

Harnessing the Benefits of Sound Professional Relations among Senior High School Teachers in the Tamale Education Metropolis, Ghana

Dr. Issah Mohammed

*Head of Department of Business Education, Faculty of Education, University for Development Studies,
P. O. Box TL 1350, Tamale, Ghana-Africa. ID: <https://orcid.org/0009-0007-2476-1495>*

ABSTRACT:- The study adopted the qualitative research approach to understand the perspectives of teachers concerning the benefits of nurturing sound professional relations among senior high school teachers in the Tamale Education Metropolis. A purposive sampling technique was used to select fifteen (15) secondary school teachers. Face-to-face in-depth individual interviews were conducted. Data were collected through the use of Pen-and-Paper Personal method. A thematic analytical method was used to analyse the collected data. The findings on the benefits of sound teacher-teacher professional relations in schools were: stronger solidarity among teachers, effective knowledge and information sharing, stronger coordination and interdependency of departments, collaborative decision-making processes, attainment of teachers' well-being, attainment of social support, harmonious school environment and the realisation of a sound culture of teaching and learning. Recommendations made were that all educational institutions should prioritise the nurturing of strong teacher-teacher professional relations to enhance their commitment and high morale for effective teaching and learning. Experts in System Management Theory should be contracted by educational institutions to educate all teachers on the importance of building optimal relations with all other teachers because of the belief that schools are made up of systems, departments and units that are dependent on each other for survival and whole school functionality.

Keywords: Benefits, Sound, Professional, Interpersonal, Relations.

I. INTRODUCTION

The interactions among teachers in schools either formal or informal ways are inevitable components of their lives (Abe & Mason, 2016), as these interactions have the power to lead schools to the realisation of effective teaching and learning and the achievement of goals (Amit-Kumar, 2014; Abe & Mason, 2016). The realisations of effective teaching and learning and the achievement of school goals are dependent on established positive relations among teachers, the encouragement and cooperation among them, the constant association and interactions, and the sharing of knowledge and experiences among teachers (Podlewska, 2016; Stoetzer, 2010). There have been many definitions of interpersonal relations. For example, Prachi (2015), Asongo, Aguji and Utile (2018), Stoetzer (2010) have defined interpersonal relations as a strong association between individuals with similar interests and mindsets. Nwinyokpugi and Omunakwe (2019), Robbins and Judge (2013) defined interpersonal relations as the daily interactions, acquaintances and close relationships that exist among teachers as they work together towards ensuring effective teaching and learning and the achievement of school goals. In the search for some key components of positive interpersonal relations at the workplace, Velmurugan (2016) is of the view that in a sound viable interpersonal relationship, teachers work together, influence each other and share ideas and feelings. Semren (2017) opined that for sound interpersonal relations among teachers, there is effective communication (Semren, 2017). While Podlewska (2016), Oladimeji (2023) maintained that the important components of good interpersonal relations among teachers in schools are trust, mutual respect, honesty and reciprocity.

Furthermore, the factors that influence interactions among individual teachers in schools include family ties, class, ethnic background, race, gender, age, experience, interests and geographical location (Stoetzer, Ahlberg, Zapf, Knorz, & Kulla, 1996; Song & Olshfski, 2008). In addition, Billikopf, (2009) mentioned that education, exposure, social standing, religion, personality, belief structure, affection and language do influence interactions among individual teachers at work.

On the structural and managerial aspects in schools, team building efforts, initiation of social activities, climate of openness, conflict resolution, employee empowerment, employee compensation and employee voice

have been identified by Muthoka (2017), James and Nickson (2013), Nwinyokpugi and Omunakwe (2019) as factors that influence sound interpersonal relations among teachers.

In Nigeria, Velmurugan (2016) is of the view that interpersonal relations among teachers are important aspects of school lives as they contribute to a pleasant and creative school culture and work environment (De Dreu, et al, 2003). While Ngari and Agusioma (2013), mentioned that positive interpersonal relations among teachers go a long way to enhance their work and general school performance. This is why Podlewska (2016), Guca (2010), Naumovski, Dana, Pesakovic & Fidanoski, (2016) maintained that the quality of relations among teachers in a particular school will determine the success of such a school.

In Philippines, Obakpolo (2015) mentioned that sound interpersonal relations among teachers make learning and sharing of new ideas easier in professional learning communities (Obakpolo, 2015). Also, in Namibia, Rothmann and Welsh (2013) have highlighted that a sound professional relationship among teachers creates an environment where teachers' creativity is made possible, while in Nigeria, Oladimeji, (2023) is of the view that optimal interpersonal relations among teachers create an environment where the bouncing off ideas among teachers lead to innovation and creativity in problems solving (Oladimeji, 2023).

