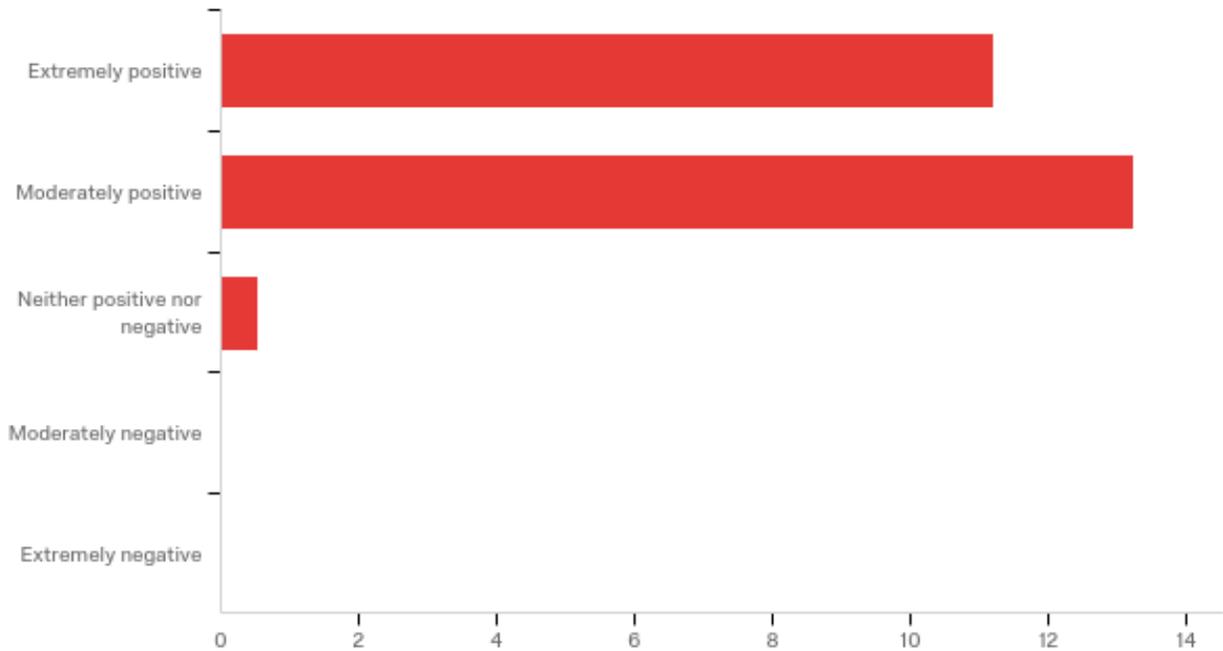
Graph 4: Communication with Team Leader

The numerical values and the graphical representation reflect that teachers have a discreetly positive relationship with few of the teachers having extremely positive communication with the team leader. This evidence suffices to assume that positive communication between teachers and the mentors exists in the college, however, only one person is neither satisfied nor dissatisfied.

#	Field	Minimum	Maximum	Mean	Count
1	1. How positive is your communication with your team leader?	1.52	1.52	1.52	25

#	Answer	Percentage	Frequency
1	Extremely positive	45%	11
2	Moderately positive	53%	13
3	Neither positive nor negative	2%	1
4	Moderately negative	0.00%	0

5	Extremely negative	0.00%	0
	Total	100%	25

Table 4: Communication with Team Leader

Table 4 displays the results from a question related to communication with the team leader, out of the results, 98% of teachers believe that they have positive communication with their team leader. Hence, this could mean that have congenial relationships with their team leaders and cooperative organizational culture.

4.2.5. How positive is your communication with your team members?
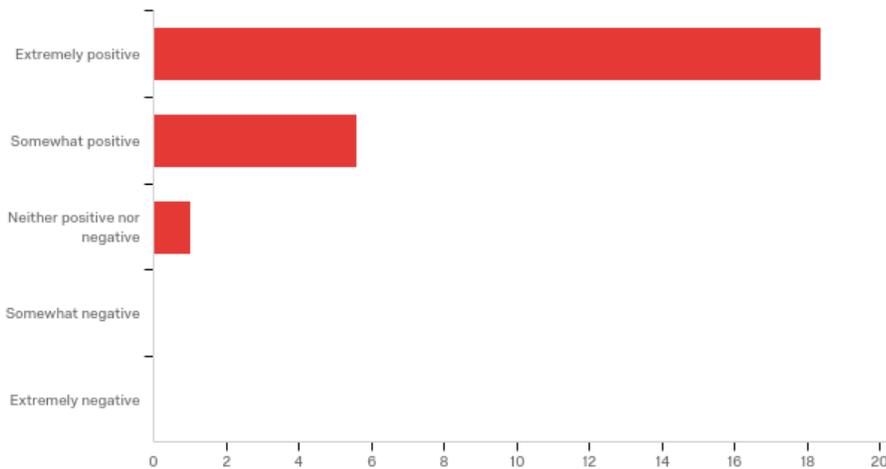
Graph 5: Communication with team members

The graph and the table reflect that maximum of the teachers in the college has a very positive relationship with their members. As a participant observer for a short period of time, I was a witness to the respectful and mutually cordial relations between the teachers.

#	Field	Minimum	Maximum	Mean	Count
1	How positive is your communication with your team members?	1.01	1.79	1.18	25

#	Answer	Percentage	Frequency
1	Extremely positive	74%	18
2	Somewhat positive	22%	6
3	Neither positive nor negative	4%	1
4	Somewhat negative	0%	0
5	Extremely negative	0%	0
	Total	100%	25

Table 5: Communication with team members

The table displays that, 96% of the teachers have healthy working relationships with their colleagues. This could mean any type of formal and informal relations between the peers that can lead to collaborative teaching and familial relationships.

4.2.6. How effective is the leadership of your department?
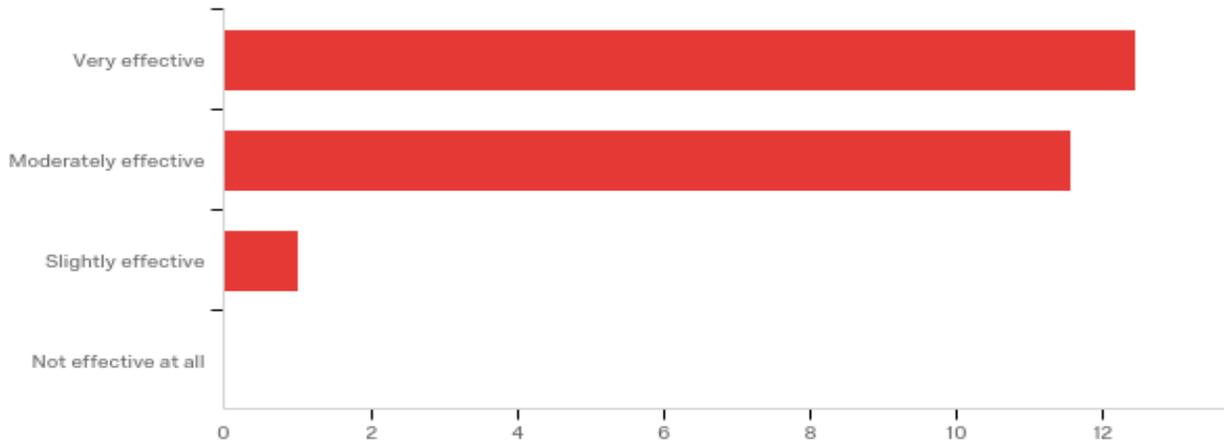
Graph 6: Leadership of department

All the teachers in the college believe that the leadership in their department is effective to bring positive outcomes from the department and achieve annual educational goals. Effective leadership shows teachers satisfaction with their jobs and their roles.

#	Field	Minimum	Maximum	Mean	Count
1	How effective is the leadership of your department?	1.01	1.80	1.37	25

#	Answer	Percentage	Frequency
1	Very effective	50%	12
2	Moderately effective	46%	11
3	Slightly effective	4%	1
4	Not effective at all	0%	0
	Total	100%	25

Table 6: Leadership of the department

Table 6 reveals the results of the effectiveness of leadership in the department according to the teachers in the college. 96% of the teachers consider the leadership to be effective, which intends that leadership is effective for the teachers and the students learning outcomes.

4.2.7. How valued do you feel your input and opinions are by department leaders?
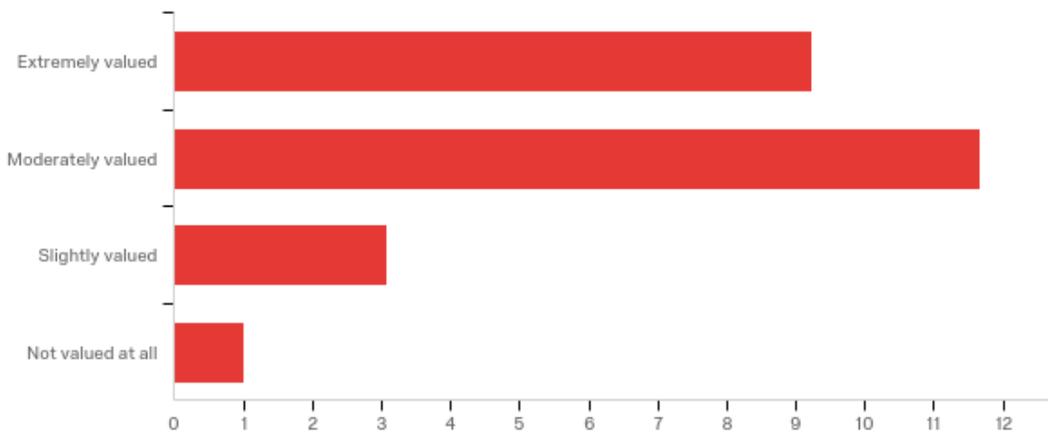
Graph 7: Value of inputs by Department leaders

Although, the teachers in the college value the leadership of their department, yet, some of them feel that their opinions are of much significance. On the contrary, the majority still believe that their inputs and sentiments are valued and given importance. This speaks highly of the college since teachers have a sense of belonging and loyalty towards their job roles.

#	Field	Minimum	Maximum	Mean	Count
1	How valued do you feel your input and opinions are by department leaders?	1.01	2.41	1.59	25

#	Answer	Percentage	Frequency
1	Extremely valued	37%	9
2	Moderately valued	47%	12
3	Slightly valued	12%	3
4	Not valued at all	4%	1
	Total	100%	25

Table 7: Value of inputs by Department leaders

The table demonstrates varied results from the subjects. Out of 25 participants, 21 feel that their opinions are given importance but on the other hand, 3 believe that their inputs are slightly valued, whereas, one person believes that his/her opinions are absolutely not catered for. According to the LMX theory, leader-member relationship has a great influence on the communication that takes place at the workplace. Relating to this theory, the researcher can apprehend that due to lack of relationship, the opinions are not being valued.

4.2.8. How effectively does your leader communicate about the department goals?
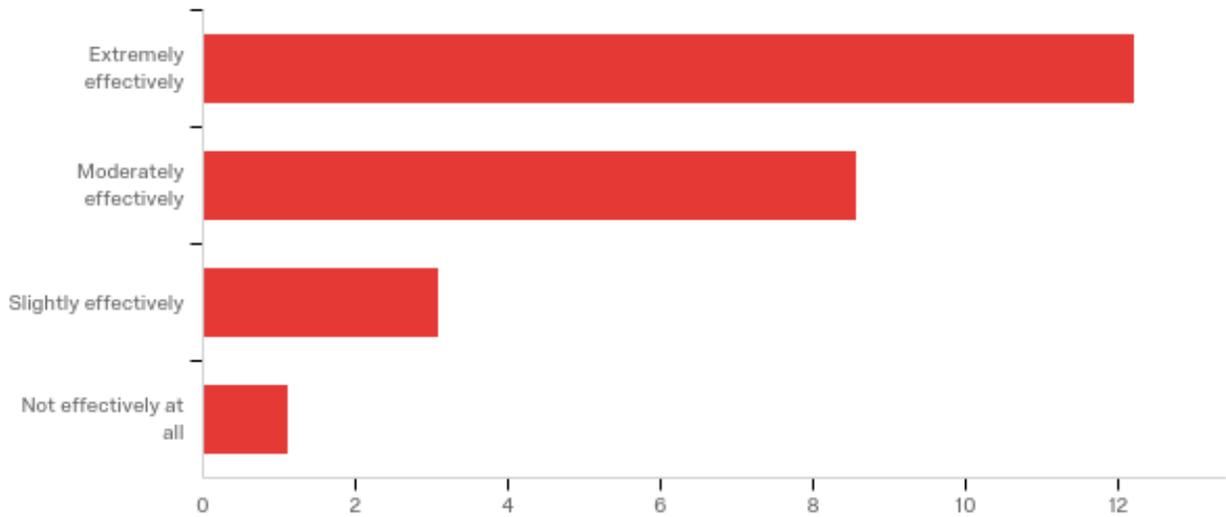
Graph 8: Communication about department goals

This question chosen to be replied here was about effective communication of team leader in communicating department goals. Team leader's effective communication towards the achievement of goals keeps employees motivated and focused to achieve their department goals and be rewarded for their accomplishments.

#	Field	Minimum	Maximum	Mean	Count
1	How effectively does your leader communicate about the department goals?	1.01	2.65	1.71	25

#	Answer	Percentage	Frequency
1	Extremely effectively	49%	12
2	Moderately effectively	34%	9
3	Slightly effectively	12%	3
4	Not effectively at all	4%	1
	Total	100%	25

Table 8: Communication about department goals

The results demonstrate varied responses from the participants. The positive answers were mainly from 21 subjects, whereas, 4 people seem not to be satisfied and out of that 1 person is completely dissatisfied with the communication about the department goals. This dissatisfaction of one person can lead to mistrust, misinformation and non-cooperative teaching environment among the leaders and the members.

4.2.9. Do you think you have trust and support relationship with the team members?
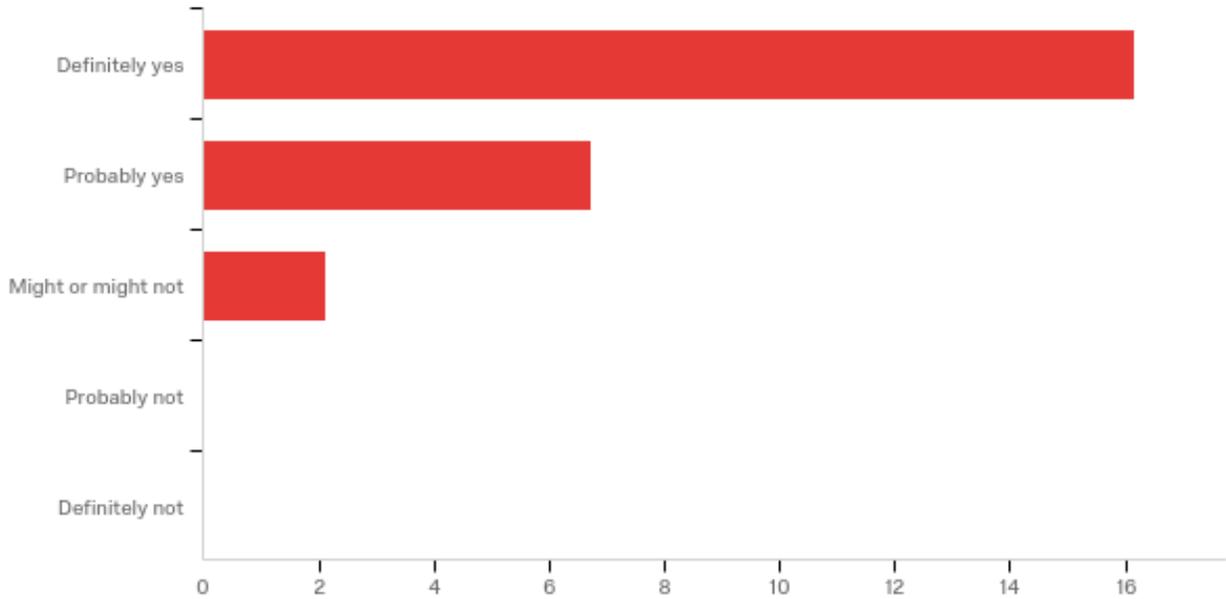
Graph 9: Trust and Support relationship with the team

The question posed here helped to answer about trust and support relationship among team members. Trustful relation with support and encouragement are the building blocks of any

#	Field	Minimum	Maximum	Mean	Count
	Do you think you have trust and support relationship with the team members?	1.01	2.03	1.43	25

successful team. All of the members of the team in this college agree that they have a trustworthy relationship with the team members.

#	Answer	Percentage	Frequency
1	Definitely yes	65%	16

2	Probably yes	27%	7
3	Might or might not	8%	2
4	Probably not	0%	0
5	Definitely not	0%	0
	Total	100%	25

Table 9: Trust and Support relationship with the team

This table shows that out of 25 teachers participating in the survey 23 teachers (92%) believe that they have a supportive and trustworthy environment in the workplace. Trust and support relationship can be related to Leader-member exchange theory, which relates to strong bonds between employees for successful teaching and learning. Strong bonds can only be created if employees have mutual understanding and communication at all levels. Furthermore, the Kotter's model of change also relies on dependence on building confidence and trust among employees.

4.2.10. Do you think you have trust and support relationship with the team leader?
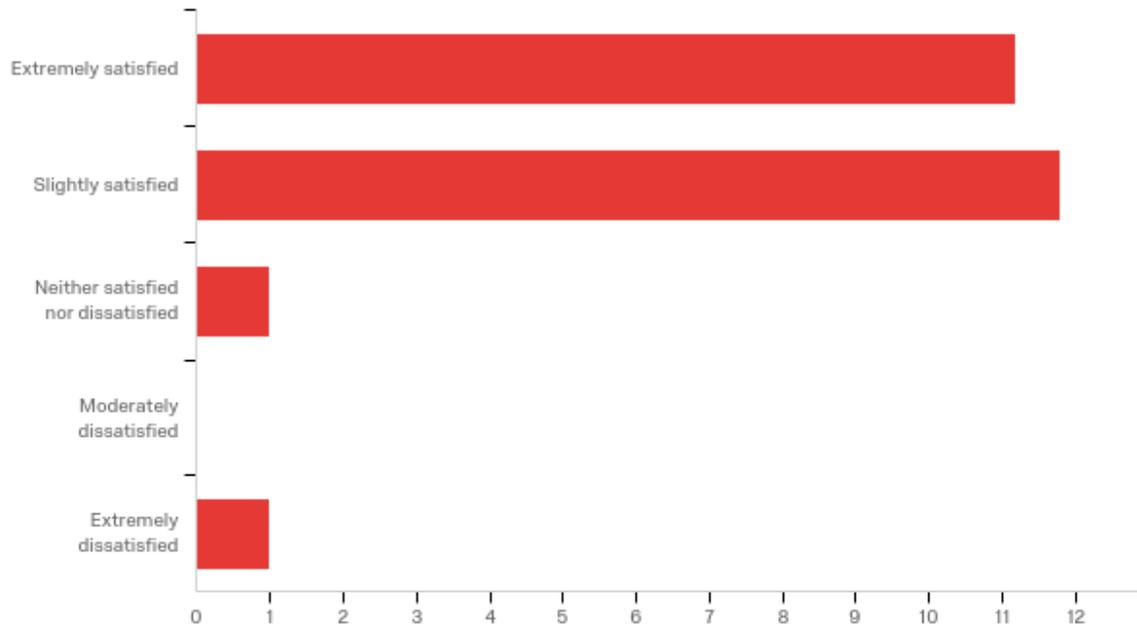
Graph 10: Trust and Support with team leader

In order to assess the support and trust relation with team leader this question was asked and as seen in maximum of the questions, there are very few teachers in the college who do not hold

good relations or communication with the team leader, however, the majority has a congenial relation with the team members and leaders.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think you have trust and support relationship with the team leader?	1.01	2.39	1.49	25

#	Answer	Percentage	Frequency
1	Extremely satisfied	45%	11
2	Slightly satisfied	47%	12
3	Neither satisfied nor dissatisfied	4%	1
4	Moderately dissatisfied	0%	0
5	Extremely dissatisfied	4%	1
	Total	100%	25

Table 10: Trust and Support with team leader

The table mentioned above demonstrates relationships with the team leader. For any organization, to live up to certain standards there needs to be a positive and productive relationship with the team leader. The leaders should trust their member's abilities to make the organization successful. In this college, 92% of the teachers reflected that they have a mutually productive relationship with their team leader, whereas, 4% of the people (constituting 1 person only), is extremely dissatisfied with the team leaders attitude.

4.2.11. Do members in your teaching team clearly understand their roles?
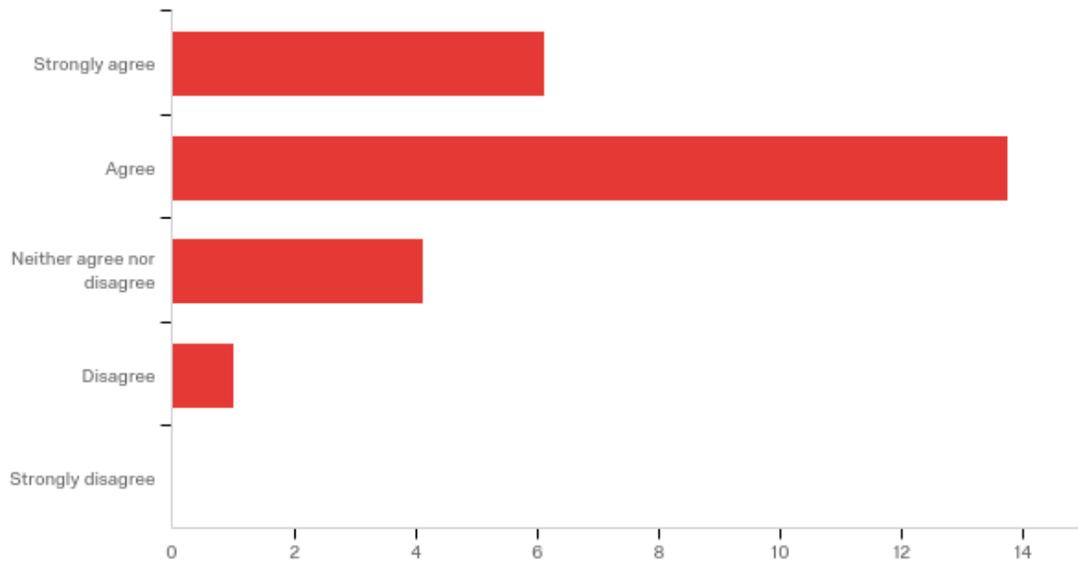
Graph 11: Understanding Roles

This question is regarding understanding the job roles and responsibilities. If employees are clearly told about the expectation and their job description, it helps them understand their job well and can easily be a productive part of the team. Maximum of the teachers think that teachers know their jobs and we can assume that they are a productive part of the team. This could be because the teachers in the college are well experienced and proficient in their domains.

