
A STUDY OF WORKPLACE BEHAVIOR REGARDING COOPERATIVENESS OF DISTRICT EDUCATION OFFICERS

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ABSTRACT

This study aims to investigate the workplace behavior of District Education Officers (DEOs) in the context of cooperativeness, as perceived by both school and office administrators within the Quetta division of Balochistan. The research includes a sample comprising of forty-four (44) office administrators and one-hundred and fifty-two (152) school administrators, selected through a stratified sampling approach to ensure representative insights from various administrative levels. A questionnaire consisting of 8 items, both expert guided and validated, was the method used for data collection. Descriptive methodology with simple percentage, along with two sampled t-tests and a P-value allowed for the comparison of different stakeholder perceptions. The finding of the research reflects that office administrative officers' views that DEOs reflects cooperativeness as compared to school administrative officers.

KEYWORDS

District Education Officers, Workplace Behavior, School Administrators and Office administrators.

INTRODUCTION

The research paper explores the concept of cooperativeness among District Education Officers (DEOs) and its implications for workplace behavior and organizational effectiveness. DEOs are directly involved in implementation and administration of education policies at district level; this makes it necessary that a person involved in the administration of education system is able to work in teams. The study investigates how various aspects of cooperativeness influence their job performance, interpersonal relationships, and overall organizational climate. Cooperativeness is a critical component of effective workplace behavior, particularly in educational settings.

According to Robbins and Judge (2019), cooperativeness among employees contributes significantly to organizational success by fostering teamwork, enhancing job satisfaction, and improving overall productivity. This becomes significant especially in the learning institutions because the type of job demands a lot of inter and intra health worker collaborations. This means that cooperative behavior is a function of the organizational culture currently in place. Schein (2010) has this to say, free communication, values and respect culture promote cooperation amongst the workers.

DEOs also reap big from getting organizational culture that deals with issue of teamwork and resolving of conflicts in discharging their duties or when dealing with other people in the education sector. Podsakoff et al. (2000), established a relationship between cooperation within an organization and job performance and OCBs. This is important to DEOs because effective implementation of educational programs and overall administrative work can be supported by cooperative work. Despite its benefits, achieving cooperativeness in the workplace can be challenging. Other factors that may impose a barrier in cooperation may comprise of; power relations, fear from change by such organizations, and rivalry between the people. These are some of the problems which Burke and Litwin (1992) have highlighted and are worth presenting certain sets of ideas that would help in avoiding the same and promote interaction among the workers. For DEOs, it is crucial to eliminate these barriers in order to achieve a positive working climate. after the 18th Amendment to the constitution, all provinces are required to adhere to this educational framework while maintaining some degree of autonomy in areas such as hierarchy, curriculum development, and budgeting.

At the provincial level, the Minister of Education oversees the Ministry of Education, with the support of the Education Secretary. The primary role of the secretariat is to manage policy-related issues and facilitate key personnel transfers and appointments within the education sector. Additionally, the provincial educational system is led by the Director of Education, while district-level operations are managed by the District

Education Officer (DEO). Since the 2015 decentralization changes, DEOs in every one of the 36 districts of Balochistan have taken on different responsibilities, such as school monitoring, budget allocation, managing teacher transfers and postings, and dealing with financial issues. The organizational hierarchy is designed to improve educational quality and deal with issues related to employment regarding educational staff.

This research aims to analyze the degree of cooperation shown by District Education Officers in the Quetta division. Interviews with school administrators (principals, senior headmasters, and headmasters) served alongside data collection from district education officers (DEOs), their assistants (DDOEs), and their deputies (ADEOs) who offer close support to the DEOs. Shah (2009) did a study investigating the District Education Officers performance in Quetta, particularly in certain circumstances. The objective of the study was to evaluate the effect of independent variables on dependent variables and to investigate whether the views of school administrators and office administrators matched those of other stakeholders.

This study extends previous research by studying the collaborative actions of district education officers in Quetta. This initiative is the first of its kind in this location, with the goal of analyzing the professional behavior of DEOs, and the anticipated findings should supply important information for all sub-sectors of education, and enhance insight into workplace practices among district education officers.