#	Field	Minimum	Maximum	Mean	Count
1	Do members in your teaching team clearly understand their roles?	1.23	2.41	1.81	25

#	Answer	Percentage	Frequency
1	Strongly agree	25%	6
2	Agree	55%	13
3	Neither agree nor disagree	16%	4
4	Disagree	4%	1
5	Strongly disagree	0%	0

	Total	100%	25

Table 11: Understanding Roles

Table 11 demonstrates the teacher's abilities in understanding their respective roles in their teaching teams. 79% of the teachers firmly believe that members of the team understand their job roles and responsibilities. On the other hand, 16% neither agree nor disagree, whereas, 4% people disagree with this question.

4.2.12. Are the team members effective listeners?
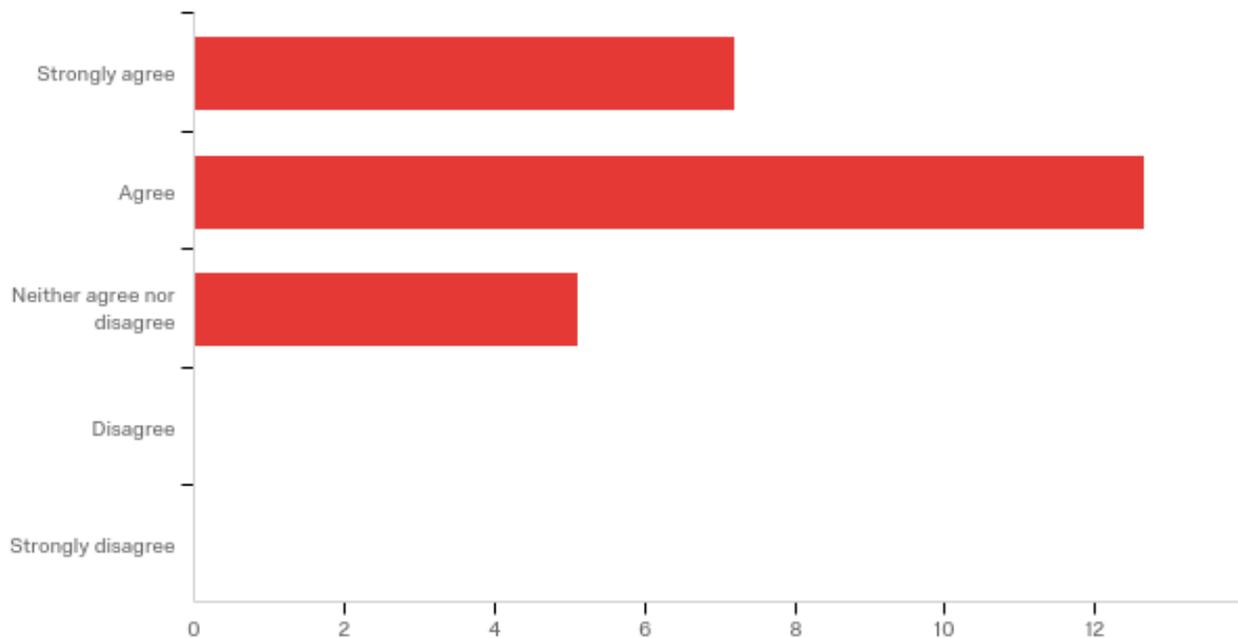
Graph 12: Team members as effective listeners

Listening is one of the most important aspects of communication. Being receptive to ideas brings innovation and novelty to any organization and paves the way for success. All the teachers in the college agree that the members of the team are receptive and good listeners.

#	Field	Minimum	Maximum	Mean	Count
1	Are the team members effective listeners?	1.23	2.22	1.74	25

#	Answer	Percentage	Frequency
1	Strongly agree	29%	7
2	Agree	51%	13
3	Neither agree nor disagree	20%	5
4	Disagree	0%	0
5	Strongly disagree	0%	0
	Total	100%	25

Table 12: Team members as effective listeners

Effective listening is one of the important aspects of communication. Effective listeners are receptors of information and respond critically and analytically. In the chosen college, 79% of the teachers think that their team teachers are effective listeners and act as receptors of information. 20% neither agree nor disagree with this question.

4.2.13. Is communication in your teaching team open and honest?
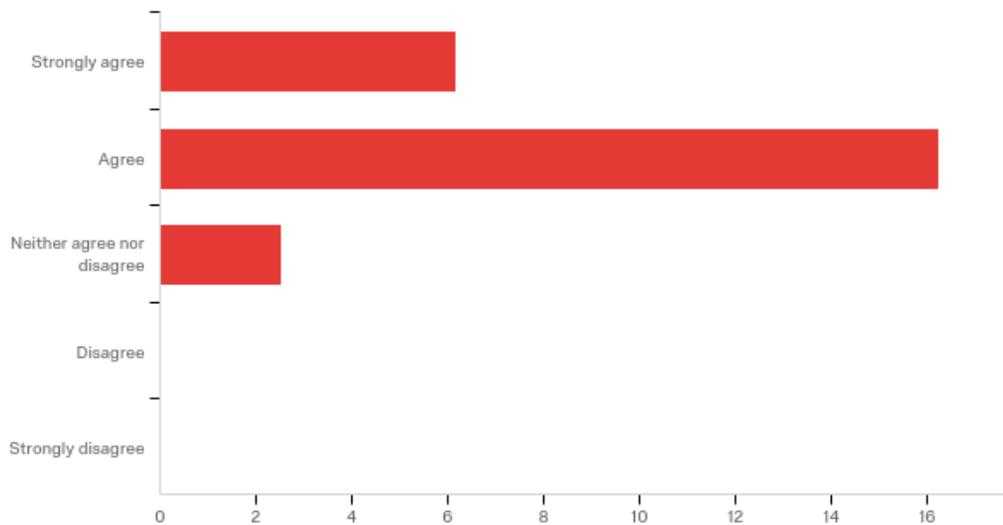
Graph 13: Open and Honest Communication

Openness to communication causes disequilibrium and reconfiguration of ideas that leads to improvement and bringing originality. All the participants agree to have open and honest communication with their peers and team leaders.

#	Field	Minimum	Maximum	Mean	Count
1	Is communication in your teaching team open and honest?	1.11	2.11	1.71	25

#	Answer	Percentage	Frequency
1	Strongly agree	25%	6
2	Agree	65%	16
3	Neither agree nor disagree	10%	3
4	Disagree	0%	0
5	Strongly disagree	0%	0
	Total	100%	25

Table 13: Open and Honest Communication

Openness and honesty in communication are one of the core principles for effective teaching and learning outcomes. As seen in this table, 90% of the teachers agree that they have open and honest communication with their teaching teams. It can be apprehended from the results that open and honest teachers are better team players, extrovert, which might give an edge in teaching effectiveness.

4.2.14. Do you think your team meetings play an important role in achieving better student results?
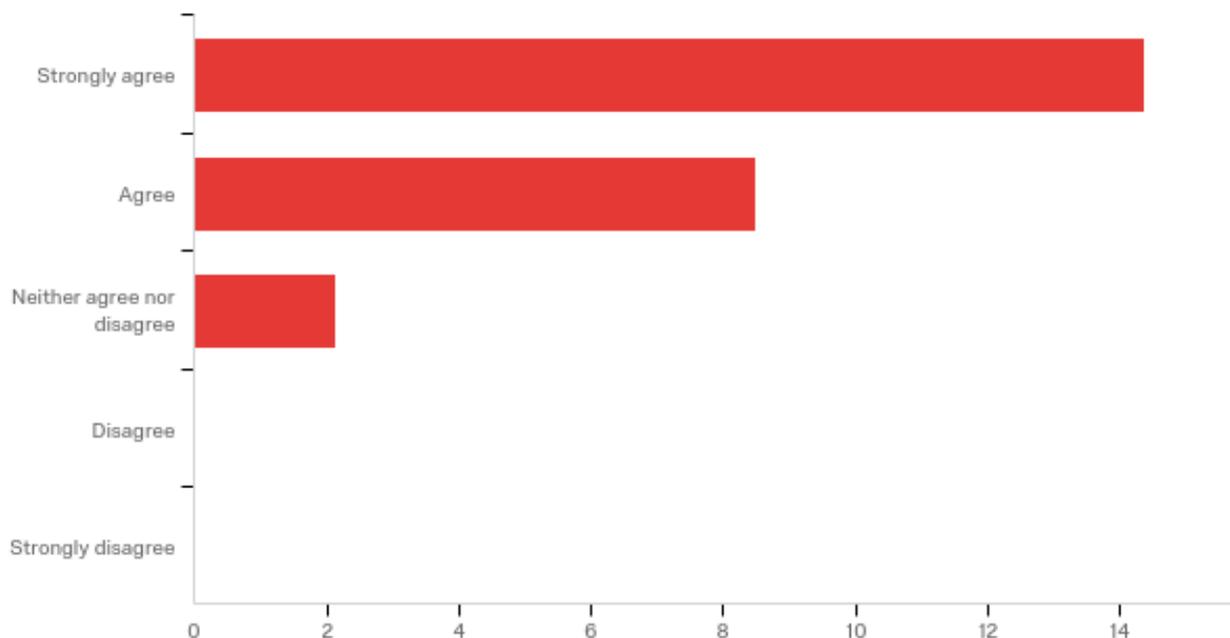
Graph 14: Role of team meetings

Student success is the responsibility of teachers and principals are the facilitators in achieving an all-round successful result of the institution. Teachers agree that team meetings play a vital role in the academic success of the students.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think your team meetings play an important role in achieving better student results?	1.01	2.01	1.42	25

#	Answer	Percentage	Frequency
1	Strongly agree	58%	14
2	Agree	34%	9
3	Neither agree nor disagree	8%	2

4	Disagree	0%	0
5	Strongly disagree	0%	0
	Total	100%	25

Table 14: Role of team meetings

Table 14 shows the effectiveness of team meetings in student's academic achievements. 92% of the teachers think that team meetings are productive and conducive in achieving better student results. 8% of the teachers have a neutral opinion in this case.

4.2.15. Is the leadership of your team effective in bringing successful student outcomes?
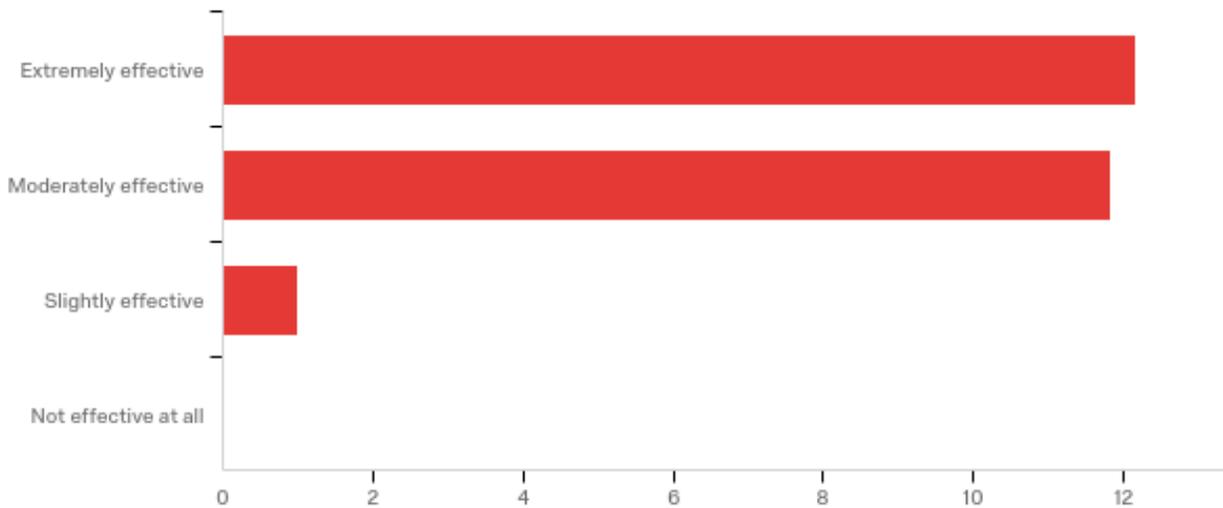
Graph 15: Leadership and Student Outcomes

Leadership as the term states to lead by example, by character, by a model. One of the most important characteristics of leadership is to communicate and to bring successful outcomes of any department, which at the end contribute to the overall goals of the institution. The teachers in the college completely agree that leadership plays a positive role in bringing academic success to the students.

#	Field	Minimum	Maximum	Mean	Count
1	Is the leadership of your team effective in bringing successful student outcomes?	1.23	2.01	1.47	25

#	Answer	Percentage	Frequency
1	Extremely effective	49%	12
2	Moderately effective	47%	12
3	Slightly effective	4%	1
4	Not effective at all	0%	0
	Total	100%	25

Table 15: Leadership and Student Outcomes

Successful student outcomes are a measure of any educational institution's accomplishment and leadership plays a vital role in this achievement. Table 15 shows that 96% of the teachers in this college agree to the fact that leadership of the college is effective in bringing successful student outcomes, whereas, only 4% think that it is slightly effective. 24 out of 25 teachers think that it is effective and it can be also seen by the outstanding results college produces in the district.

4.2.16. Do you think the responsibilities among team members are distributed according to their potential?
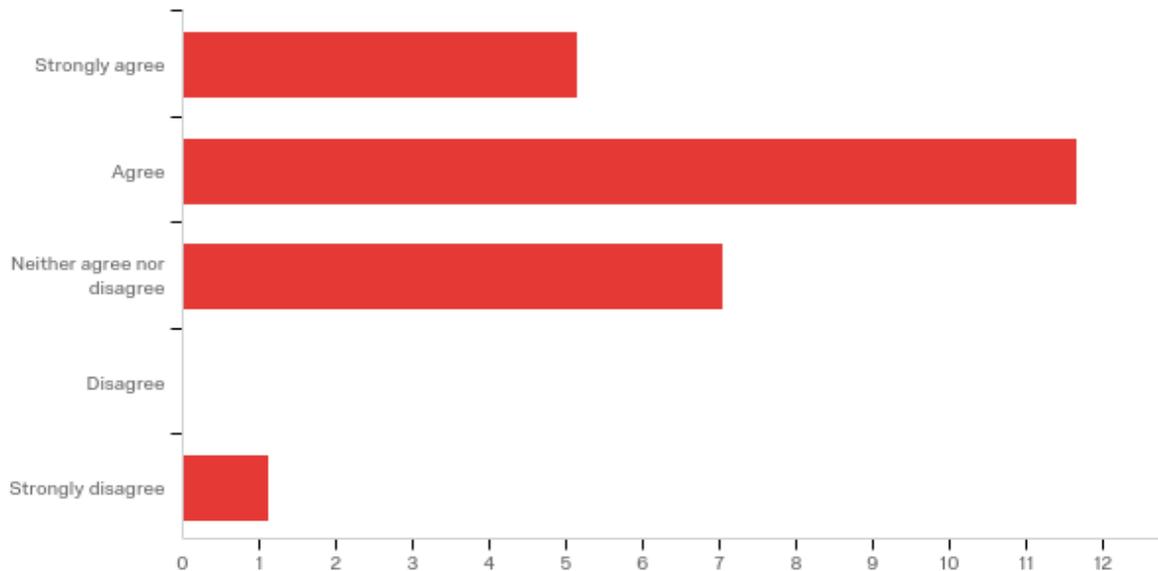
Graph 16: Responsibilities among team members

As Management Theory Y by Ouchi delineates that one of the key factors for motivation among employees is the right distribution of responsibilities among employees. If responsibilities are rightly distributed according to the education and experience of the teachers then surely they can be a productive member of the team. Maximum teachers believe that it is rightly done, whereas, one teacher disagree to this fact.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think the responsibilities among team members are distributed according to their potential?	1.23	3.05	2.15	25

#	Answer	Percentage	Frequency
1	Strongly agree	21%	5
2	Agree	47%	12
3	Neither agree nor disagree	28%	7
4	Disagree	0%	0
5	Strongly disagree	4%	1
	Total	100%	25

Table 16: Responsibilities among team members

Table 16 demonstrates how effective the distribution of work among coworkers is. 68% of the teachers agree that it is rightly distributed, whereas, 28% of the teachers have a neutral stance and 4% completely disagree with this question.

4.2.17. Does your team leader meet with staff regularly to discuss their needs?

Graph 17: Discussing Needs
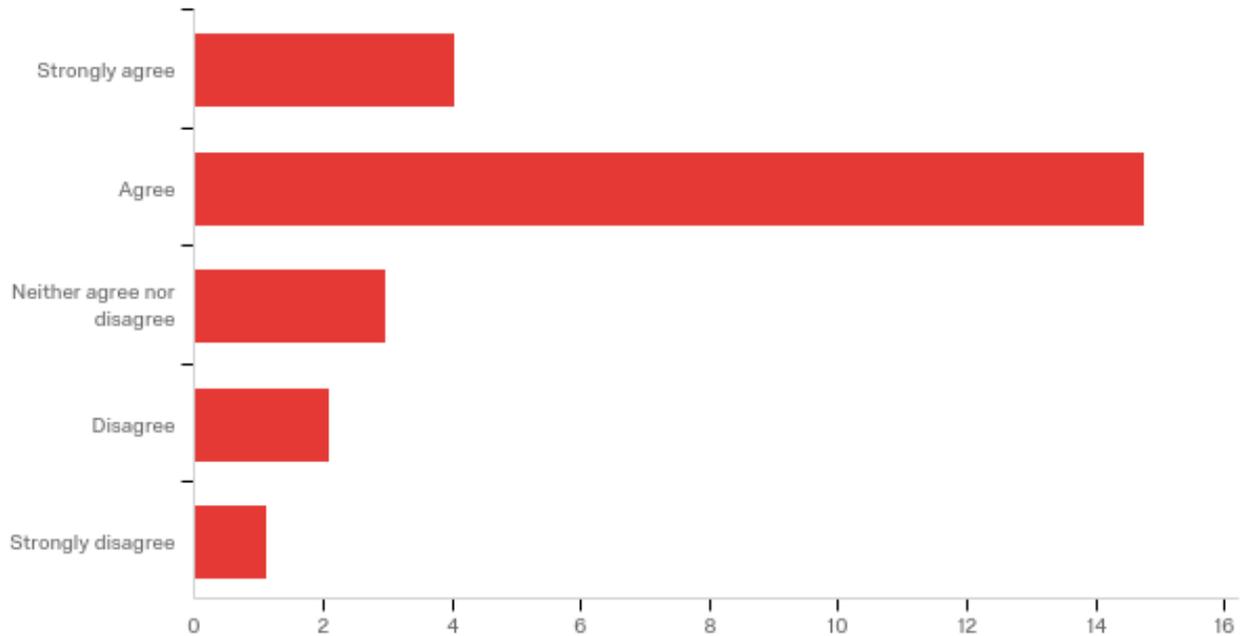
#	Field	Minimum	Maximum	Mean	Count
1	Does your team leader meet with staff regularly to discuss their needs?	1.23	3.45	2.21	25

Team meetings and staff communication contribute towards the success of any organization (Jerald, 2007). Teachers in the college trust their team leaders that their needs are discussed and looked after. When the needs of the employees are catered by the leaders the members feel comfortable and encouraged to work.

#	Answer	Percentage	Frequency
1	Strongly agree	16%	4
2	Agree	59%	15
3	Neither agree nor disagree	12%	3
4	Disagree	8%	2
5	Strongly disagree	4%	1
	Total	100%	25

Table 17: Discussing Needs

Table 17 displays the results of how teachers feel on their needs being heard and understood. Varied responses were obtained from this question. 75% of the teachers agree that their needs are heard by the team leader, 12% have a neutral stance, whereas, 12% disagree with this question.

4.2.18. Are your efforts and achievements recognized with encouragement and support?
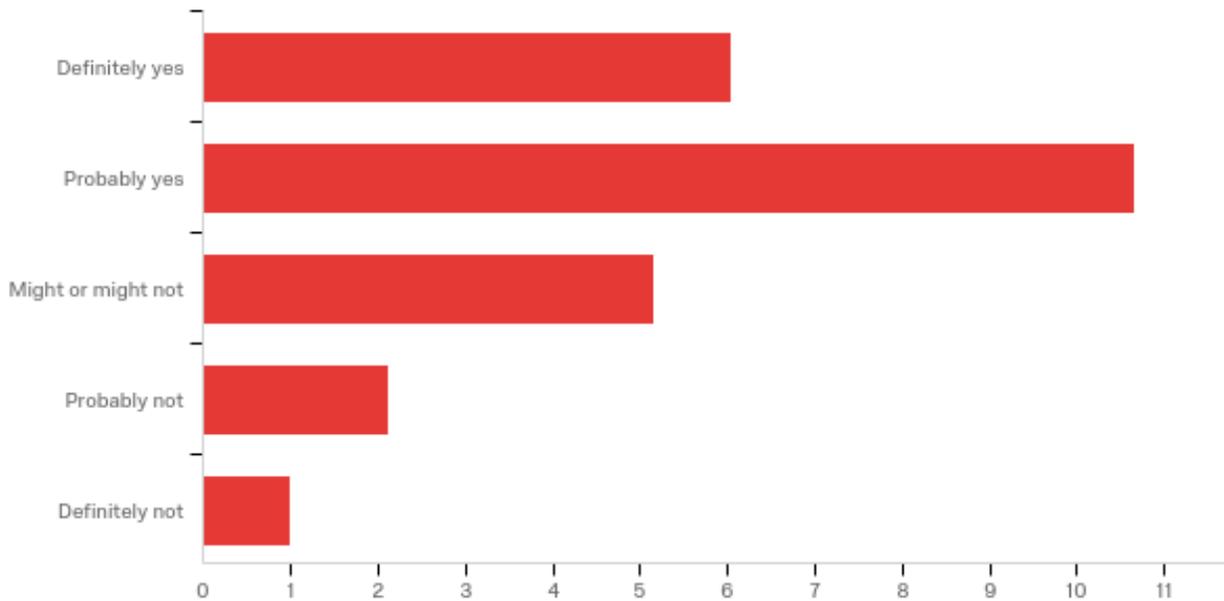
Graph 18: Recognition of achievements

McClelland's (1960) three factory theory incorporates one very important factor of achievement. According to him, strategies must be established to reward the achievement of employees if an organization aims to succeed in the market. Some teachers in the college think that they are not appreciated for their efforts or may be taken for granted, whereas, the majority have been appreciated and recognized for their efforts towards their work, this could have been in the form of material reward or certificates of acknowledgment.

#	Field	Minimum	Maximum	Mean	Count
1	Are your efforts and achievements recognized with encouragement and support?	1.23	3.22	2.12	25

#	Answer	Percentage	Frequency
1	Definitely yes	24%	6
2	Probably yes	43%	11
3	Might or might not	21%	5
4	Probably not	8%	2
5	Definitely not	4%	1
	Total	100%	25

Table 18: Recognition of achievements

This table shows how teachers feel about their accomplishments by peers and team leaders. 67% believe that their efforts are recognized by the team leaders but 12% do not agree that they are being recognized. Considering the literature studied, it can be evidently concluded that interpersonal relationship and sharing responsibilities and being accountable for the work leads to positive encouragement and support from the team leaders.

4.2.19. Do you think your team meetings help you better understand the student needs?
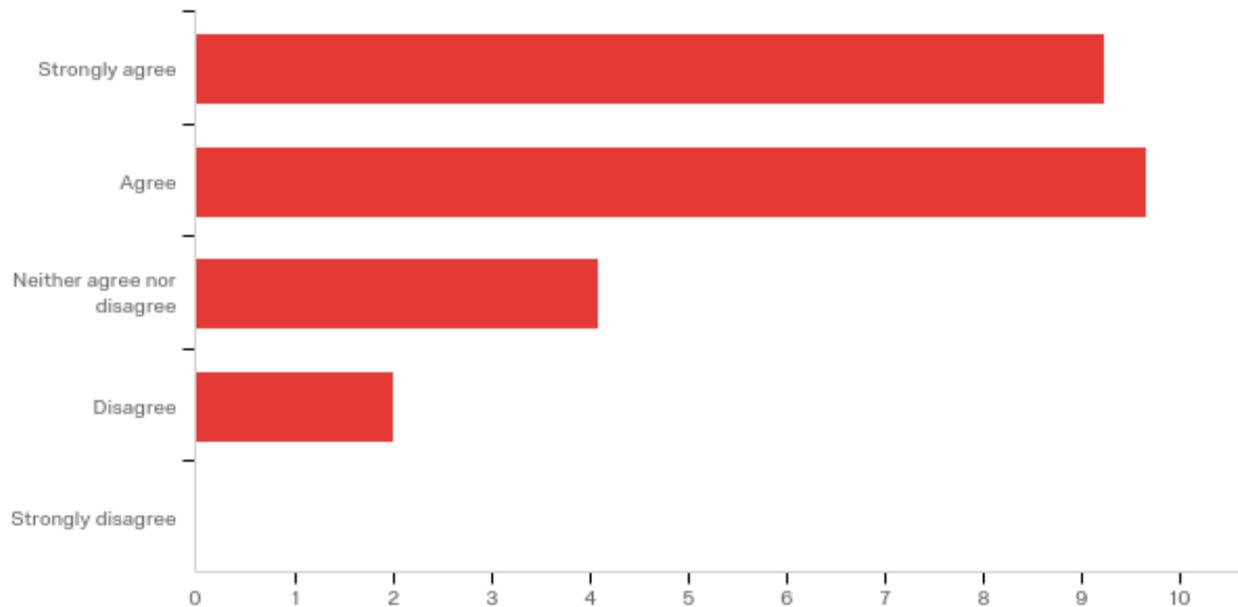
Graph 19: Understanding student's needs through team meetings

In educational institutions, the primary stakeholders are teachers, parents, and students. At the end of any academic year, the student's achievements are of primary importance for teachers and parents. Therefore, it is very significant to understand the students' needs right at the beginning of any academic year and continue doing so to meet the expectations of parents and the students. For this purpose, team meetings help identify student needs to tailor the situation according to their needs. Majority of the teachers in the college agree to the fact that team meetings help them better understand the student needs, whereas, very few people do not agree to this fact.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think your team meetings help you better understand the student needs?	1.01	2.60	1.71	25

#	Answer	Percentage	Frequency
1	Strongly agree	37%	9
2	Agree	39%	10
3	Neither agree nor disagree	16%	4
4	Disagree	8%	2
5	Strongly disagree	0%	0
	Total	100%	25

Table 19: Understanding student's needs through team meetings

Table 19 displays the results of how well teachers understand student's needs through team meetings. It represents how well students learning demands are catered for through team meetings and do meetings really have an effect on being thoughtful about their needs. 76% of the teachers agree that meetings have an effect on understanding student's needs. 16% of subjects have a neutral opinion but 8% completely disagree.

4.2.20. Does the team leader's communication help you better understand the expected department goals?

Graph 20: Understanding department goals
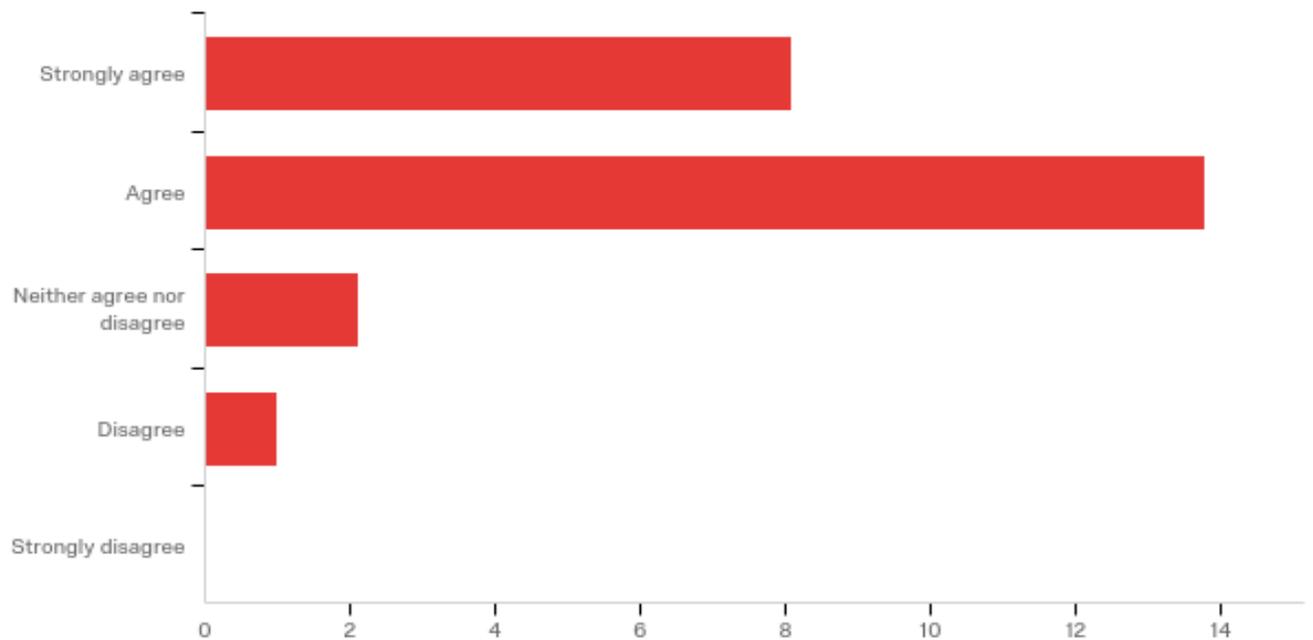
#	Field	Minimum	Maximum	Mean	Count
1	Does the team leader's communication help you better understand the expected department goals?	1.23	2.60	1.74	25

Succeeding in departmental goals is one way to contribute towards the overall institutional goals. Shannon and Weaver presented the transactional model, which aptly describes the importance of communication and delivering the aims and goals to the team for achieving success. Their theory can be applied to this context and the teachers in this college have confidence in the communication of department goals to the team members.

#	Answer	Percentage	Frequency
1	Strongly agree	32%	8
2	Agree	55%	14
3	Neither agree nor disagree	8%	2
4	Disagree	4%	1

5	Strongly disagree	0%	0
	Total	100%	25

Table 20: Understanding department goals

This table delineates how team leader's communication helps in understanding the goals as a department. Team leader's communication in any department is of utmost importance to utilize the available resources to the maximum. In this college, 87% of teachers think that their team leader's communication is effective in understanding the department goals where at 4% people completely disagree with this notion.

4.2.21. Do you think teacher team meetings give you a better understanding of the ways you teach?
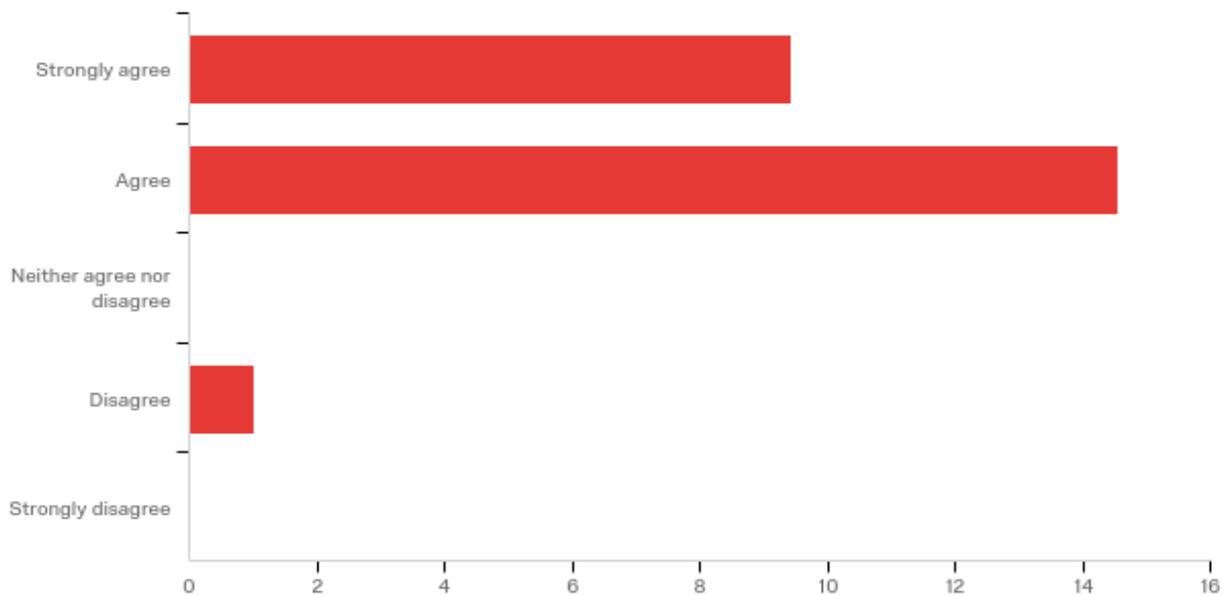
Graph 21: Team Teacher Meetings

As per the college policy, the team teachers meet twice a month to discuss the curriculum goals and the student needs, hence, maximum teachers in the college have a firm faith that team teacher meetings gives them more understanding about the ways of teaching, which may give them more motivation.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think teacher team meetings give you a better understanding of the ways you teach?	1.01	1.99	1.44	25

#	Answer	Percentage	Frequency
1	Strongly agree	38%	9
2	Agree	58%	15
3	Neither agree nor disagree	0%	0
4	Disagree	4%	1
5	Strongly disagree	0%	0
	Total	100%	25

Table 21: Team Teacher Meetings

Table 21 reflects how effective teaching can be possible through team teacher meetings. 96% of teachers think that team meetings have a positive effect on teacher effectiveness. Only 4% of the teachers think that team meetings do not affect teacher effectiveness. It can be ascertained from the outcomes that effective communication among team teachers through team meetings is fruitful for effective teaching.

4.2.22. Do you think teacher team meetings help you find ways to deal with disruptive and unmotivated students?
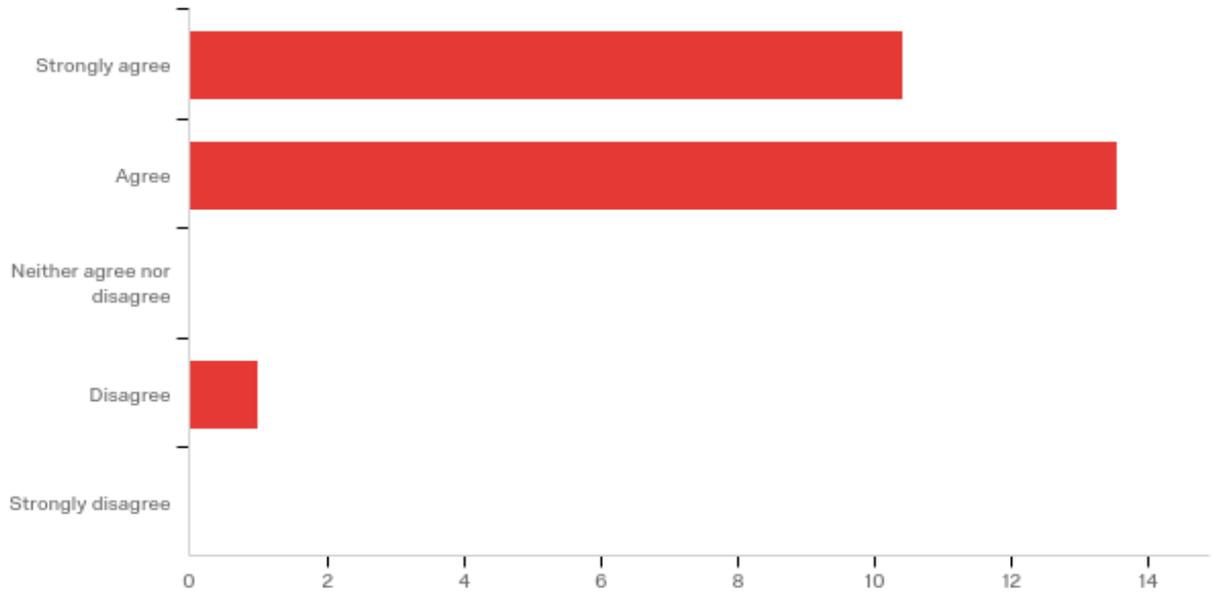
Graph22: Dealing with demotivated students

One of the key factors of teacher efficacy is dealing with disruptive students. Milner (2002) elaborated on verbal persuasion to deal with demotivated students and teachers in the college agree that team meetings help them identify better tactics to deal with disruptive and demotivated students.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think teacher team meetings help you find ways to deal with disruptive and unmotivated students?	1.01	1.99	1.43	25

#	Answer	Percentage	Frequency
1	Strongly agree	42%	10
2	Agree	54%	14

3	Neither agree nor disagree	0%	0
4	Disagree	4%	1
5	Strongly disagree	0%	0
	Total	100%	25

Table 22: Dealing with demotivated students

4.2.23. Does your teaching team share innovative ideas to be a better teacher?
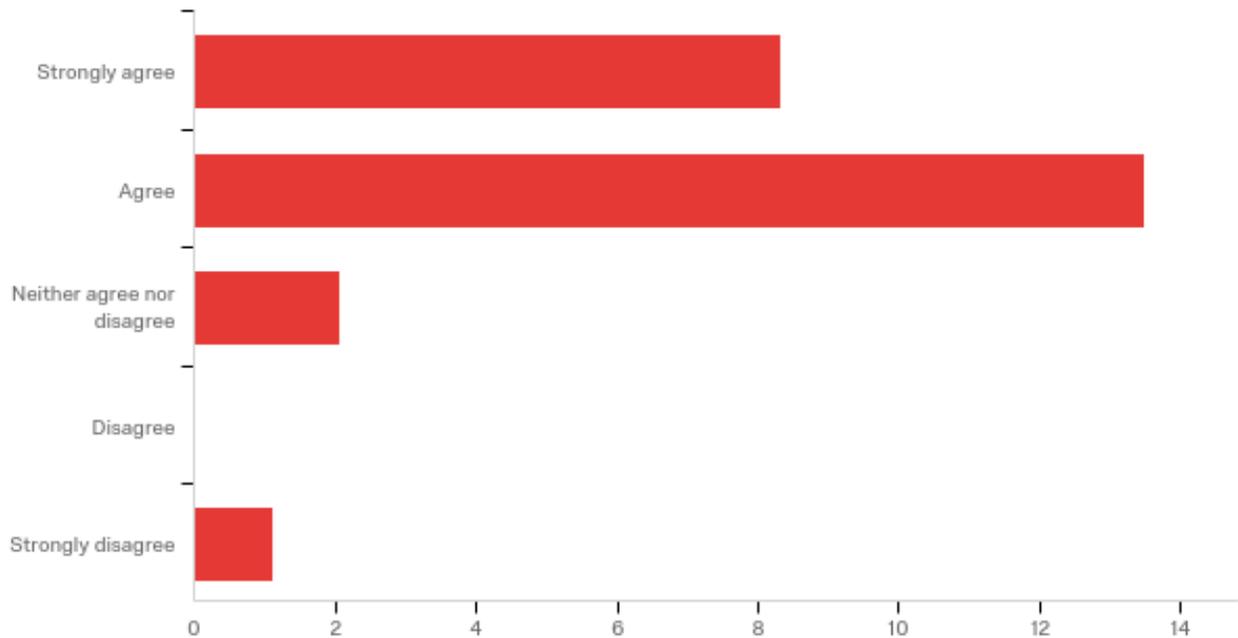
Graph 23: Sharing innovative ideas

Jerald (2007) expressed his views that sharing information is of paramount importance to learn new and innovative ways of teaching. There is no best practice towards teaching a concept but exploring new techniques, being open to information and feedback enhances the experience of the teacher and is a part of teacher training. Maximum teachers in the college think that team meetings and discussions help them to be better professionals.

#	Field	Minimum	Maximum	Mean	Count
1	Does your teaching team share innovative ideas to be a better teacher?	1.01	2.86	1.85	25

#	Answer	Percentage	Frequency
1	Strongly agree	33%	8
2	Agree	55%	14
3	Neither agree nor disagree	8%	2
4	Disagree	0%	0
5	Strongly disagree	4%	1
	Total	100%	25

Table 23: Sharing innovative ideas

Table 23 depicts how effective teachers are in dealing with disruptive students through team meetings. Dealing with undisciplined and troublesome students is a challenge for teachers and certainly, effective teachers know how to positively motivate such students. 84% of the teachers in the college think that team meetings and discussions help in dealing with student behavior, however, 4% of the teachers strongly disagree with this question.

4.2.24. Do you think being a team player can lead to teaching effectiveness?
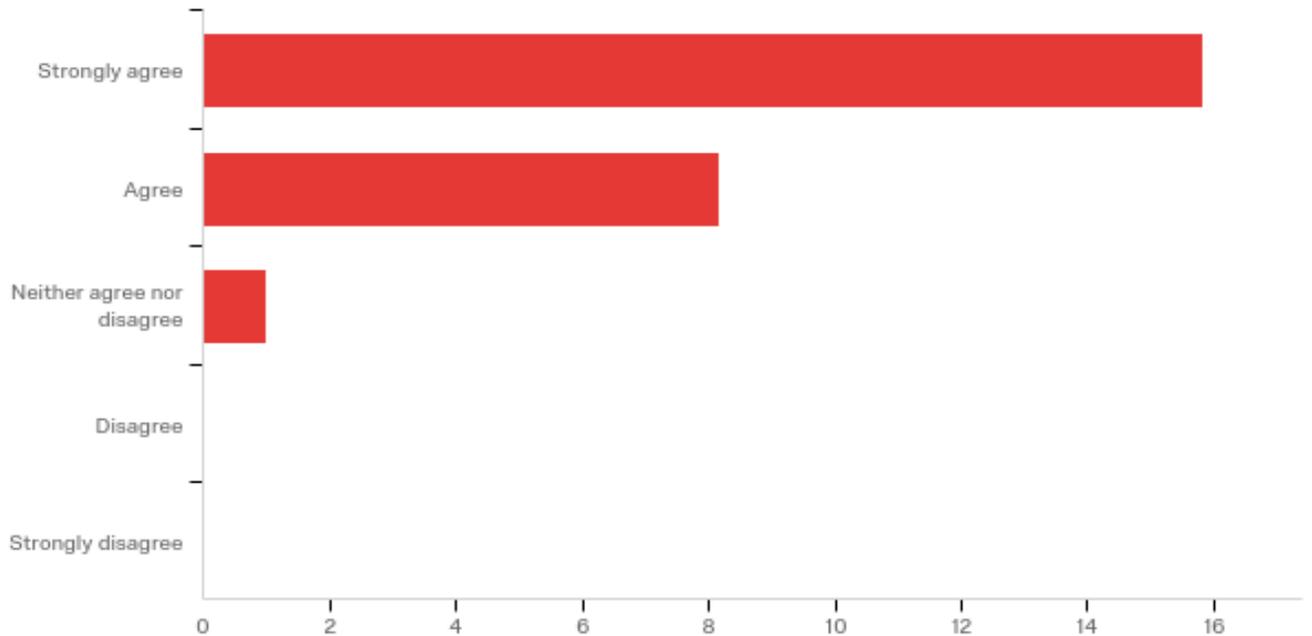
Graph 24: Team Player and Teaching Effectiveness

McClelland's (1960) three-factor theory talks about one important factor, which is the need for affiliation. The need for affiliation helps teachers collaborate and communicate effectively, which in turn helps them be a better professional. This aspect can also be related to the Johari Window, which elaborates on openness to feedback. Teachers roles are to give feedback, motivate and collaborate. Such teachers are effective team players. The teachers in the college agree that being a team players plays a positive role in their effectiveness.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think being a team player can lead to teaching effectiveness?	0.91	1.90	1.23	25

#	Answer	Percentage	Frequency
1	Strongly agree	63%	16
2	Agree	33%	8
3	Neither agree nor disagree	4%	1
4	Disagree	0%	0
5	Strongly disagree	0%	0
	Total	100%	25

Table 24: Team Player and Teaching Effectiveness

Table 24 demonstrates how being a team player leads to teaching effectiveness. 96% of the teachers believe that being team players in their respective teams lead to teaching effectiveness. Comprehending this notion, the researcher can aptly state that being a team player and being vocal with the colleagues can lead to teaching effectiveness.