Han and Harms (2019) demonstrated that leaders who display humility and a receptiveness to constructive criticism foster a more favorable workplace atmosphere, which subsequently enhances employee engagement and stimulates innovative input. In contrast, Huang and Cheng (2019) discovered that leaders who reacted defensively to feedback were perceived as less effective, culminating in diminished trust, respect, job satisfaction, and overall performance. The problem of the current study is either the leaders working in the administration of Education Department exhibits humility and openness to feedback or they are nonresponsive to the feedback from their subordinate. As there is lack of scientific evidence which highlights the cooperativeness behavior of the leaders in our local context, so the current study “A Study of workplace behavior regarding cooperativeness of District Education officers” will help to answer the mentioned problems.

LITERATURE REVIEW

Workplace behavior

This phenomenon encompasses the actions, attitudes, and conduct patterns exhibited by individuals at their jobs. It involves how employees interact with each other, perform their responsibilities, and handle work-related stress. This literature review

covers various aspects of workplace behavior, including work engagement, counterproductive work behavior and organizational citizenship behavior, and examines their effects on organizational output.

Organizational Citizenship Behavior (OCB)

Involuntary actions by employees characterize OCB and increase organizational performance, yet these remain unrecognized or uncompensated (Organ, Podsakoff, & MacKenzie, 2006). Both illustrative and indicative examples are providing support to colleagues, taking on additional tasks, and valuing the organization's health. OCB is related to desirable results that include higher job satisfaction, performance levels, and commitment to the organization (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

In order to manage the educational systems of their districts, District Education Officers (DEOs) are vital. Leadership skills, the efficient handling of administrative tasks, nurturing a favorable workplace culture, and promoting collaboration among all stakeholders define their workplace behavior. For DEOs, communication must be their strength as they engage with a variety of audiences which include school administrators, teachers, parents, and officials. Those requirements include staying true to ethical standards, demonstrating accountability, and continual evolution in answer to educational transformations. Findings suggest that effective behaviors in a workplace, including proficient communication, mutual respect, and collaboration, markedly increase motivation and job satisfaction (Kristof-Brown, Zimmerman, & Johnson, 2005). By comparison, unhealthy practices, such as rumor-mongering, harassment, and deceit, can evoke a harmful workplace environment that harms both employee mental health and performance (Einarsen, Hoel, & Notelaers, 2009).

In addition, office behavior has a large effect on employee turnover statistics. The Society for Human Resource Management (SHRM) reveals that, of new hires, 46% leave their roles within 18 months because of poor leadership or unfavorable workplace conditions (SHRM, 2017). For that reason, it is important that employers define clear expectations for workplace behavior and deliver training along with support to enhance positive behavior. Creating a climate that emphasizes respect, inclusion, and transparency is fundamental to achieving the employees' perception of their own value and support. In a nutshell, enhancing beneficial workplace practices is important for building a productive and healthy work environment, which demands professionalism, effective communication, respect for one another, and teamwork among the employees. Employers need to state behavioral expectations and furnish employees with the resources essential for developing a supportive workplace.

Workplace Behavior Regarding Cooperativeness

The term cooperativeness characterizes the act of helping each other in business settings, reflecting a more extensive principle of supporting each other in normal interactions. This characteristic is important in work behavior, since it mandates effective collaboration to accomplish common objectives. People characterized by a cooperative approach are seen as important and reliable. District Education Officers (DEOs) need to collaborate with office staff in order to improve the performance of their office. When DEO members work together, they typically put in place a standard that improves the office's overall atmosphere and productivity. Organizations that thrive require staff members who highly value each other's input, practice fairness, decide together, collaborate effectively in teams, and lead effectively under duress. This literature review aims to analyze multiple investigations that point out the importance of work cooperativeness and its effect on employees' behavior.