4.2.25. Do you encourage and compliment your team members?
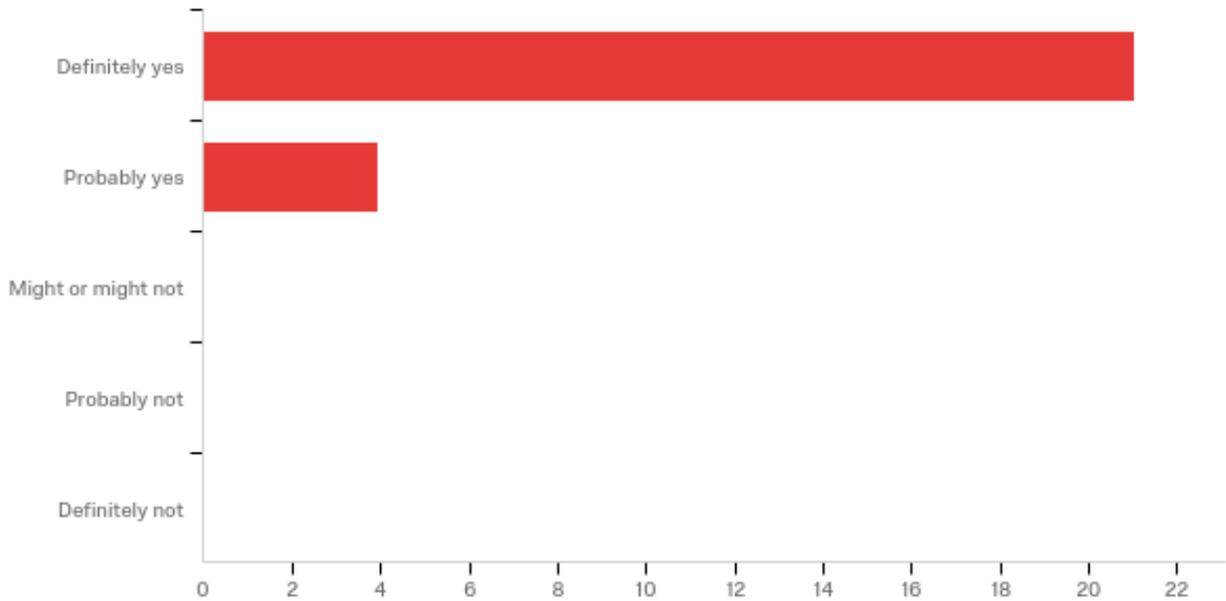
Graph 25: Encouraging and Complimenting team members

Fullan (2003) explained that it the role of a leader to have relationship building qualities to which helps him unite the team and encourage them to work in the congenial atmosphere. In such a case, to build relations it is important to compliment team members on their achievements and encourage them on their shortcomings. This can help the employees grow and learn together in a healthy environment. The teachers in the college are very true to this fact that they encourage and compliment the team members, which shows that teachers like and have a trustworthy and unbiased relationship towards others.

#	Field	Minimum	Maximum	Mean	Count
1	Do you encourage and compliment your team members?	0.91	1.29	1.00	25

#	Answer	Percentage	Frequency
1	Definitely yes	84%	21

2	Probably yes	16%	4
3	Might or might not	0%	0
4	Probably not	0%	0
5	Definitely not	0%	0
	Total	100%	25

Table 25: Encouraging and Complimenting team members

Positive feedback, peer discussions, peer observations, peer reviews are always encouraging for the teachers and help them in improving their performance and learning new skills. 100% of the teachers agree that they encourage and compliment their team members, which help to improve their effectiveness.

4.2.26. Do you think sharing responsibilities among teachers improve teaching performance?
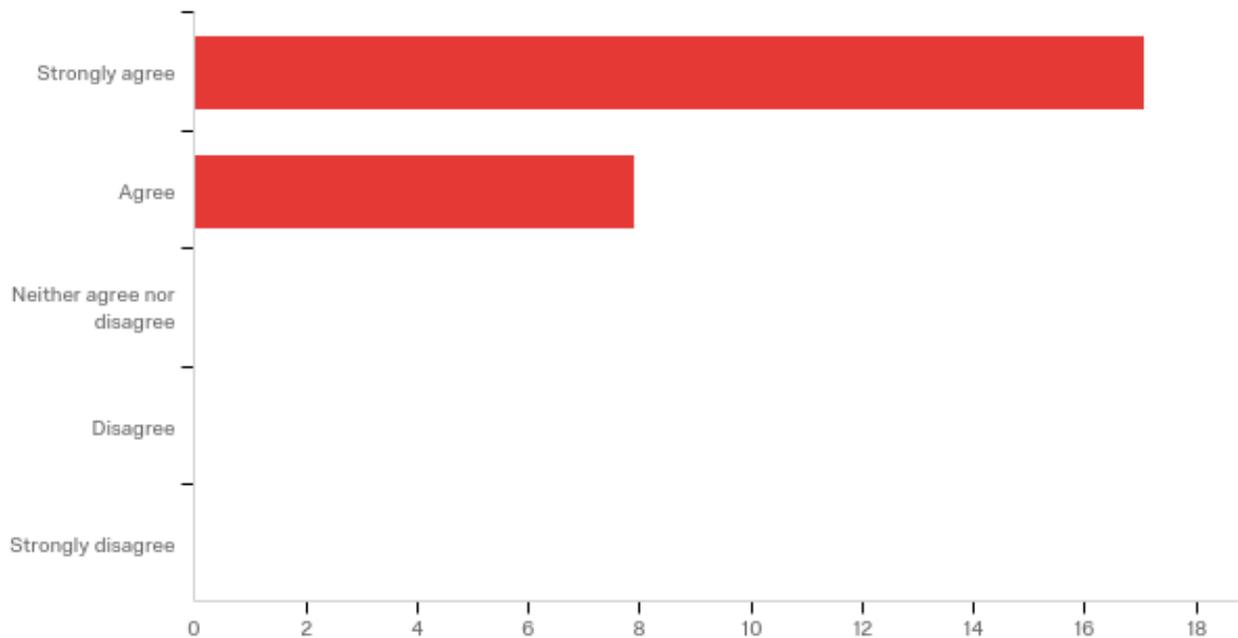
Graph 26: Sharing Responsibilities

According to Wallace (2001) and Rice (2006), sharing responsibilities is one important factor in shared leadership. The teachers in the college ascertain that if responsibilities were shared amongst

the teachers it would bring a more productive environment in the institution. Therefore, it can be presumed from the results that sharing responsibilities help work better as a team.

#	Field	Minimum	Maximum	Mean	Count
1	Do you think sharing responsibilities among teachers improve teaching performance?	0.91	1.29	1.08	25

#	Answer	Percentage	Frequency
1	Strongly agree	68%	17
2	Agree	32%	8
3	Neither agree nor disagree	0%	0
4	Disagree	0%	0
5	Strongly disagree	0%	0
	Total	100%	25

Table 26: Sharing Responsibilities

Sharing responsibilities play a key role in improving teacher's performance. This can be related to shared and distributed leadership, which states that management roles need to be distributed and shared among staff to distribute the authority and increase responsibility. 100% of the teachers agree that sharing responsibility helps in improving teacher's performance.

4.3. Summary of the Quantitative Results

The results of the study have been statistically described in the section above. There are many inferences that can be drawn from the results derived from the descriptive statistical results. It is evident that majority of the subjects, who took part in this study, confirm that positive communication exists in their college and 96% of the teachers believe that they have positive communication with their team leaders. Out of all the statistical results, 98% teachers confirmed that they have very good communication with their peers and team members.

In reference to the first research question related to teacher-leader relationship, which corresponds to seven questions enquired from the subjects, more than 90% of the teachers agree that teacher-leader relationship plays a massive role in bringing successful outcomes. This relationship is dependent on constructive and encouraging communication and feedback from the leaders. McEwans (2003) after an intensive research illustrated certain traits of leadership and communication skills held the primary importance and an integral skill in life (Covey, 1989). Luftham and Ingham's Johari Window (1955) has enabled the researcher to derive results about the relationship between leaders and teachers. The emphasis of the Johari window is to expand the arena, the interpersonal space among people to develop fruitful relations. The results deduced from the teachers in this college conclude that teachers have mutually beneficial and rewarding relationships with their peers and mentors.

The results sorted for the research question related to leadership styles influencing communication, it can be derived from the questions related to sharing responsibilities, effective listening of team leaders, team meetings and understanding goals. More than 85% of the teachers, with exception to a few, think that the leadership styles possessed by their leaders are rewarding and valuable in bringing successful student outcomes. An analysis of the results leads to the concept of shared and distributed leadership among the leaders and teachers. According to Wallace (2001) and Rice (2006), open and honest communication, teamwork, taking initiative, building trust are key principles of shared leadership. All these aspects of shared leadership and negating authoritarian style of leadership is seen from the results of the questionnaire. Therefore, it can be presumed from the results that shared and the leaders of the college possess distributed leadership.

The third research question about team communication and teacher effectiveness was a much looked after question. The last set of quantitative questions give the result to this research question. Leader-member exchange theory has a direct relation to teacher effectiveness. Out of the questions posed to the teachers in the college more than 95% of the teachers ascertained that team meeting, communication, positive criticism, sharing innovative ideas play a huge role in teacher effectiveness. From teacher effectiveness to team effectiveness, communicating valuable ideas, high-level of planning, sharing information (Jerald 2007) is of paramount importance.

4.4. Analysis of Qualitative Data

For collecting qualitative data, open-ended questions were developed by the researcher to address the objectives and research questions of the dissertation. This was indeed helpful in supplementing the results and to fill the gaps left in the closed-ended multiple-choice questions. Open-ended questions gave more substance and revealed detailed information about the teacher's feelings, emotions, and personal experiences. The information collected was in descriptive form and the researcher performed thematic content analysis on the gathered data. The data was read and analyzed twice and deductive approach was used for thematic analysis, which was considered an appropriate approach due to time restraints.

The open-ended questions were directed to the teachers participating in the study. The common themes generated from the open-ended questions were: *team leader communication, teacher-leader relationship, reaction to criticism/negativity, teacher effectiveness, and leadership qualities for open communication.* The following tables will present themes and selected participant responses as indicated.

The teachers were presented open-ended questions regarding their perception of team communication, teacher-leader relationships and teacher's effectiveness. The responses indicated that positive team communication is important in building quality relationships and promotes teacher effectiveness.

In regards to the first theme about *team leader communication* the question was related to improvement in communication and teachers experience of communication in their institutions, maximum teachers believed that openness and humbleness and being positive increased positive communication among team members.

Table 4.4.1. includes selected responses regarding communication with statements chosen from teachers responses.

Table 4.4.1. Selection of Direct Teacher Quotes: Team Leader Communication Theme

- Open
- Satisfactory
- humbleness, open and respectful
- Pakistani society being male chauvinistic usually discourages female participation and communication, therefore, it is somewhat difficult to communicate one's opinion in presence of male members and seniors
- positive and open

The findings of this question indicated that the teachers in this college perceive that to improve communication openness and honesty, discussions and sharing ideas play a huge role. This in turn leads to mutually positive relationships among teachers and leaders. The results shown can be related to McEwan's (2003) study that revealed a set of traits effective in educational leadership. Among those traits, the most important characteristic was effective communication from the leaders that can lead to institutional success. Motivating and influencing others with behavior is important for any organization's success. Furthermore, Isaacs (1999) and Northhouse 2007) elaborated that a successful leader is a person who listens, conveys information, makes timely decisions and leads to two-way communication.

The results of the survey have revealed that teachers in the college have experienced open and honest communication in the department and they receive support and encouragement from their team leaders, which a sign that positive and motivating communication takes place between teacher and the leader. One of the teachers has answered that due to male chauvinism in society females are given fewer chances to communicate. The reason for this approach could be gender bias or form of differential treatment with that particular teacher.

In relation to the theme associated with the *teacher-leader relationship*, more than 50% of the teachers reported that their relationships with the leader could be enhanced by sharing the hurdles and problems, by listening and sharing problems. The outcomes, as shown by teacher's quotes,

affirm that frequent meetings, sharing problems and openness, can enrich teacher-leader relationships. The results of this survey question correspond to the research question stating, how does communication effect teacher and leader relationship? The question posed to the teachers was, how do you think you can improve your communication with your team leaders? The findings are presented in table 4.2 below.

Table 4.4.2. Selection of Direct Teacher Quotes: Teacher-Leader Relationship

- Openness, concrete feedback, Celebrating successes
- By frequently discussing issues
- by being open and honest
- by listening and sharing their problems
- It is important that everyone should be given an equal opportunity to speak and for that purpose, it is important that the department must be operated through certain committees which process each member's opinions

The theoretical evidence provided in the literature review can witness these outcomes. McClelland's (1960) three-factor theory of motivation mentions one key factor of affiliation, which intends employees to have a mutually beneficial interpersonal relationship. The aim for this factor is to have a friendly and cooperative environment with teamwork and motivation, which contributions to institutional success. Moreover, the Johari Window (1955), the model comprising four quadrants emphasizes on 'arena', the square that represents the interpersonal space. It conceptualizes mutual understanding and shared communication. The larger the arena, the more is the positive relation between employees, which is also seen in the findings of this qualitative data where teachers believe that openness, sharing and discussions lead to the more beneficial relationship among teachers and leaders. Further emphasis on a teacher-leader relationship can be seen in Leader-Member Exchange theory, which gives significance to the value of relations between leaders and followers and serves as a building block to trustworthy and successful relationships. This reciprocal relationship was elaborated in the form of vertical dyadic relationship, which is mutually advantageous of both the teacher and the leader. This theory has been implemented in schools as well. Despain (2000), argued that in school settings servant style leadership is more practical due to ever-changing nature of schools. Celebrating successes,

formally or informally, communicating through emails, or verbally, or through a letter of appreciation all are means of developing positive relationships, which accelerate communication as well.

The third theme that was deduced from the research was *leadership qualities for open communication*. The question that was related to this theme was what qualities you think a leader should have that can promote effective communication. More than 80% of the teachers were confident in expressing their opinions that the qualities for great leaders are open communication, building good relationships, guidance and coaching, cooperation and providing equal opportunities to team members. The table 4.4.3. presented below reports the teacher's quotes related to this theme.

Table 4.4.3. Selection of Direct Teacher Quotes: Leadership Qualities for Open
           Communication Theme

- Leaders should take responsibility for actions and be open to communication at all times.
- I believe in open and honest communication with good relationships with team leaders that helps in positive communication.
- Positive communication is promoted when team members are given equal opportunities, guidance, and a friendly atmosphere.
- A team leader needs to be cooperative and should give guidance to team members. He should be friendly and open to discussions.
- Distributing responsibilities, sharing the workload, and informal attitude.

The findings of this theme can be related to one of the research questions, which states, what leadership styles have an impact on communication? The leadership styles effective for positive communication as seen in the findings and as explained in the literature review enlightens that shared or distributed leadership encompasses around a model that gives priority to teamwork and communication. The studies of Wallace (2001) and Hall (2001), testify that school leadership should be ideally shared and group members need to understand their individual roles. Moreover, the idea behind shared leadership is trust, open communication and taking initiative.

The fourth theme chosen from the research questions is *teacher effectiveness* theme, which directly correlates to the research question, how effective communication impacts teacher effectiveness? The questions posed in the research survey were; how do you respond to constructive criticism and what qualities you think to make you an effective teacher. Almost 80% of the teachers believe that communication, interaction, positivity, empathy have a key role in teacher effectiveness. Henson (2001) and Jerald (2007) noted that the teacher's belief in himself is a key factor to positive impact on student's behavior and successful school outcomes. Teacher's effectiveness also includes openness to ideas and innovations, accepting positive criticism and feedback, improving and reflecting on teachers planning and lessons.

Table 4.4.4. Selection of Direct Teacher Quotes: Teacher Effectiveness Theme

- Being more interactive with my students. In this way, they remain active and enjoy their class as well.
- I am open to all kind of discussions not only with my colleagues but students as well. I don't consider myself an authority in anything whatsoever.
- Communication with learners and good preparation
- Communication with students and empathetic behavior with students
- Cooperation.

The fifth theme is relevant to *reaction to criticism* and an analysis of teacher's responses indicates that almost all of the respondents take criticism carefully, react positively to it and try to learn new things from it. Criticism, positive or negative certainly has an impact on any teacher's personality. However, the findings illustrate that teachers take criticism humbly and gracefully and amend their performances. Unhealthy criticism leads to the bad reputation of teacher and affects negatively on teacher's effectiveness.

Table 4.4.5. Selection of Direct Teacher Quotes: Reaction to Criticism Theme

- I listen to it very carefully.
- Positively
- I respond positively to the constructive criticism by accepting the faults on my behalf and intending to avoid them in the future.
- I try to learn new things from it.
- I try to correct myself

4.5. Summary of the qualitative results

The findings of this study indicated that teachers in this school perceive a relatively high-quality communicative relationship with their team leaders. The findings that correspond to one of the research question related to the effects of communication on the teacher-leader relationship is mentioned in the introduction of the thesis. These findings indicate that the leaders in this school are conscious about their relationship with peers and the leaders. The leaders in this school positively stimulate quality relationships.

The second research question was related to the impact of effective communication on teacher effectiveness. Teacher effectiveness is a self-belief of teachers in their capabilities to inspire and engage students in a way that brings about successful outcomes. Teachers of this college reported that positive and collegial working environment directly affected the personal and collective effectiveness of the teachers. The findings from the teachers indicate that positive communication among peers and leaders have an effect on teacher effectiveness. Hence, not just teacher's self-effectiveness rather collective effectiveness can also be achieved through positive communication. Teacher effectiveness in this college may perceive professional development opportunities, career advancements and contribution to research activities. Efficiency interplays with communication, which in turn twines with organizational climate and culture.

The third research question corresponds with the perception of leadership styles that have an influence on communication in an institution. It may be inferred from the findings that teachers in

this college have firm faith in the leadership styles existing in the college since the school has consistently been achieving high scores in inter-board examinations all over Pakistan. Presuming from the findings derived from the survey, it is interesting to find that most teachers have observed shared and distributed style of leadership along with a servant style approach. Although, the situated college is in a rural city of Punjab province in Pakistan, yet, the findings deviate from Aycan's (2002) study, which observed the autocratic and authoritarian style of leadership in the rural third world developing countries.

CHAPTER 5: CONCLUSION

5.1. Overview

Effective communication maybe acclaimed explicitly or it may inspire the smooth workings of the school. However, it manifests itself, good communication is consistently recognized in schools as a key success factor and effective leaders know that language can inspire or destroy individuals. This chapter contains four sections; a summary of the study, key findings inferred from the study, recommendations for future study, presentation of implication, limitations, and a concluding note.

5.2. Summary of the Study

The purpose of the study was to examine the effects of team communication on teacher effectiveness. The study was designed to examine the leadership styles effective for productive communication, effects of team communication on teacher effectiveness and the effect of communication on teacher and leader relationship. The targeted population was teachers and the study was conducted in a well-reputed college of Pakistan with around 25 teachers working in lecturer capacity at the college level. The research was conducted using a mixed methodology approach and both qualitative and quantitative methods of data collection were applied to achieve reliable results. The closed-ended questions were Likert scale multiple-choice questions and for qualitative data collection, open-ended questions were formulated. The questionnaire was pilot tested with professors in the education field and after their acceptance, it was distributed to all the teachers working in the college. The data was gathered and analyzed through *Qualtrics* data collection software, then exported to excel to further identify themes and trends that arose from the gathered data.

5.3. Key Findings

The impact of team communication on teacher's effectiveness and how the staff finds communication in their department is discussed in the key findings deduced from this study.

- Team communication has a positive effect on a teacher's effectiveness in the classroom. Hallinger (1996) did comprehensive research on interpersonal communication skills among teachers and the study revealed that much of the research done in this area is on

nursing and medical professionals. This study conducted highlights how communication has a positive effect on a teacher's effectiveness.

- Team communication fosters a positive relationship among the teachers. The study conducted by McEwans (2003) puts forth that one of the most important personality traits of a teacher is to develop good relations with peers and work as a team player. Leader-member exchange theory focused on shared and distributed leadership and the research established that shared and distributed style of leadership contribute to communication effectiveness in a department.

- Team leader's communication, comments, and actions ensure trust and competency among the teachers. Openness and honesty in communication promote a collegial environment at the workplace and teachers welcome constructive criticism, which improves their performance. Wheatley (2006) discussed the effects of fluidity in communication, which creates disequilibrium and brings innovation to the organization.

- Encouragement, formal and informal relations nurture positive communication among team members and team meetings, discussions, breakout sessions help teachers discuss organizational culture, value, ethos, student behaviors, which in-turn helps in teachers' effectiveness.

- Team communication assists in improving mentoring, communicating, listening and interpersonal skills of teachers.

5.4. Recommendations

Taking into consideration all the findings whilst conducting the research, following are the recommendations that may take the communication process among employees a step further in enhancing their relations.

- Institutions should set up committees that initiate, plan and organize events that involve teacher interaction and communication.

- Formal and informal gatherings should be organized for the staff to talk to each other.

- Professional developments sessions and workshops should be arranged for employees for effective oral communication skills.

- Team meetings should be held often to maximize discussions, welcome feedback and react positively to criticism. Team meetings can also help young teachers to learn about innovative ideas to teach students effectively.
- Team leaders need to have positive relationships with employees so that they can communicate openly and honestly.

5.5. Implications

Teaching and learning is a two-way process, which is entirely dependent on the interaction between teachers and students. Teaching is an exciting adventure, which forces teachers to participate and collaborate. The premise drawn from the study suggests that there is a significant correlation between communication and teacher's effectiveness. Effective communication can be learned and it is the responsibility of teacher training institutes to develop communication skills among teachers.

Teacher training workshops should include practical lessons of teamwork and communication. The Johari window theory presented in the literature believes that interpersonal skills help employees attain maximum success at workplace. Effective communication is of utmost importance to bring any change or to communicate a new vision in an organization, as mentioned in the Kotter's model for change. Kotter's eight-step model is dependent on effective organizational communication. Teacher professional development courses should include leadership courses that tailor to the leadership styles that are practically relevant to educational institutions.

As a teacher by profession, I believe that young teachers at undergraduate and post-graduate need to have teaching practices that involve rigorous training in verbal and written communication between employees as well as students.

5.6. Limitations and Scope for further study

As a researcher, it was particularly challenging to motivate the teachers to take the survey; however, with continuous persistence, it was made possible to collect data from the entire faculty in the college section. Moreover, the data gathered and analyzed is only from 25 participants who

teach at higher secondary level. Further study can be conducted to include the entire faculty in elementary, primary and secondary school to bring a wide array of responses from all of the staff. In this way, the sample size would be massive and a variety of themes can be analyzed. Furthermore, this study was limited to team communication and teacher's effectiveness. The time span for this dissertation was less than six months. However, if time permitted further areas can be added to this research. Since a school's success is measured through students' academic achievements, to broaden the scope of this study student's success because of effective communication among teachers can also be added. This would give a new dimension to the area of study.

5.7. Concluding Note

To conclude, the above study conducted highlights the importance of communication in an educational institution and how it affects teacher's performance. The study provides an authentic evidence that team communication is a vital factor in teacher's effectiveness, positive relationships, and team leader's attitude plays a strong role in effective communication in any department and institution.

Communication and its importance date back to an early nineteenth century when John Dewey (1916) first observed a verbal tie between two people. Since then several prominent researchers have come forward with communication theories, which include verbal and non-verbal communication. Teachers are dynamic forces that bring about change in any educational institution. Teacher leaders are like mentors who take the responsibility of coaching and sharing responsibilities and taking the charge if anything goes wrong. To thrive as a teacher leader, it is important to be motivational and inspirational for the team. One of the best ways to bring the best out of a leader is to work on the ones on personality traits and polish his interpersonal skills, which will enhance collaboration, build healthy relations and contribute to positivity in any organization. Organizations that develop a culture of openness and spread happiness by organizing events and bringing people closer to each other.

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Team Communication and Teacher Effectiveness

Survey Instruction: The target audience for this survey is high school or college teachers. Please choose the options that best suit you for multiple choice questions. You are requested to read the statements and answer each statement given below. Further, any information provided will be kept confidential and will be used only for academic research purposes.

TEAM   COMMUNICATION   AND   TEACHER   EFFECTIVENESS

The target audience for this survey is high school or college teachers. Please choose the options that best suit you for multiple choice questions. You are requested to read the statements and answer each statement given below. Further, any information provided will be kept confidential and will be used only for academic research purposes. Thanks for taking out the time for this survey.

Your Name:

_____

Your Email ID:

_____

Your Nationality:

_____

Which country do you teach in?

_____

How many years of experience do you have in the teaching field?

○ 1 to 5 years (1)

○ 5 to 10 years (2)

○ 10 to 15 years (3)

○ 15 years or more (4)

What is your gender?

○ Male (1)

○ Female (2)

Please identify your age bracket.

○ 18 - 24 (1)

○ 25 - 34 (2)

○ 35 - 44 (3)

○ 45 - 54 (4)

○ 55 or older (5)

Q1 How positive is your communication with your team leader?

○ Extremely positive (1)

○ Moderately positive (2)

○ Neither positive nor negative (3)

○ Moderately negative (4)

○ Extremely negative (5)

Q2 How positive is your communication with your team members?

○ Extremely positive (1)

○ Somewhat positive (2)

○ Neither positive nor negative (3)

○ Somewhat negative (4)

○ Extremely negative (5)

Q3 How effective is the leadership of your department?

○ Very effective (1)

○ Moderately effective (2)

○ Slightly effective (3)

○ Not effective at all (4)

Q4 How valued do you feel your input and opinions are by department leaders?

○ Extremely valued (1)

○ Moderately valued (2)

○ Slightly valued (3)

○ Not valued at all (4)

Q5 How effectively does your leader communicate about the department goals?

○ Extremely effectively (1)

○ Moderately effectively (2)

○ Slightly effectively (3)

○ Not effectively at all (4)

Q6 Do you think you have trust and support relationship with the team members?

○ Definitely yes (1)

○ Probably yes (2)

○ Might or might not (3)

○ Probably not (4)

○ Definitely not (5)

Q7   Do you think you have trust and support relationship with the team leader?

○ Extremely satisfied (1)

○ Slightly satisfied (2)

○ Neither satisfied nor dissatisfied (3)

○ Moderately dissatisfied (4)

○ Extremely dissatisfied (5)

Q8 Do members in your teaching team clearly understand their roles?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q9 Are the team members effective listeners?

   ◯ Strongly agree (1)

   ◯ Agree (2)

   ◯ Neither agree nor disagree (3)

   ◯ Disagree (4)

   ◯ Strongly disagree (5)

Q10 Is communication in your teaching team open and honest?

   ◯ Strongly agree (1)

   ◯ Agree (2)

   ◯ Neither agree nor disagree (3)

   ◯ Disagree (4)

   ◯ Strongly disagree (5)

Q11 Do you think your team meetings play an important role in achieving better student results?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q12 Is the leadership of your team effective in bringing successful student outcomes?

○ Extremely effective (1)

○ Moderately effective (2)

○ Slightly effective (3)

○ Not effective at all (4)

Q13 Do you think the responsibilities among team members are distributed according to their potential?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q14 Does your team leader meet with staff regularly to discuss their needs?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q15 Are your efforts and achievements recognized with encouragement and support?

○ Definitely yes (1)

○ Probably yes (2)

○ Might or might not (3)

○ Probably not (4)

○ Definitely not (5)

Q16 Do you think your team meetings help you better understand the student needs?

◯ Strongly agree (1)

◯ Agree (2)

◯ Neither agree nor disagree (3)

◯ Disagree (4)

◯ Strongly disagree (5)

Q17 Does the department leader's communication help you better understand the expected department goals?

◯ Strongly agree (1)

◯ Agree (2)

◯ Neither agree nor disagree (3)

◯ Disagree (4)

◯ Strongly disagree (5)

Q18 Do you think teacher team meetings give you a better understanding of the ways you teach?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q19 Do you think teacher team meetings help you find ways to deal with disruptive and unmotivated students?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q20 Does your teaching team share innovative ideas to be a better teacher?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q21 Do you think being a team player can lead to teaching effectiveness?

○ Strongly agree (1)

○ Agree (2)

○ Neither agree nor disagree (3)

○ Disagree (4)

○ Strongly disagree (5)

Q22 Do you encourage and compliment your team members?

◯ Definitely yes (1)

◯ Probably yes (2)

◯ Might or might not (3)

◯ Probably not (4)

◯ Definitely not (5)

Q23 Do you think sharing responsibilities among teachers improve teaching performance?

◯ Strongly agree (1)

◯ Agree (2)

◯ Neither agree nor disagree (3)

◯ Disagree (4)

◯ Strongly disagree (5)

Q24 How do you think you can improve your relationship with your department team leader?

_____

Q25 Describe how have you experienced communication in your department.

_____

Q26   What do you think makes you an effective teacher?

_____

Q27   How do you respond to constructive criticism?

_____

Q28 How do you keep your attitude positive at work?

_____

Q29 How do you keep your morale high and stay away from gossip?

_____

Q30 How do you react when people speak negatively of you?

_____

Q31 What qualities do you think a team leader should have that promotes positive communication?

_____

Q32 Please state any other views related to this study.

_____

APPENDIX B: Questionnaire Responses

Team   Communication   and   Teacher   Effectiveness

September   16th   2018,   10:50   am   +04

Q38 - Your Name:

Azhar Munir Bhatti
Ayesha Junaid
Rooman Raza Qureshi
Rabia
Zahid Gill
Mrs Sobia Asif
Faiza sheikh
Ali Sheikh
Amina
Rehan
Misbah
asna faraz
Faraz Khalid
Furqan Tanveer
wajiha faraz
Maryam Zahra
Attia Saman
Zara
Farwa Noor
Bushra Amil
Madiha Abid
Sumera sultan
Naureen Shehzad

Q40 - Your Email ID:

Your Email ID:

azharmunir18@hotmail.com
Ayeshajunaid51@Yahoo.com
zenuroomy@gmail.com
Rabimalik1984@gmail.com
Zahidgill001@gmail.com
sobiaamjad@hotmail.com
faresidd@hotmail.com
allesheikh@yahoo.com
gulamina@gmail.com
Rehan_rashid123@hotmail.com
ymisbah@gmail.com
asnafaraz@yahoo.com
faraz_ks2009@hotmail.com
ftopel@gmail.com
wajiha_sh84@hotmail.com
Zahramaryam556@gmail.com
attia_saman@hotmail.com
zaraobaid3@gmail.com
farwanoor5@gmail.com
Bushraamil@gmail.com
Madihaawais78@gmail.com
Shizalnadim@gmail.com
naureen318@hotmail.com

Q39 - Your Nationality:

Your Nationality:

Pakistani
Pakistani
Pakistani
Pakistani
Pakistani
Pakistan
Pakistani
Pakistani
British
Pakistan
Pakistani
USA
Pakistan
Pakistani
Pakistani
pakistan
Pakistani
Pakistanj
Pakistani
Pakistani
Pakistani
Pakistani
Pakistani
Pakistani

QID76 - Which country do you teach in?

Which country do you teach in?

Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
KSA
Pakistan
Pakistan
pakistan
Pakistan
Pakistan
pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
Pakistan
UAE
Pakistan

QID75 - How many years of experience do you have in the teaching field?
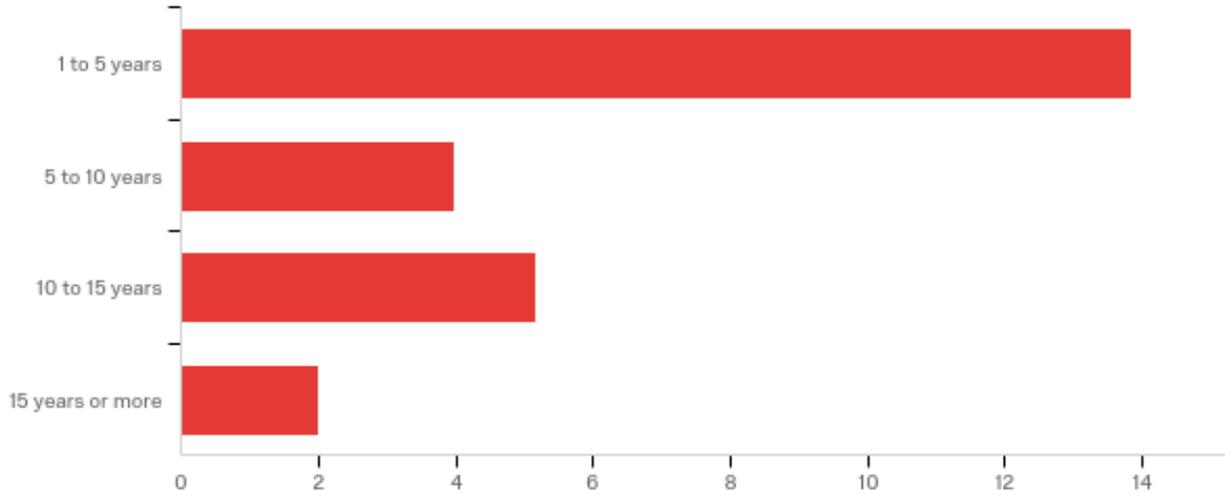
#	Field	Minimum	Maximum	Mean	Count
1	How many years of experience do you have in the teaching field?	0.91	2.71	1.55	25

#	Answer	%	Count
1	1 to 5 years	55.39%	13.848162249556003
2	5 to 10 years	15.93%	3.982848234408271
3	10 to 15 years	20.66%	5.166012026391182
4	15 years or more	8.01%	2.002977489644545
	Total	100%	25

QID74 - What is your gender?
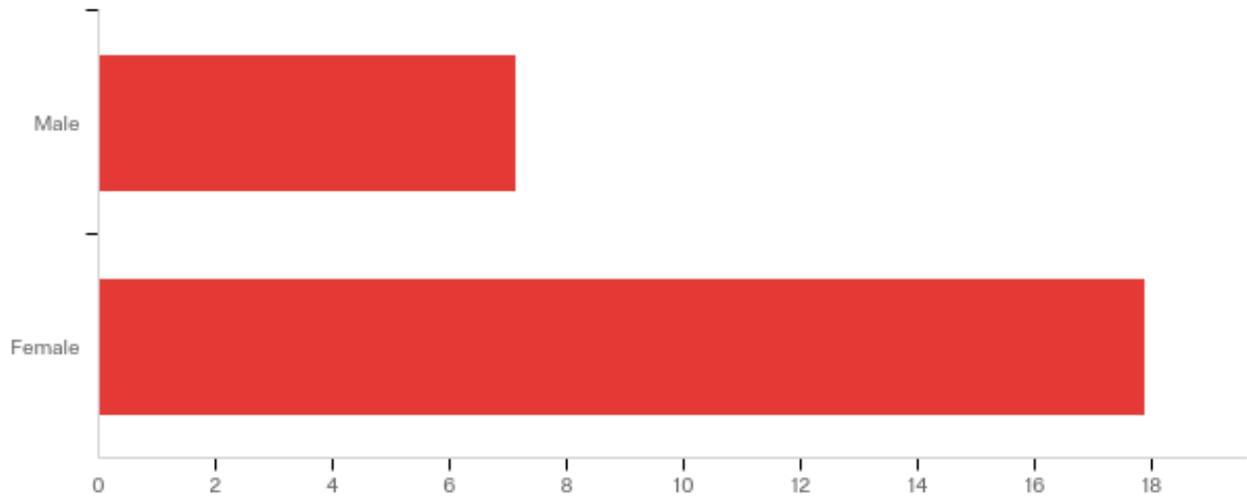
#	Field	Minimum	Maximum	Mean	Count
1	What is your gender?	1.29	1.29	1.29	25

#	Answer	%	Count
1	Male	28.54%	7.13494980736482
2	Female	71.46%	17.865050192635177
	Total	100%	24.999999999999996

QID73 - Please identify your age bracket.
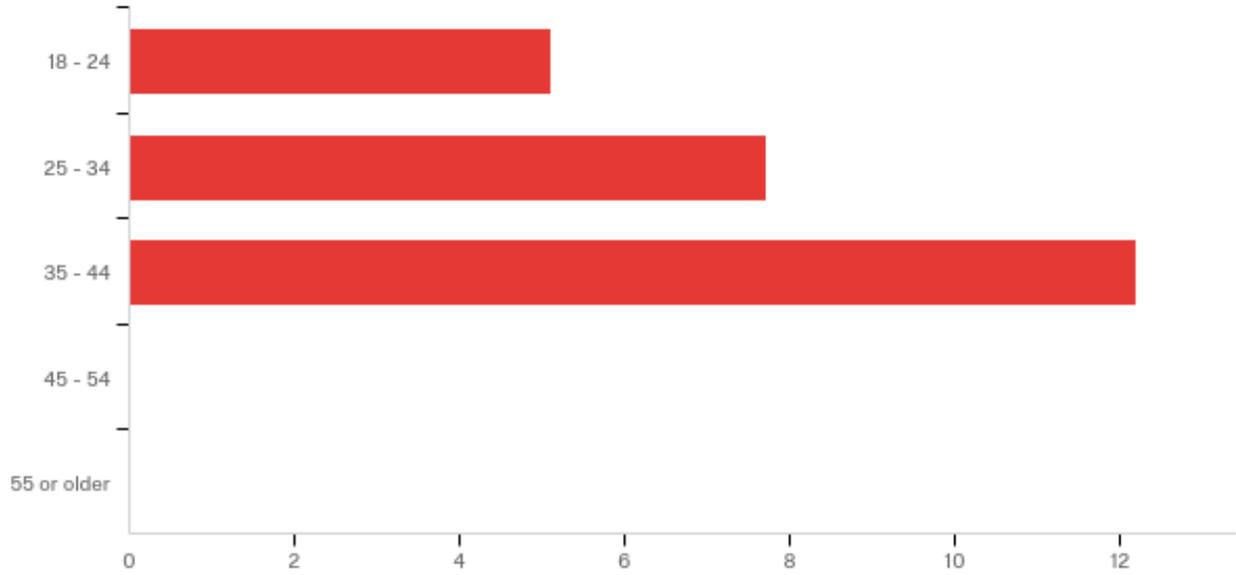
#	Field	Minimum	Maximum	Mean	Count
1	Please identify your age bracket.	1.41	2.62	2.11	25

#	Answer	%	Count
1	18 - 24	20.39%	5.096951506554528
2	25 - 34	30.83%	7.706427705497671
3	35 - 44	48.79%	12.196620787947799
4	45 - 54	0.00%	0
5	55 or older	0.00%	0
	Total	100%	25

Q1 - 1. How positive is your communication with your teamleader?
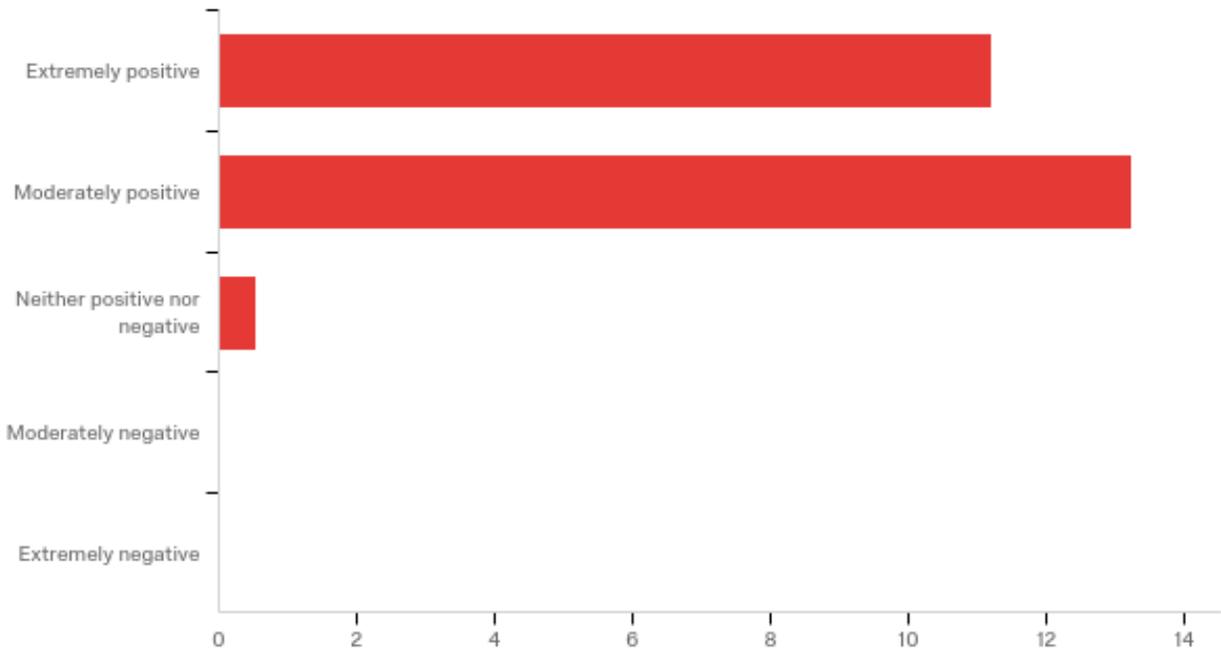
#	Field	Minimum	Maximum	Mean	Count
1	1. How positive is your communication with your teamleader?	1.52	1.52	1.52	25

#	Answer	%	Count
1	Extremely positive	44.85%	11.212660108651935
2	Moderately positive	53.00%	13.24990170188612
3	Neither positive nor negative	2.15%	0.5374381894619437
4	Moderately negative	0.00%	0
5	Extremely negative	0.00%	0
	Total	100%	25

Q2 - How positive is your communication with your team members?
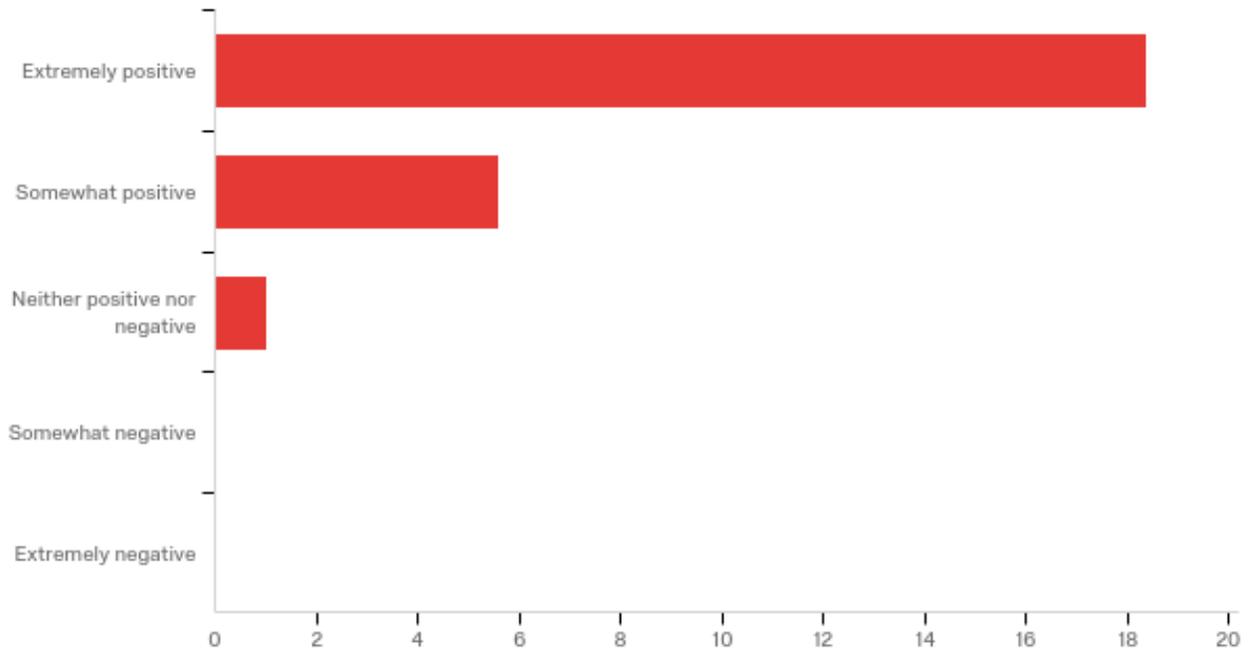
#	Field	Minimum	Maximum	Mean	Count
1	How positive is your communication with your team members?	1.01	1.79	1.18	25

#	Answer	%	Count
1	Extremely positive	73.55%	18.387228304042072
2	Somewhat positive	22.45%	5.611282951135653
3	Neither positive nor negative	4.01%	1.0014887448222725
4	Somewhat negative	0.00%	0
5	Extremely negative	0.00%	0
	Total	100%	24.999999999999996