Kim and Shin (2019) found that people involved in cooperative behaviors are considerably more likely to feel job satisfaction than are their peers. The research also pointed out that cooperativeness positively influences organizational citizenship behavior (OCB), which consists of extra effort made to help the organization in ways that go beyond standard tasks. The study by Raza et al. (2019) examined the correlation between organizational performance and cooperative behavior, revealing that organizations that cultivate a collaborative atmosphere experience enhanced employee satisfaction, motivation, and commitment, ultimately resulting in improved organizational outcomes.

The promotion of cooperativeness greatly depends on leadership. Sharma and Jain (2019) elucidated that the leaders that exhibiting collaborative behaviors are superior at motivating their teams and establishing a thriving workplace environment, which results in greater job satisfaction for staff and superior organization performance. Focusing on the communal view in making decisions tends to generate more powerful results than making decisions just for a single person. Krockow et al. (2019) noted that when groups make decisions based on the opinions of the majority, they are generally seen to be fairer, improving trust, cooperation, and member commitment. Thus, cooperativeness greatly affects employee behavior and organizational success.

Furthermore, cooperativeness involves actively listening to and considering others' feedback. Rutherford and Rogers (2018) found a correlation: those employees who felt their bosses listened to them enjoyed increased job satisfaction and engagement. Enhancing job performance resulted from the fact that active listening created greater trust and improved communication between employees and supervisors. Schilpzand

et al., (2016) highlighted that employee receiving constructive feedback demonstrated enhanced outcomes increased levels of positive emotions and job satisfaction. They joined in pro-social actions, helping their colleagues and volunteering for more projects.

RESEARCH OBJECTIVE

1. To investigate the perceptions of school administrators and office administrators concerning the cooperativeness of District Education Officers in Quetta.

RESEARCH QUESTION

1. What are the perceptions of office administrators and school administrators concerning the workplace behavior of District Education Officers in terms of their cooperativeness?

RESEARCH HYPOTHESIS

1. There is no significant disparity between the perceptions of office administrators and school administrators concerning the workplace behavior of District Education Officers.

RESEARCH METHODOLOGY

Using a descriptive research design allowed the research study to achieve its goals. The goal was to assess stakeholder perceptions concerning the performance (achievement) of Quetta Division District Education Officers.

According to Jackson (2009), study occupies itself with observing and recording the features, actions, or situations of a distinct group or subject without changing parameters. This practice yields a rich description of the research problem with the help of data collection methods such as interviews, surveys, and observations. It is often applied in social sciences, as well as exploratory studies and market research to deliver a detailed understanding of the subject.

In addition, Sidhu (2000) remarks that descriptive research design serves to define and visualize the characteristics or behaviors linked to a certain subject or community. By utilizing surveys, observations, or already available records, we can find patterns, trends, and relationships. Descriptive research does not play with variables or establish causal links; rather, it furnishes a detailed review and insights into the present situation of the issue. Commonly, this methodology found in market and social sciences research is used to obtain a richer realization of certain phenomena or demographic groups.

Population

The research study's population consisted of female and male office administrator and school administrator from the Division of Quetta. The sample included forty-eight (48) office administrators and two hundred and forty-nine (249) school administrators from four districts within the Division of Quetta (Pishin, Quetta, Killa Abdullah and Chaman) respectively.

Table 1: The study population description.

Districts	Office Admn:						School Admn:			
	Dist. Off. (E)		ADEOs		D.D.O. (E)		Headmasters		Principals	
	M	F	M	F	M	F	M	F	M	F
Pishin	01	01	03	02	05	03	41	25	04	02
Quetta	02	01	04	07	03	03	31	75	20	05
Killa Abdullah	01	01	02	00	03	01	19	05	00	00
Chaman	01	01	01	00	01	01	14	07	01	00
Total	05	04	10	09	12	08	105	112	25	07
Grand Total	48						249			

Sample

The research sample comprised one hundred fifty-two (152) school administrators and forty-four (44) office administrators, as demonstrated in the subsequent sample table. The sample was obtained through the implementation of a stratified sampling methodology.