Q3 - How effective is the leadership of your department?
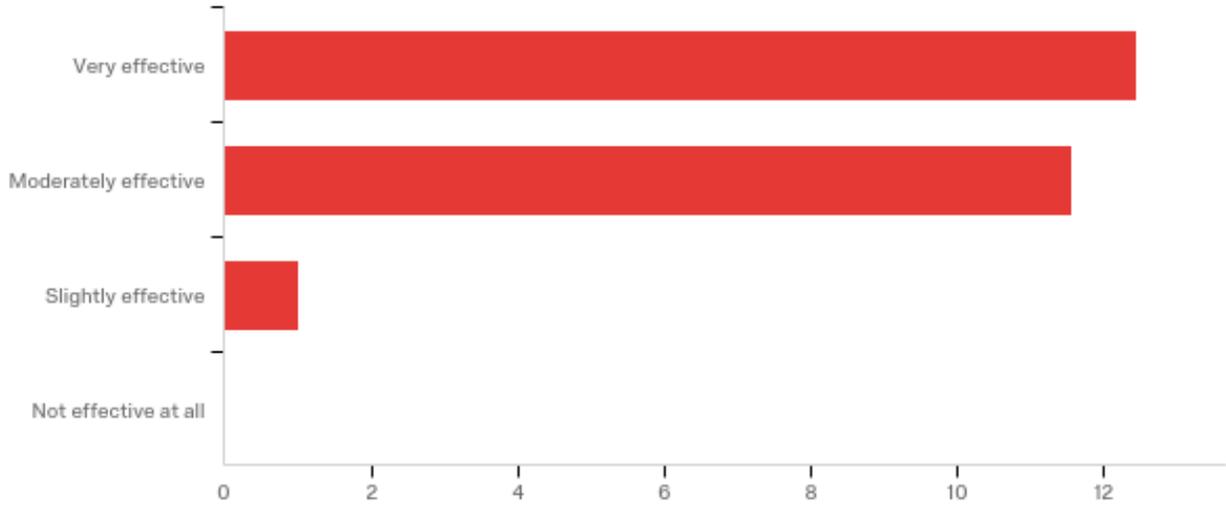
#	Field	Minimum	Maximum	Mean	Count
1	How effective is the leadership of your department?	1.01	1.80	1.37	25

#	Answer	%	Count
1	Very effective	49.78%	12.444956587476586
2	Moderately effective	46.21%	11.553554667701139
3	Slightly effective	4.01%	1.0014887448222725
4	Not effective at all	0.00%	0
	Total	100%	24.999999999999996

Q4 - How valued do you feel your input and opinions are by department leaders?
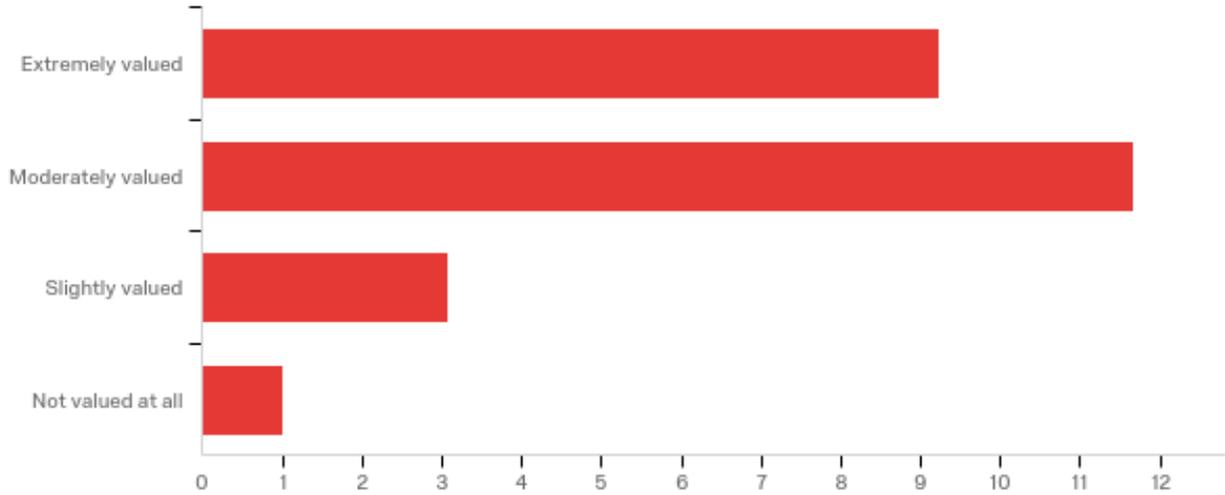
#	Field	Minimum	Maximum	Mean	Count
1	How valued do you feel your input and opinions are by department leaders?	1.01	2.41	1.59	25

#	Answer	%	Count
1	Extremely valued	36.95%	9.23836804324262
2	Moderately valued	46.66%	11.666169195025123
3	Slightly valued	12.38%	3.09397401690099834
4	Not valued at all	4.01%	1.0014887448222725
	Total	100%	24.999999999999996

Q5 - How effectively does your leader communicate about the department goals?
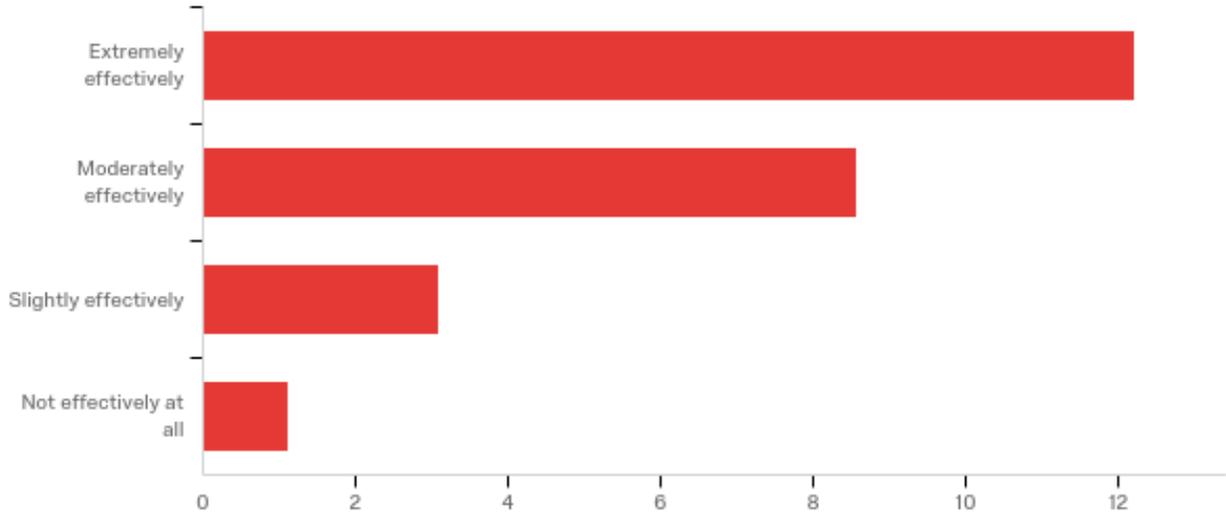
#	Field	Minimum	Maximum	Mean	Count
1	How effectively does your leader communicate about the department goals?	1.01	2.65	1.71	25

#	Answer	%	Count
1	Extremely effectively	48.88%	12.21972753282862
2	Moderately effectively	34.28%	8.569535695840836
3	Slightly effectively	12.38%	3.0939740169099834
4	Not effectively at all	4.47%	1.1167627544205616
	Total	100%	25

Q6 - Do you think you have trust and support relationship with the team members?
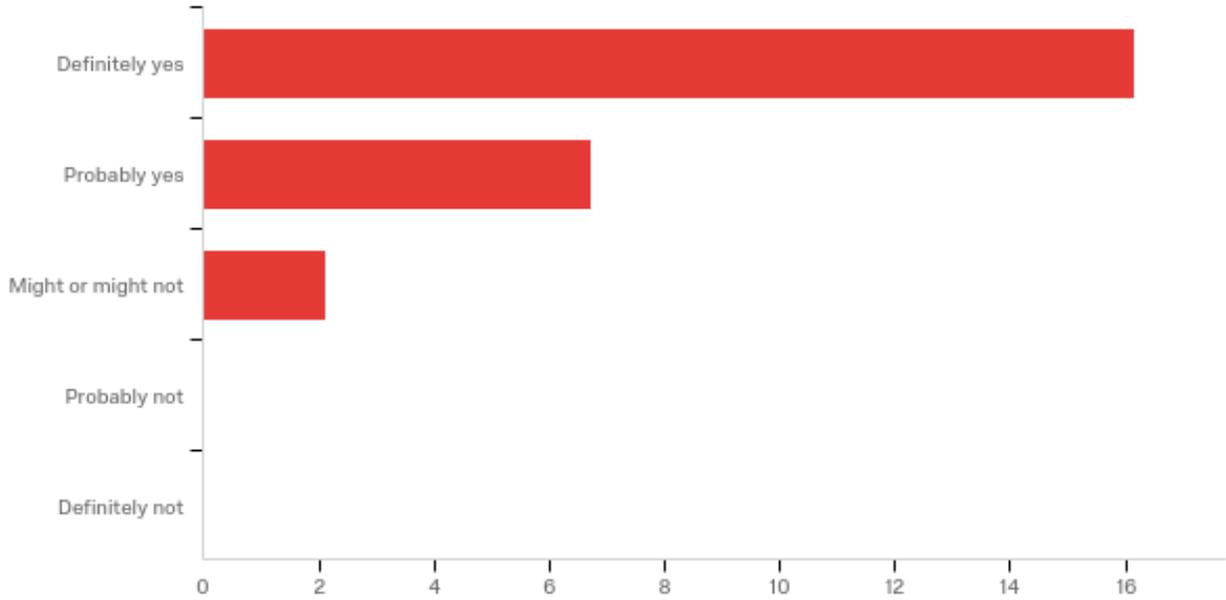
#	Field	Minimum	Maximum	Mean	Count
1	Do you think you have trust and support relationship with the team members?	1.01	2.03	1.43	25

#	Answer	%	Count
1	Definitely yes	64.63%	16.156362277475253
2	Probably yes	26.90%	6.725386223281911
3	Might or might not	8.47%	2.118251499242834
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	24.999999999999996

Q7 - Do you think you have trust and support relationship with the team leader?
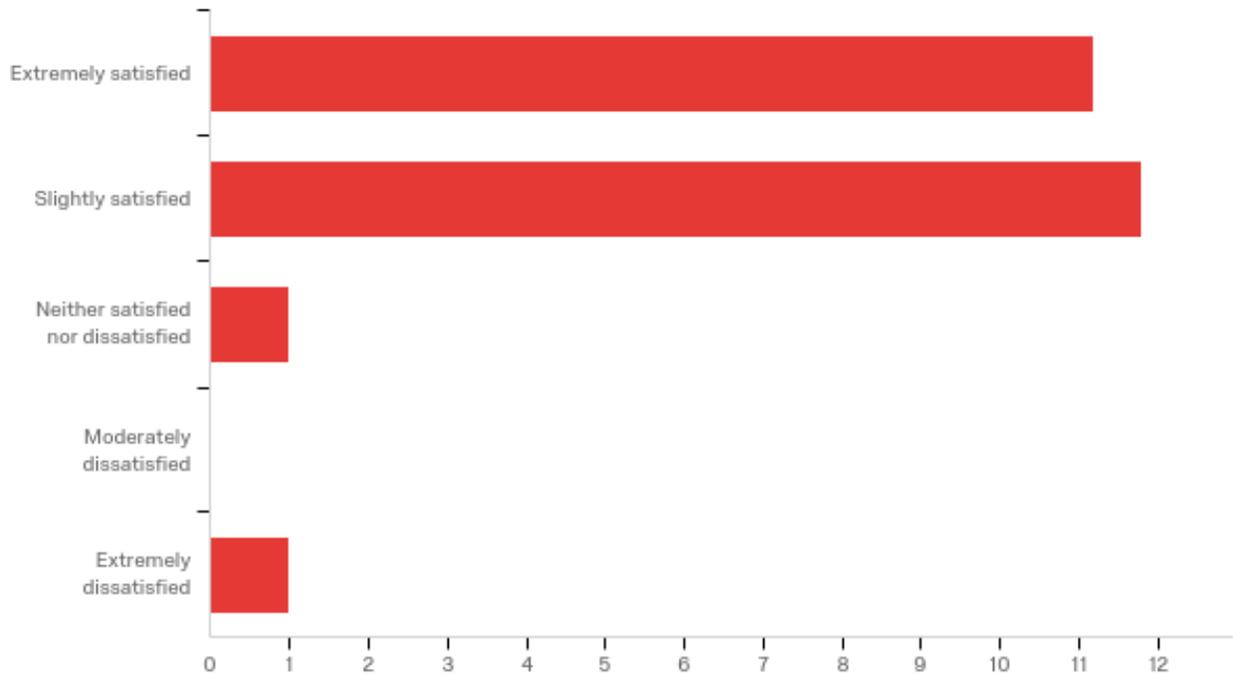
#	Field	Minimum	Maximum	Mean	Count
1	Do you think you have trust and support relationship with the team leader?	1.01	2.39	1.49	25

#	Answer	%	Count
1	Extremely satisfied	44.78%	11.195132043125529
2	Slightly satisfied	47.21%	11.801890467229926
3	Neither satisfied nor dissatisfied	4.01%	1.0014887448222727
4	Moderately dissatisfied	0.00%	0
5	Extremely dissatisfied	4.01%	1.0014887448222727
	Total	100%	25

Q8 - Do members in your teaching team clearly understand their roles?
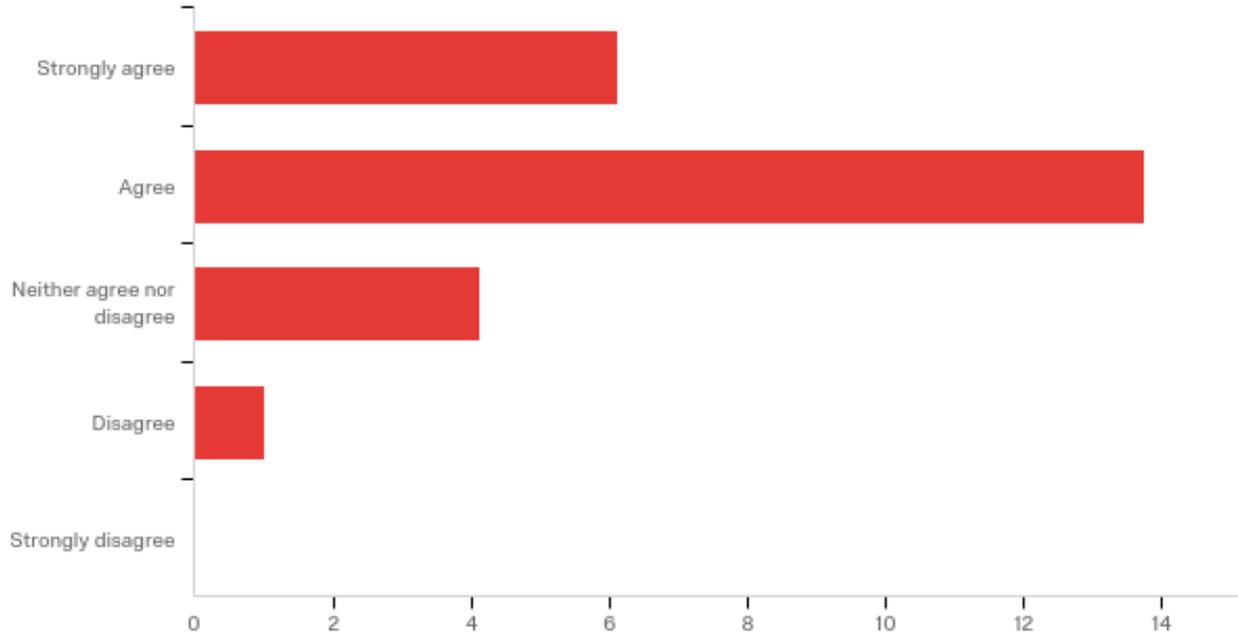
#	Field	Minimum	Maximum	Mean	Count
1	Do members in your teaching team clearly understand their roles?	1.23	2.41	1.81	25

#	Answer	%	Count
1	Strongly agree	24.47%	6.1186277991775135
2	Agree	55.03%	13.758654467112835
3	Neither agree nor disagree	16.48%	4.1212289888873785
4	Disagree	4.01%	1.0014887448222725
5	Strongly disagree	0.00%	0
	Total	100%	25

110

Q9 - Are the team members effective listeners?
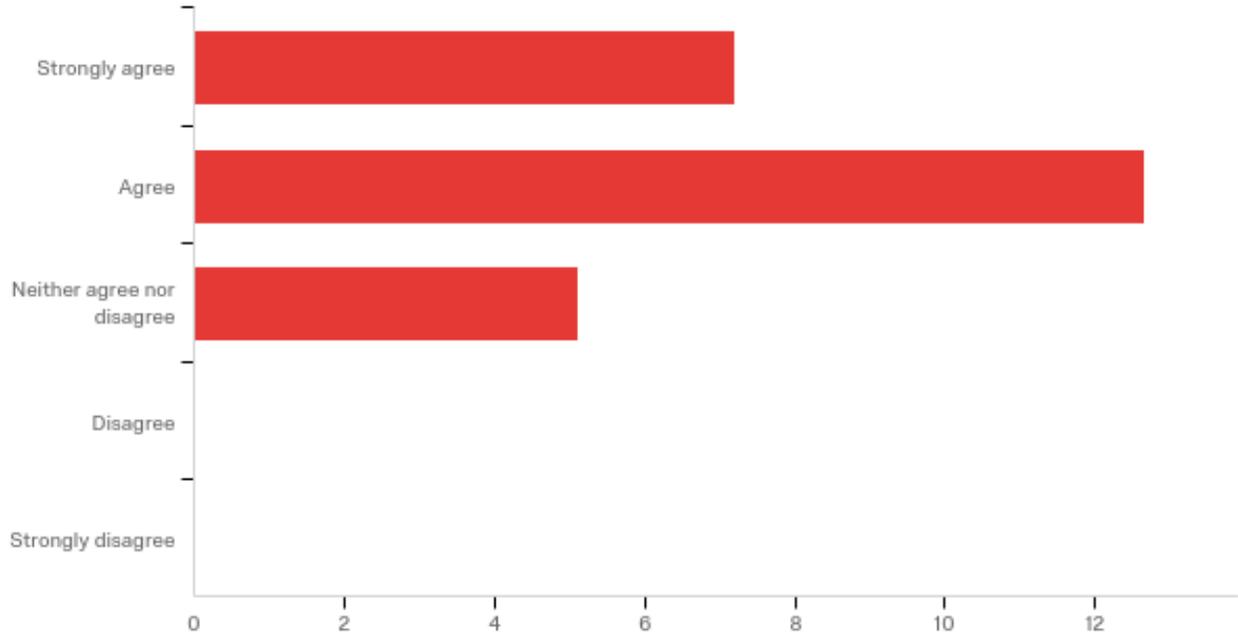
#	Field	Minimum	Maximum	Mean	Count
1	Are the team members effective listeners?	1.23	2.22	1.74	25

#	Answer	%	Count
1	Strongly agree	28.84%	7.209624326442951
2	Agree	50.67%	12.667657939847397
3	Neither agree nor disagree	20.49%	5.122717733709652
4	Disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	25

Q10 - Is communication in your teaching team open and honest?
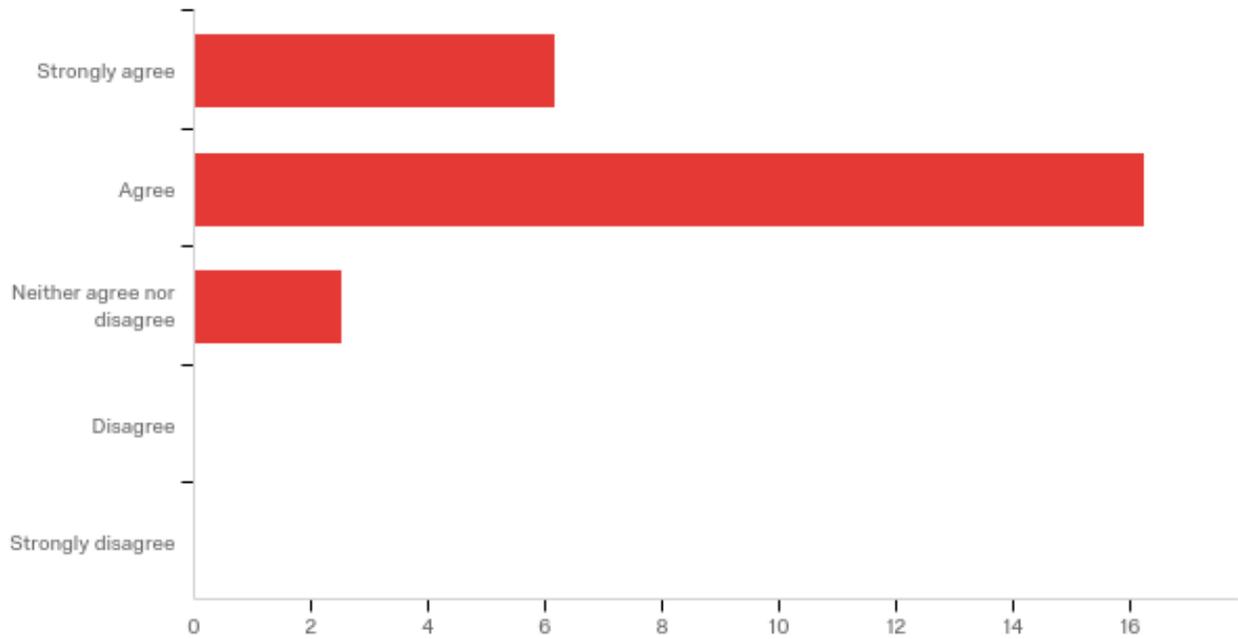
#	Field	Minimum	Maximum	Mean	Count
1	Is communication in your teaching team open and honest?	1.11	2.11	1.71	25

#	Answer	%	Count
1	Strongly agree	24.76%	6.190607516094271
2	Agree	65.08%	16.268976804799237
3	Neither agree nor disagree	10.16%	2.5404156791064887
4	Disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	24.999999999999996

Q11 - Do you think your team meetings play an important role in achieving better student results?
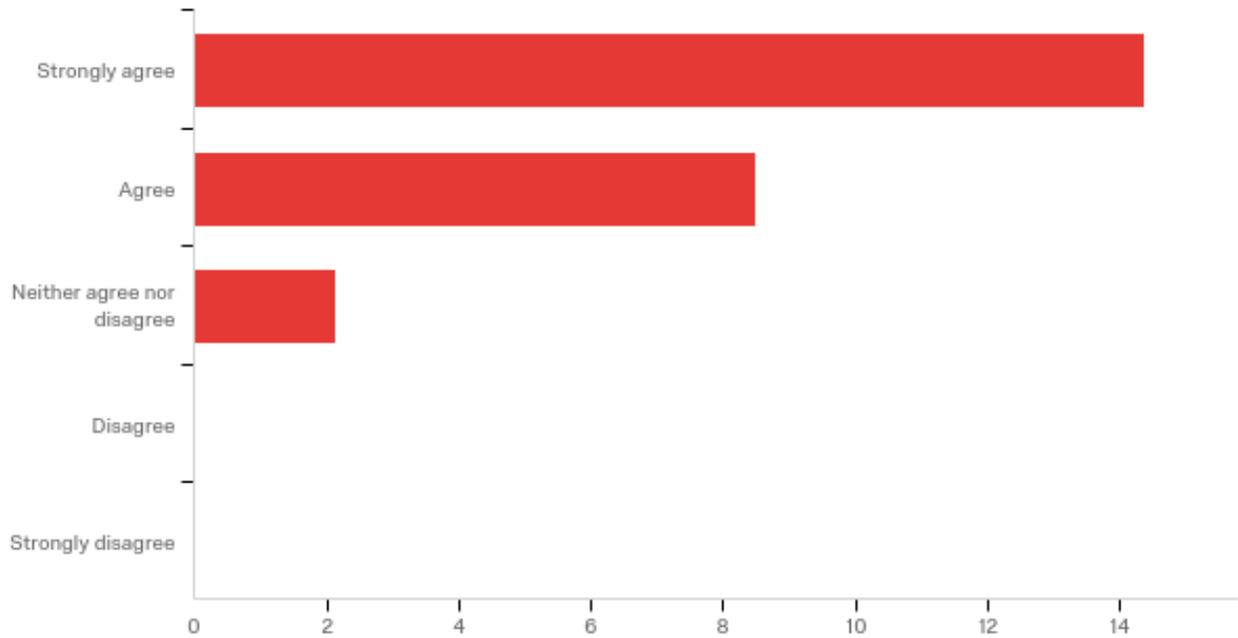
#	Field	Minimum	Maximum	Mean	Count
1	Do you think your team meetings play an important role in achieving better student results?	1.01	2.01	1.42	25

#	Answer	%	Count
1	Strongly agree	57.51%	14.378613842478678
2	Agree	34.01%	8.503134658278487
3	Neither agree nor disagree	8.47%	2.1182514992428345
4	Disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	25

Q12 - Is the leadership of your team effective in bringing successful student outcomes?
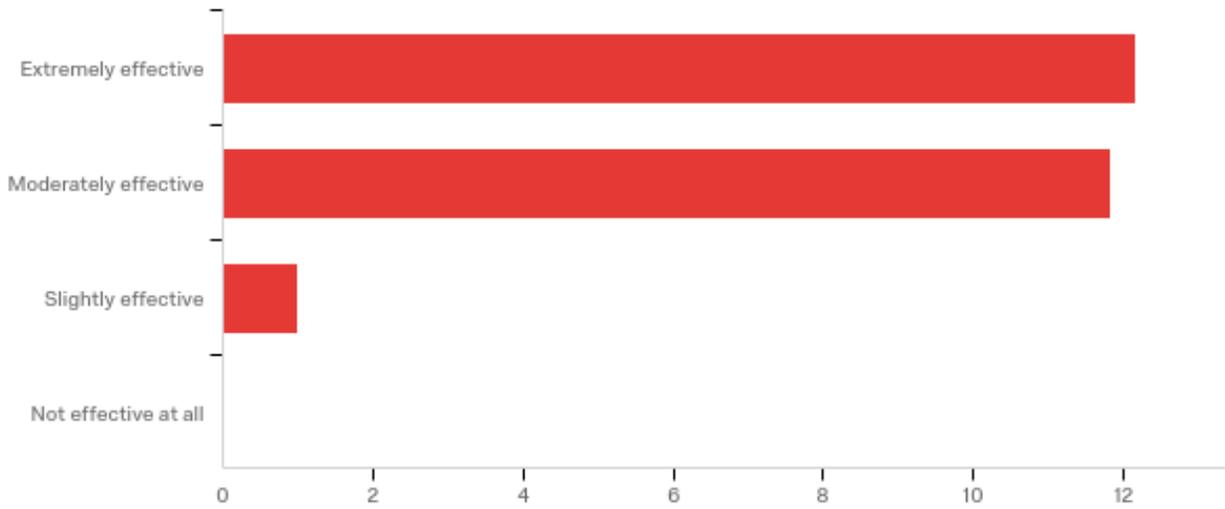
#	Field	Minimum	Maximum	Mean	Count
1	Is the leadership of your team effective in bringing successful student outcomes?	1.23	2.01	1.47	25

#	Answer	%	Count
1	Extremely effective	48.68%	12.170854560792678
2	Moderately effective	47.31%	11.82765669438505
3	Slightly effective	4.01%	1.0014887448222727
4	Not effective at all	0.00%	0
	Total	100%	25

Q13 - Do you think the responsibilities among team members are distributed according to their potential?
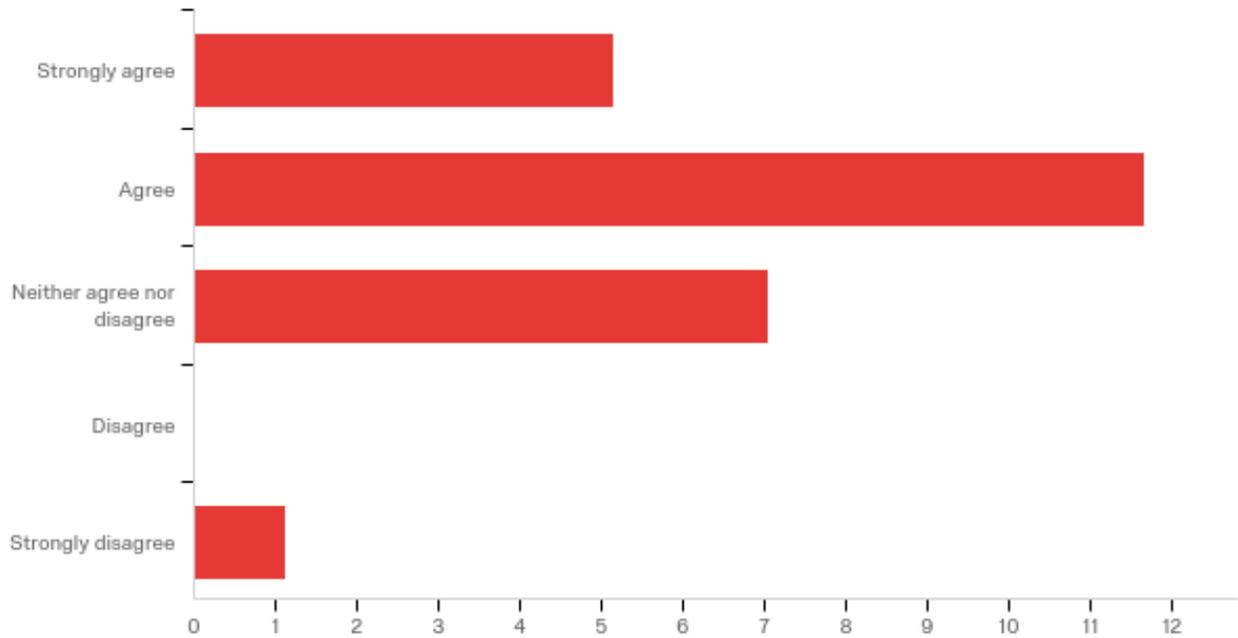
#	Field	Minimum	Maximum	Mean	Count
1	Do you think the responsibilities among team members are distributed according to their potential?	1.23	3.05	2.15	25

#	Answer	%	Count
1	Strongly agree	20.65%	5.163352544116877
2	Agree	46.66%	11.666169195025123
3	Neither agree nor disagree	28.21%	7.053715506437437
4	Disagree	0.00%	0
5	Strongly disagree	4.47%	1.1167627544205616
	Total	100%	25

Q14 - Does your team leader meet with staff regularly to discuss their needs?
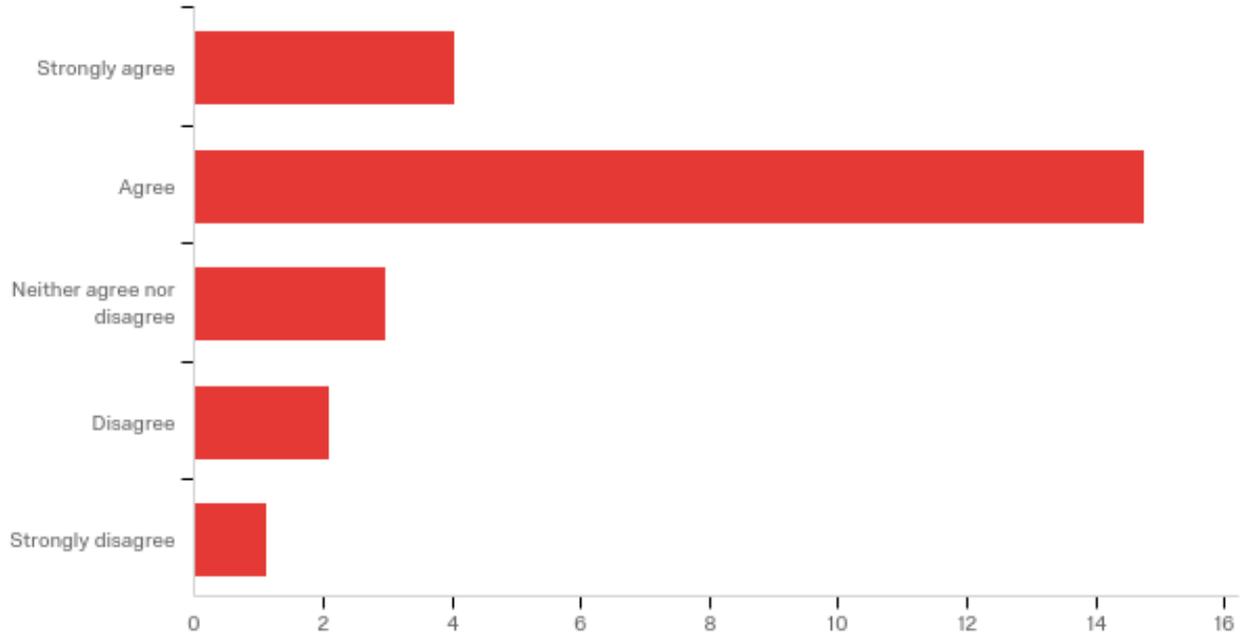
#	Field	Minimum	Maximum	Mean	Count
1	Does your team leader meet with staff regularly to discuss their needs?	1.23	3.45	2.21	25

#	Answer	%	Count
1	Strongly agree	16.20%	4.04924927197062
2	Agree	59.04%	14.760143211935107
3	Neither agree nor disagree	11.93%	2.9813594895859996
4	Disagree	8.37%	2.092485272087711
5	Strongly disagree	4.47%	1.1167627544205616
	Total	100%	24.999999999999996

Q15 - Are your efforts and achievements recognized   with encouragement and support?
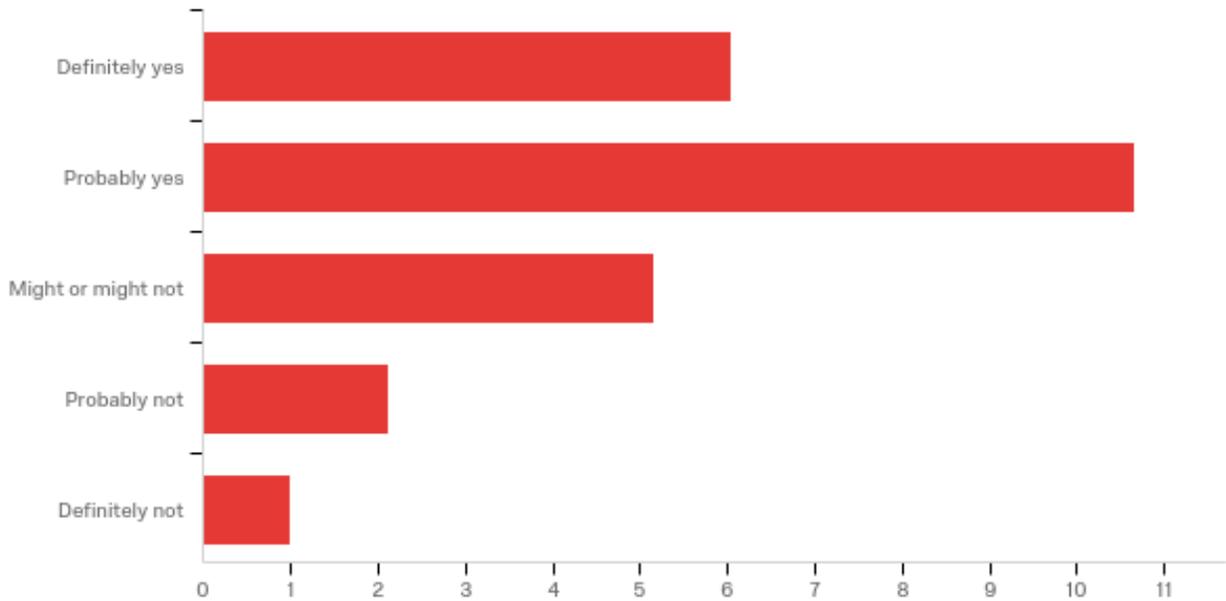
#	Field	Minimum	Maximum	Mean	Count
1	Are your efforts and achievements recognized with encouragement and support?	1.23	3.22	2.12	25

#	Answer	%	Count
1	Definitely yes	24.21%	6.052226761615165
2	Probably yes	42.66%	10.66468045020285
3	Might or might not	20.65%	5.163352544116877
4	Probably not	8.47%	2.118251499242834
5	Definitely not	4.01%	1.0014887448222725
	Total	100%	24.999999999999996

Q16 - Do you think your team meetings help you better understand the student needs?
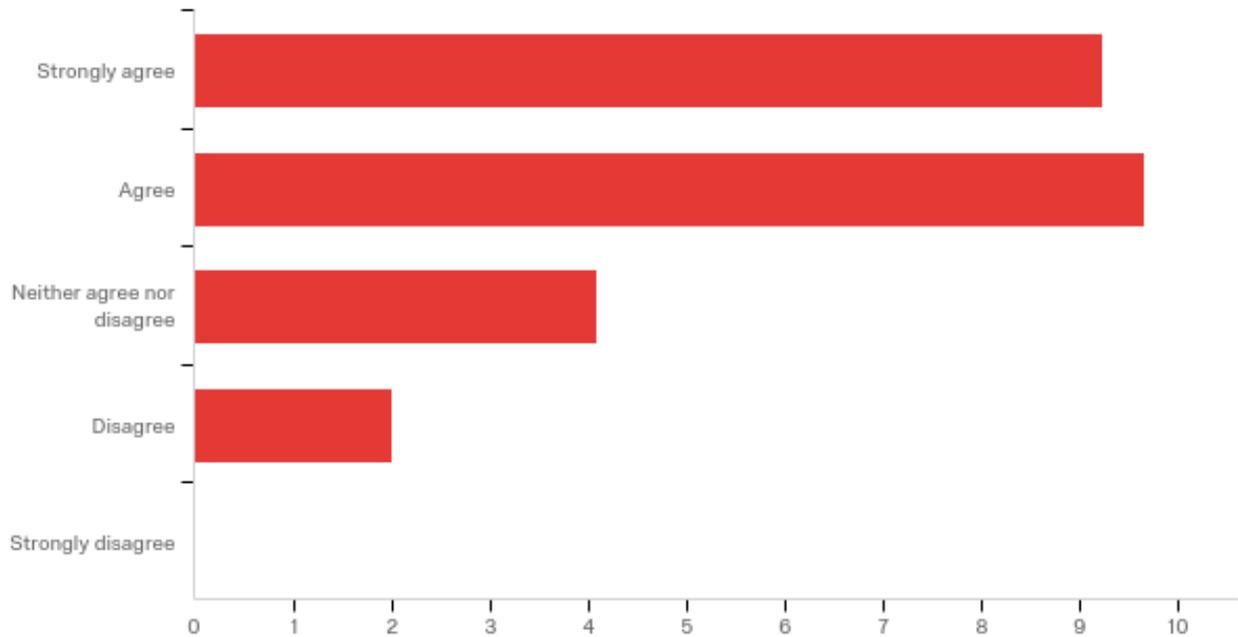
#	Field	Minimum	Maximum	Mean	Count
1	Do you think your team meetings help you better understand the student needs?	1.01	2.60	1.71	25

#	Answer	%	Count
1	Strongly agree	36.95%	9.23836804324262
2	Agree	38.64%	9.660532223106273
3	Neither agree nor disagree	16.39%	4.098122244006561
4	Disagree	8.01%	2.002977489644545
5	Strongly disagree	0.00%	0
	Total	100%	25

Q17 - Does the department leader's communication help you better understand the expected department goals?
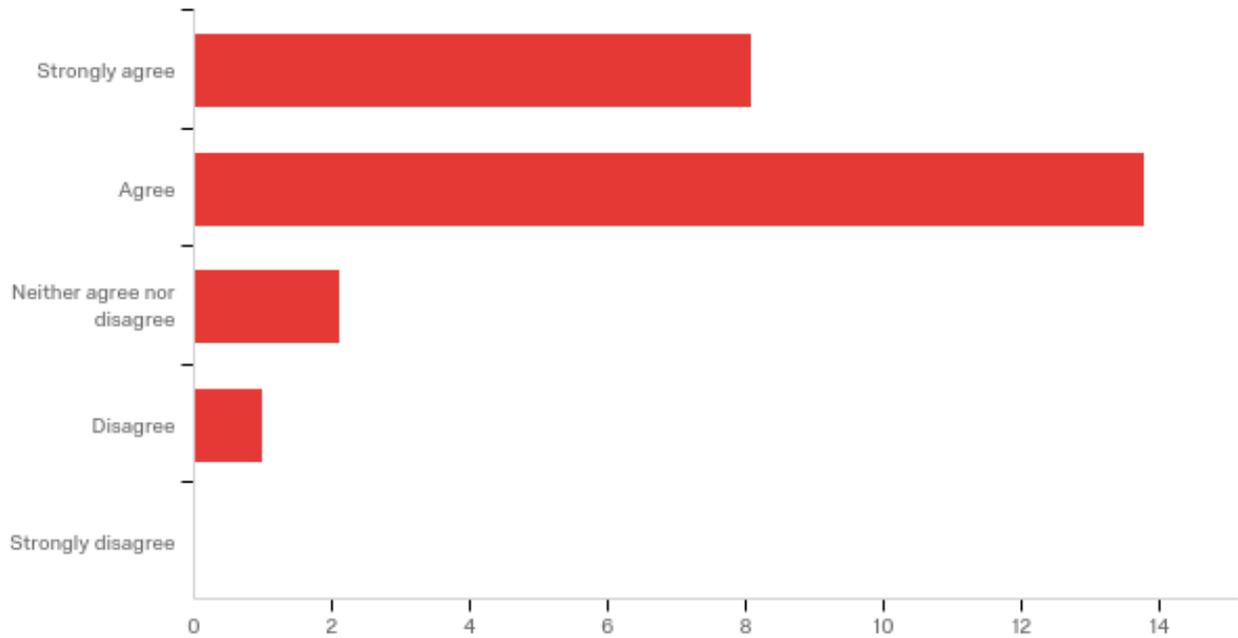
#	Field	Minimum	Maximum	Mean	Count
1	Does the department leader's communication help you better understand the expected department goals?	1.23	2.60	1.74	25

#	Answer	%	Count
1	Strongly agree	32.39%	8.09849854394124
2	Agree	55.22%	13.804867956874471
3	Neither agree nor disagree	8.38%	2.095144754362016
4	Disagree	4.01%	1.0014887448222725
5	Strongly disagree	0.00%	0
	Total	100%	24.999999999999996

Q18 - Do you think teacher team meetings give you a better understanding of the ways you teach?
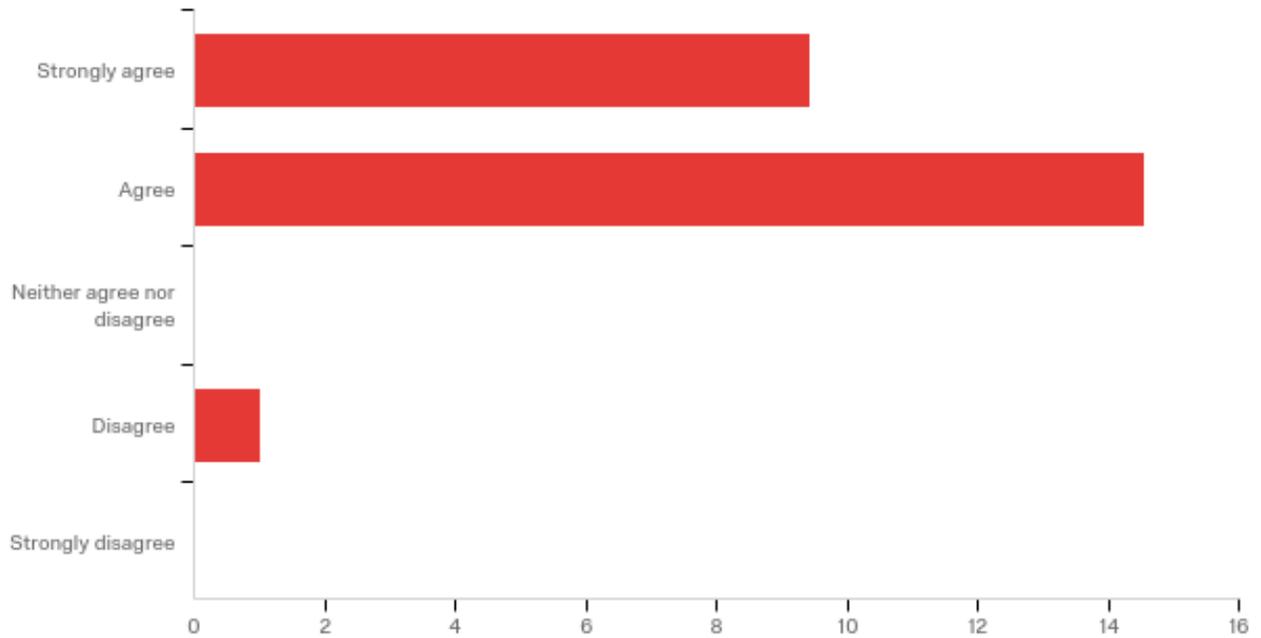
#	Field	Minimum	Maximum	Mean	Count
1	Do you think teacher team meetings give you a better understanding of the ways you teach?	1.01	1.99	1.44	25