Table 2: Sample Composition of Research Participants

Districts	Office Admn:						School Admn:			
	Dist. Off. (E)		ADEOs		D.D.O. (E)		Headmasters		Principals	
	M	F	M	F	M	F	M	F	M	F
Pishin	01	01	03	02	03	03	28	14	03	02
Quetta	02	01	03	06	03	03	20	42	09	05
Killa Abdullah	01	01	02	00	03	01	11	03	00	00
Chaman	01	01	01	00	01	01	10	04	01	00
Total	05	04	09	08	10	08	69	63	13	07
Grand Total	44						152			

The Collection of Data

The researcher personally visited the school administrators and office Administrator within the division of Quetta to collect the data required for the study, using a valid and reliable instrument to collect the information.

Instruments for research

The researcher used a questionnaire to gain insight from stakeholders, including school and office administrators. The questionnaire was constructed of 9 close ended items measuring the cooperativeness of the DEOs. These items include fairness, dealing with subordinate, openness to criticism, hearing towards criticism and leadership style.

Analyses of statistics

To analyze differences in perceptions among stakeholders (including school administrators and office administrators), statistical methods like means, standard deviations, simple percentages, two-sample t-tests, coefficients of variation, and p-values were used.

Finding and Conclusion

The following lines discuss the major finding of the current study. In the following table the cooperativeness behavior of the DEOs is highlighted from the observation of school head teachers and office administrators.

DATA ANALYSIS

Table 3: Workplace behavior of District Education Officers Concerning Cooperativeness

Stakeholders	SA		A		UD		DA		SDA		Total	
	N	%	N	%	N	%	N	%	N	%		
School Office Admin	M	01	4.17	19	79.17	02	8.33	01	4.17	01	4.17	24
	F	00	00	13	65	06	30	01	05	00	00	20
	M	06	7.32	10	12.19	55	67.07	06	7.32	05	6.10	82
	F	04	5.71	12	17.14	48	68.57	03	4.29	03	4.29	70

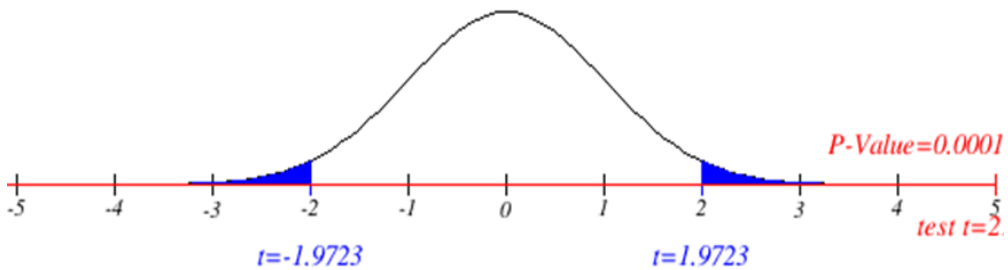
The above table reflects the overall score of the work place behavior of DEOs regarding cooperativeness. The result reveals that majority of the male office administrators (n=19, 79.17%) and a great number of female (n=13, 65%) office administrators are agreed. However, a significant proportion of male school administrators (n=55, 67.07%) and a majority of female school administrators (n=48, 68.57%) remain uncertain about the effectiveness of District Education Officers in terms of their cooperativeness.

Table 4: Gender-Based Analysis of Workplace Cooperativeness: Contrasting Perspectives of Office and School Administrative Personnel on District Education Officers' behavior.

Stakeholders	Descriptive Statistics					Inferential Comparison					α
	Administrators Gender	N	Mean	S.D	C.V	Gender t-value	Gender t-value	Stakeholders t-value	Stakeholders t-value	Stakeholders t-value	
Office	M	24	4.01	0.2794	6.97	0.483	2.0181	0.6315	1.3447	1.9723	0.05
	F	20	3.97	0.2697	6.79						
School	M	82	3.00	0.2710	9.03	0.2266	1.9759				
	F	70	2.99	0.2714	9.07						