#	Answer	%	Count
1	Strongly agree	37.76%	9.44049035300977
2	Agree	58.23%	14.558020902167957
3	Neither agree nor disagree	0.00%	0
4	Disagree	4.01%	1.0014887448222725
5	Strongly disagree	0.00%	0
	Total	100%	24.999999999999996

Q19 - Do you think teacher team meetings help you find ways to deal with disruptive and unmotivated students?
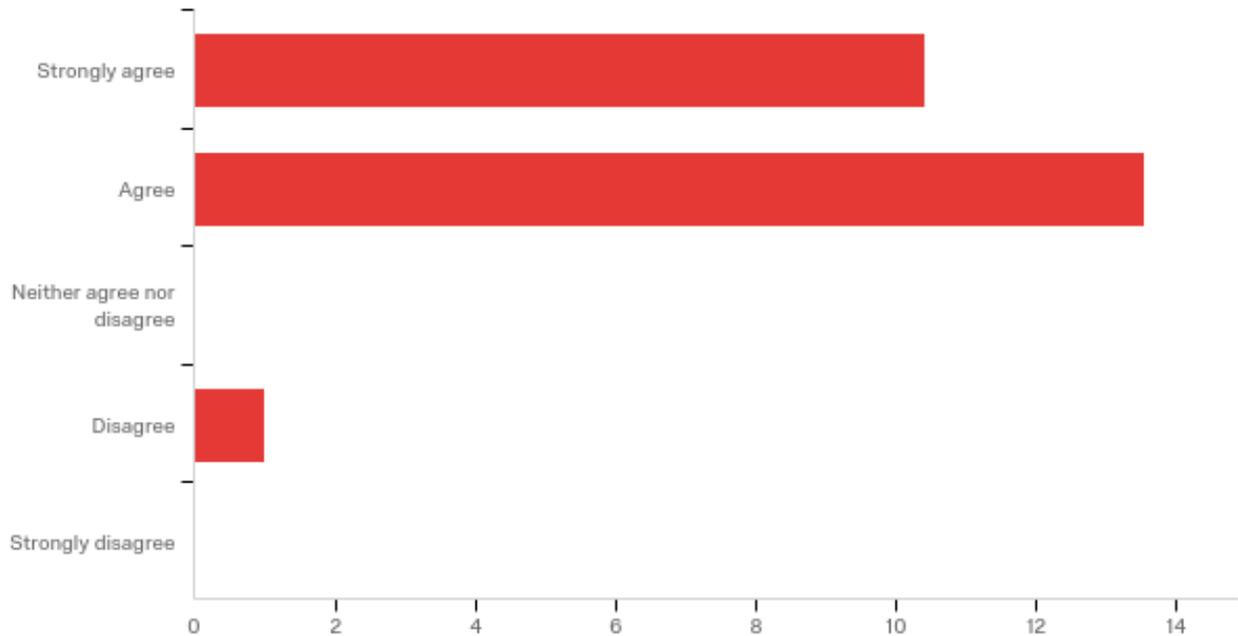
#	Field	Minimum	Maximum	Mean	Count
1	Do you think teacher team meetings help you find ways to deal with disruptive and unmotivated students?	1.01	1.99	1.43	25

#	Answer	%	Count
1	Strongly agree	41.77%	10.441979097832041
2	Agree	54.23%	13.556532157345686
3	Neither agree nor disagree	0.00%	0
4	Disagree	4.01%	1.0014887448222725
5	Strongly disagree	0.00%	0
	Total	100%	24.999999999999996

Q20 - Does your teaching team share innovative ideas to be a better teacher?
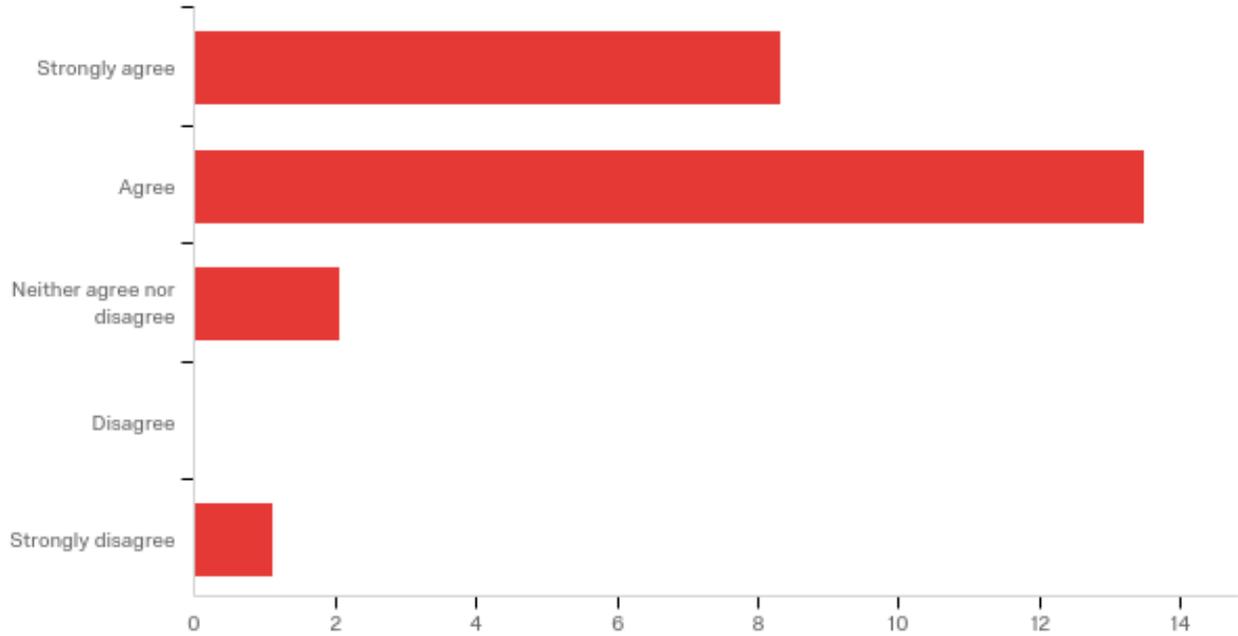
#	Field	Minimum	Maximum	Mean	Count
1	Does your teaching team share innovative ideas to be a better teacher?	1.01	2.86	1.85	25

#	Answer	%	Count
1	Strongly agree	33.31%	8.326387080863512
2	Agree	53.95%	13.487471637509033
3	Neither agree nor disagree	8.28%	2.0693785272068927
4	Disagree	0.00%	0
5	Strongly disagree	4.47%	1.1167627544205616
	Total	100%	25

Q21 - Do you think being a team player can lead to teaching effectiveness?
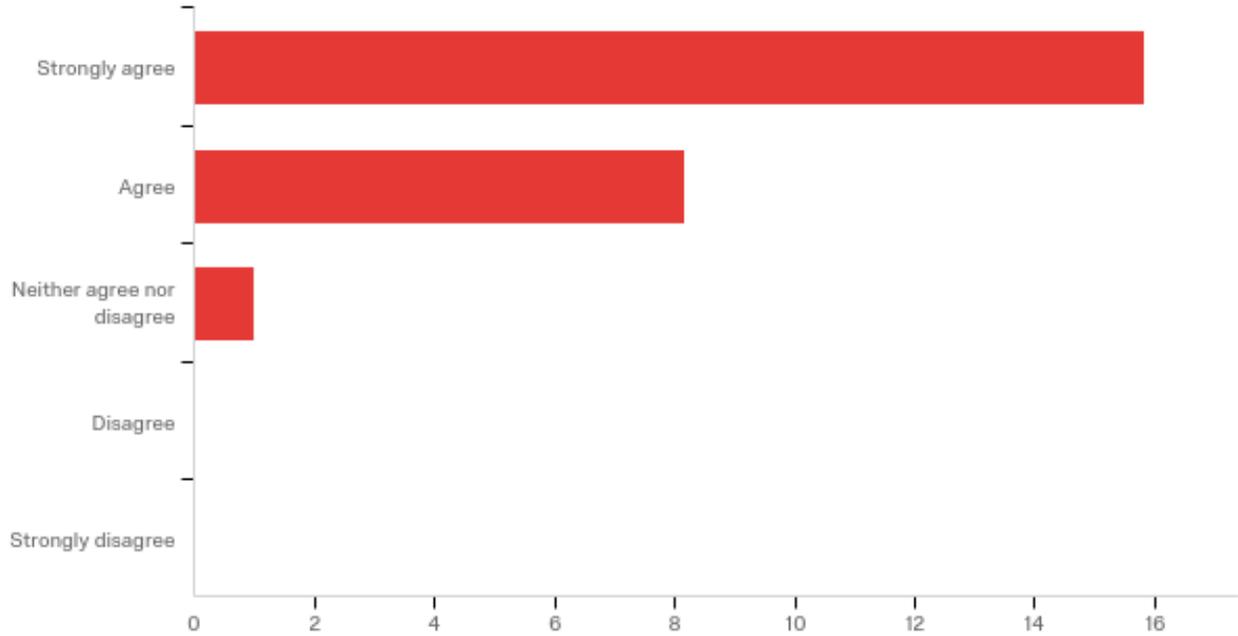
#	Field	Minimum	Maximum	Mean	Count
1	Do you think being a team player can lead to teaching effectiveness?	0.91	1.90	1.23	25

#	Answer	%	Count
1	Strongly agree	63.31%	15.828032994319727
2	Agree	32.68%	8.170478260858
3	Neither agree nor disagree	4.01%	1.0014887448222727
4	Disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	24.999999999999996

Q22 - Do you encourage and compliment your team members?
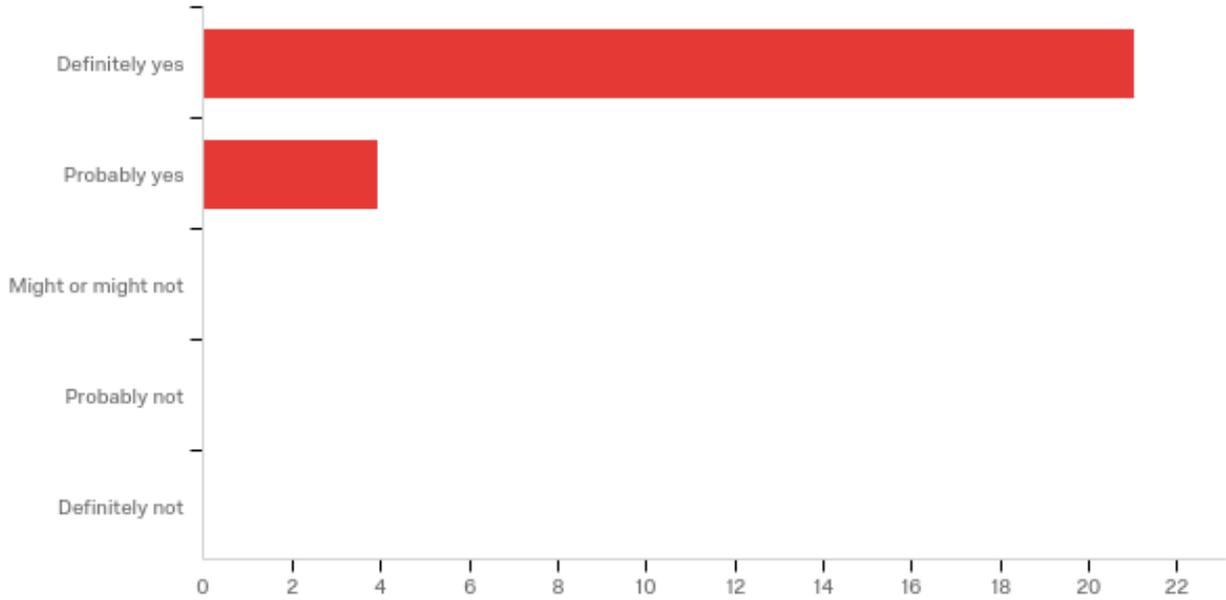
#	Field	Minimum	Maximum	Mean	Count
1	Do you encourage and compliment your team members?	0.91	1.29	1.00	25

#	Answer	%	Count
1	Definitely yes	84.16%	21.040258510472544
2	Probably yes	15.84%	3.9597414895274534
3	Might or might not	0.00%	0
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	24.999999999999996

Q23 - Do you think sharing responsibilities among teachers improve teaching performance?
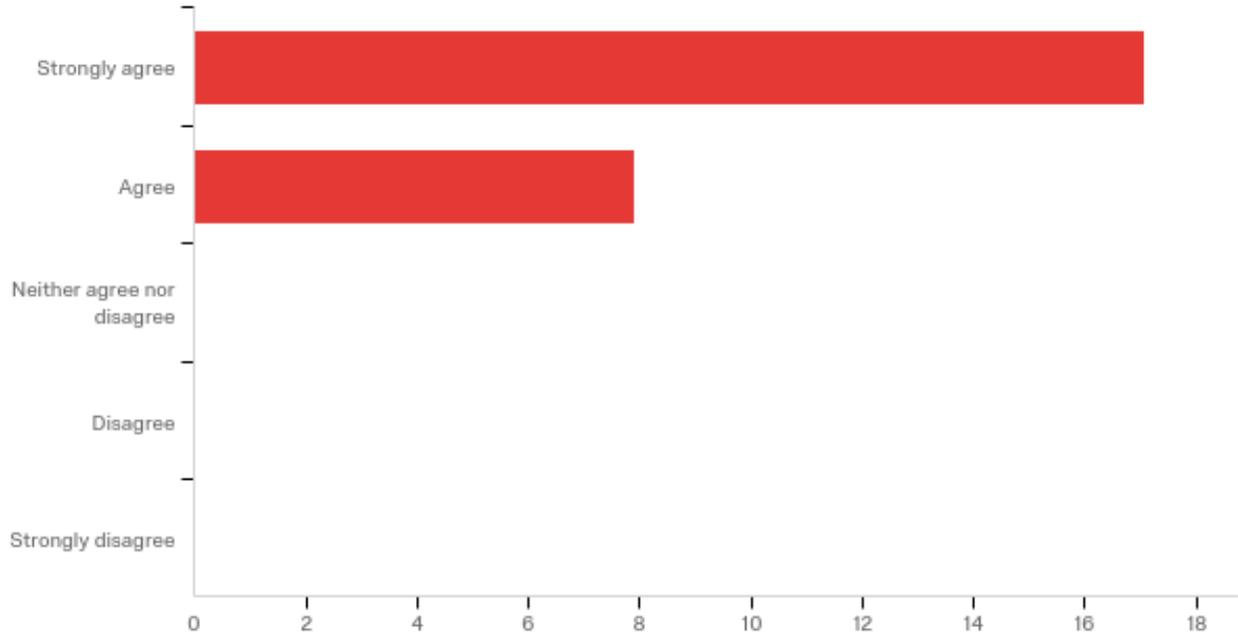
#	Field	Minimum	Maximum	Mean	Count
1	Do you think sharing responsibilities among teachers improve teaching performance?	0.91	1.29	1.08	25

#	Answer	%	Count
1	Strongly agree	68.32%	17.08051702094509
2	Agree	31.68%	7.919482979054907
3	Neither agree nor disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	25

Q24 - How do you think you can improve your communication with your department team leader?

yes i can improve my communication with tram leader by logical discussions..
Yes
Yes
Through cooperation and discussion sessions
Openness, concrete feedback, Celebrating successes
No
It is important that everyone should be given an equal opportunity to speak and for that purpose it is important that deprtment must be operated through certain committees which process each member's opinions
It is great already
It can only be possible by his positive and encouraging attitude, because one way traffic without a destination is not possible for a long time
If the department team leader can probably make him/herself more available and open...
If he comes out of his ego and begins considering others' opinion as well. I want to add up a little more in his implementations but he wants his discretions to be followed as it is.
Daily meetings
By sharing the hurdles and problems that I face..
By sharing ideas
by meeting him/her often on informal occasions.
by listening nd sharing their problems
By frequently meeting them and discussing the agendas
By frequently discussing issues
By communicating more frequently
By being realistic and practical.
by being open and honest

by being open and honest

Q25 - Describe how have you experienced communication in your department.

It is shaky sometime positive and sometimes negative.
Effective
Heads play a kind of one-man show.
Effective
Most of the times effective and very positive.
Good
Its really good.
Supportive, effective and better understanding
Pretty good
positive and open
Satisfactory
probably positive
humbleness, open and respectful
i have v positive experience..
Satisfactory
Really bad.
Pakistani society being male chauvinistic usually discourages female participation and communication therefore it is somewhat difficult to communicate ones opinion in presence of male members n seniors
So so.
it is open.

Q26 - What do you think makes you an effective teacher?

1. Confidence, 2. Community, 3. Capacity

My honestly, dedication and devotion

My honesty and practicality.

Because I m focused and motivating teacher somehow

Being more interactive with my students. In this way they remain active and enjoy their class as well.

By listening to problems of my students

My hard owrk and genuine interest in my students academic life

Team leaders support and contributing positively

Encouragement

my passion and dedication

Dedication

with cooperation.

Team work and 360fdack

my passion..

Communication with learners and good preparation

I am open to all kind of discussions not only with my colleagues but students as well. I don't consider myself an authority in anything whatsoever.

Commitment and hardwork

Communication with students n empathetic behaviour with students

Ur knowledge and communication skills

My teaching techniques and strategies

my passion and attitude towards teaching makes me an effective teacher.

My passion for teaching

Q27 - How do you respond to constructive criticism?

I listen to it very carefully.

Positively

All openly.

Positively

If there is such criticism in its real sense.. I dont feel hesitant to accept it, as we learn till our last breath.

Positively

I take it positivley

Listening

Positively

positively

It helps improve

be positive

Take it positive

my response will be positive to constructive criticism..

I welcome it.

Positivily. Always looking forward to not only my colleagues but students views as well.

I respond positively to the constructive criticism by accepting the faults on my behalf and intending to avoid them in future.

By ammending my previous performance immediately

It's better for improvement

Positively..

I try to learn new things from it.

I try to correct myself

Q28 - How do you keep your attitude positive at work?

By keeping a smile on my lips.

By keeping others face

By being all years to the feedback coming my way.

By ignoring

I think of my students' future and their need of purposeful knowlwdge and learning.

By focusing on my goals

By friendliness and teying to keep my personal stress away from work

Delivery best and believing in myself

Neglecting the petty affairs

by staying focused on work.

By enjoying my work

with honesty

Focus on objectives and monitor impact

by staying focus on my job.

Yes

My students make me positive. The amount of effort they want to put and invest makes me positive and improve.

By motivating myself and others

Positive energies usually reside inside a person so staying happy inside comes up with positive energy outside

By keep focusing on our target

By being positive and optimistic

I don't pay attention to any negativity.

Remaining alert

Q29 - How do you keep your morale high and stay away from gossip?

By thinking that everyone has some positive and some negative traits so dont worry.

By counting my blessings and leaving out what's not meant to be

By minding my own business.

By focusing on my work.... Avoid gossip

By motivating myself and benefitting from good readings. And motivational quotes as well. Yupee!

By focusing on my goals

By concentrating on my work

Stick to my job and to be best what I do the best

Being staying with positive n professionals.

by focusing on my work only

By enjoying my work

keep straight and positive in my attitude

focus on job

i stay positive..

Ues

Again my students. They help me to be my best version everyday. And staying away from gossip has cost me more because I refrain from sitting among people who gossip and they take it as my arrogance.

By staying bound to the things concerned with me.

By focusing on my tasks n speaking less to the people who are troublesome

By keeping busy in our work

I keep myself busy..

I focus on my work only.

I believe in Allah n keep my morale high

Q30 - How do you react when people speak negatively of you?

I didnt care who thinks what about me.

Calmly

I try to clear the air in a fully positive manner.

Tolerance and ingorance

I ignore them as such people usually carry wrong assupmtions and this is entirely a wrong conduct. Sane minds must not react to them.

I find criticism positive

I try to ignore them

Replying positively

Never paid attention.

i dont care

Sometimes

keep silent..

Try to be calm and understand where they are coming from

i will try to improve myself and stay positive..

With composure

I don't react because I know I am more than that. I believe in keeping my head down and working as hard as I could and letting my work speak for itself.

If those negative views are not related to me, i just simply ignore them. If the falws are there in my personality i 'll try to improve myself

I try to resolve the issue by speaking to my team members regarding the issue

Just ignore them

I do not believe them..

I dont pay attention.

I don't bother at all

Q31 - Please state any other views related to this study.

None

No comments.

None

This effective and genuine ruberic. Thanks

Very helpful

The styfy donw is really good and im aure it will help improve tbe working environment which will make teaching more pleasurable

Stick to your objective, don't talk behind others back

Departmental support improves teacher's performance.

this is helpful for teachers.

it will be helpful for teachers.

None

I believe there should be more emphasis on interactions between colleagues. Personally speaking, I am able to flourish more in a space where there is more emphasis on human to human relations then people being competitors.

This study is going toto help teachers in making better their communication skills and team work..

This study is a good way to highlight teacher-leader relationship and communication among team members.

Q41 - What qualities do you think a team leader should have that promotes positive communication?

being open and fair.

openness, honesty and cooperative behavior

cooperation, teamwork, openness

Positive communication is promoted when team members are given equal opportunities, guidance and a friendly atmosphere.

a team leader needs to be cooperative and should give guidance to team members. he should be friendly and open to discussions.

distributing responsibilities, sharing workload, and informal attitude.

openness and friendliness

formal and informal conversations increase positive communication.

truthful leaders are best to communicate with.

leaders should take responsibility of actions and be open for communication at all times.

open door policy, a smile, delegating responsibilities, accepting mistakes makes positive communication.

good relationships with team members makes communication positive.

formal and informal relations have an effect on communication.

I believe in open and honest communciation with good relationships with team leaders that helps in positive communication.

fairness, openness and honesty.

no back biting, no differential treatment leads to positive communication.

favouritism hinders positive communication. a leader should be fair.

distributing equal work and fairness leads to effective communication.

open and honest attitude.

open and fair

good relationships

formal and informal relation with leaders fosters effective communication.

a kind heart and open door policy.

cooperation, sharing responsibility, delegating tasks and fairness in actions.

open and honest.