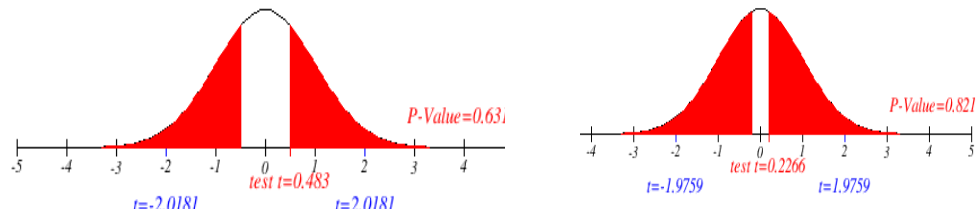
The table analysis indicates that the mean scores for male office administrators are $M = 4.01$ ($SD = 0.279$) and for female office administrators, $M = 3.97$ ($SD = 0.26$). The standard deviations of 0.2794 for males and 0.2697 for females yield coefficients of variation of 6.79 and 6.97, correspondingly; with a calculated t-value of 0.483 against a critical t-value of ± 2.0181 , these results indicate no significant differences between groups, while an extensive examination of literature on leadership, organizational behavior, and teamwork underscores the critical role of trust and collaboration in influencing the professional conduct of educational leaders.

For school administrators, the mean scores for males and females are $M = 3.00$ and $M = 2.99$, with standard deviations of 0.2714 and 0.2710, resulting in coefficients of variation of 9.07 and 9.03. That the calculated t-value of 0.2266, compared to the critical t-value of ± 1.9759 , similarly indicates no significant difference.



Furthermore, when comparing the perspectives of office and school administrators, the calculated t-value of 21.3447 and the critical t-value of ± 1.9723 indicate that there is no significant variation between their viewpoints.

Graph of Comparison of Office & School Administrators regarding the Cooperativeness of DEOs.



DISCUSSION

There exists a notable divergence in the perceptions of office and school administrators, as the former expresses agreement while the latter remains ambivalent regarding the workplace conduct of DEOs in relation to cooperativeness. The examination of District Education Officers' workplace behavior underscores the necessity of fostering a collaborative and cooperative professional atmosphere. The finding of the study reveals that the office administrators agreed that the DEOs are appreciating their work. It means that they provide instant feedback on the task assigned to them and if they did good work, they are appreciated.

Moreover, it is also found out that the DEOs maintain equality among their subordinates and do not reflect any biases towards any specific employee or gender. The office administrators also hold that DEOs encourage team work and cooperative regarding their tasks. As the DEOs leadership style is concerned, the office administrative officers reflect that DEOs encourage a democratic approach towards their employees and also leads from the front.

Trust serves as a fundamental foundation for successful collaboration and teamwork. District Education Officers who demonstrate trustworthiness and a spirit of cooperation are predisposed to foster constructive interpersonal relationships, enhance teamwork, and establish an environment conducive to collaboration within their teams. A comprehensive analysis of existing literature on leadership, organizational behavior, and teamwork elucidates the critical part of trust and collaboration in influencing the behavior of educational leaders. This framework highlights how these factors are integral to fostering effective leadership within educational settings. A significant finding from this

investigation reveals that DEOs are open to constructive criticism without exhibiting defensiveness, indicating their willingness to accept feedback concerning their roles or actions.

The findings of school administration about the cooperativeness behaviors of the DEOs are unclear. It means that the school administration is not aware of the overall cooperative behavior of the concerned DEO. One plausible explanation for such a finding is that their interaction with DEOs is not as frequent as that of office administrators. As there is not frequent interaction and communication due to the reason the school administrators are not aware of the cooperativeness of the DEOs.

RECOMMENDATIONS

From the findings of the study, it is recommended that DEOs should maintain cooperative behaviors toward the school administrative officers. Moreover, the capacity building of the DEOs is recommended to run the office on more professional grounds and they should have the updated knowledge and practice of management. As the findings suggest that school administrators are not aware of the cooperative behaviors of the concerned DEOs, future researchers are encouraged to conduct a study on a larger scale. By doing so, it will help in identifying the causes of not reflection on the cooperativeness behavior of DEOs toward school administrative officers and employees.

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