Furthermore, optimal interpersonal relations among teachers create a school environment where teachers feel safe and secure (Rothmann & Welsh, 2013), where there is a healthy school culture, a high level of trust (Muthoka, 2017), and where there is no hatred, gossip and backbite among teachers (Muthoka, 2017; Rothmann & Welsh, 2013). Muthoka (2017), Stoetzer (2010) opined that positive teacher relations in schools do contribute to positive teachers' well-being, a high level of morale, and a feeling of being accepted, valued and respected (Oladimeji, 202; Muthoka, 2017; Stoetzer, 2010). Ariani (2015) in Indonesia, Oladimeji (2023) in Nigeria, both confirmed that a teacher who establishes sound professional relations with colleagues experiences a healthy physical and better mental state, while in the United States of America, Naumovski, et al., (2016), Heaphy and Dutton (2008) and in Nigeria Oladimeji (2023) have claimed that positive interpersonal relations among teachers can potentially reduce workplace stress which is so contagious.

It is important to also point out that schools that encourage good interpersonal relations among their teachers have the chance of retaining a more committed and motivated workforce (Oladimeji, 2023). This is why in India, Velmurugan (2016) confirms Oladimeji's (2023) submission by stating that a school that nurtures sound interpersonal relations among teachers has the chance to attract, develop, motivate, retain and get the best out of all teachers.

Concerning the relationships between teacher-optimal interpersonal relations and motivation, Naumovski et al. (2016) extend this by adding that teacher motivation as a result of good interpersonal relations does lead to effective teaching and learning and increased productivity. Again, positive interpersonal relations act as a permanent force that brings all teachers together to achieve school goals (Muthoka, 2017; Stoetzer, 2010; Naumovski et al. 2016).

Based on the above backdrop, it is well-reviewed that there are studies conducted in various organisations around the globe on the benefits and significance of positive interpersonal relations among employees, but there has never been a study on harnessing the benefits of sound professional relations among senior high school teachers in the Tamale Education Metropolis, Ghana

Upon all the benefits accrued to optimal teacher-teacher professional relations practices, senior high school teachers in the Tamale Education Metropolis, Ghana, seemed not to be aware of these benefits and what management and individual teachers need to do to harness such benefits, as such, there are no adequate signs of high-quality positive teacher-teacher professional interactions and relations among these teachers in the Education Metropolis.

In this paper, section one covers the theoretical framework. Section two presents the research design and method employed, while the findings and discussions are presented in section three. Conclusion and recommendations are discussed in section four.

II. THEORETICAL FRAMEWORK

This study is guided by George Casper Homans's Social Exchange Theory (SET) propounded in 1958. The Social Exchange Theory explains the beneficial relationships that exist among teachers and the roles of individual teachers and school managers in harnessing benefits such as job satisfaction and motivation, collaboration, knowledge and information sharing, enhancement of pedagogical competence, social support, enhancement of teacher wellbeing, management effectiveness and efficiency and the achievement of healthy school culture and total system functionality (Stafford, 2008; Wang, Yi, Lawler & Zhang, 2011). The theory emphasises openness in interaction among teachers before any beneficial relationship is deemed to have been realised (Miller (2013). Give and take or quid pro quo is the basis of all forms of teacher-teacher relationships (Aselage & Eisenberger, 2003) because it takes two or more teachers to effectively interact and to form an effective team in achieving school goals (Cropanzano Anthony, Daniels & Hall, 2017; Aselage & Eisenberger, 2003).

For sound relationships among teachers, the Social Exchange Theory discourages the practice of one-sided beneficial relationships that exist among teachers while encouraging teachers to practice relations that are reciprocated (Coyle-Shapiro & Shore, 2017; Cropanzano et al., 2017). It is believed that mutually beneficial interpersonal relations among teachers do enhance their effectiveness and productivity (Wang, Yi, Lawler & Zhang, 2011). In strengthening the quid pro quo process, teachers in return should reciprocate favours received (Zhang & Jia, 2010). The Social Exchange Theory expects school managers to be the first actors to initiate sound or quid pro quo relations by implementing effective communication processes, effective conflict resolution processes and effective training and development of all employees (Obakpolo 2015; Kaur & Bedi, 2017). It is important to highlight that the Social Exchange Theory was adopted in the study because of the depth and rich information it reveals about employment relations in schools and other organisations.

III. METHODOLOGY

The study adopted the qualitative research tradition to help unearth the benefits of sound teacher-teacher professional relations from the perspectives of senior high school teachers in the Tamale Education Metropolis, Ghana. Based on the judgment of the researcher, a purposive sampling technique was used to select fifteen (15) teachers from five (5) different senior high schools in the Tamale Education Metropolis who were in good positions to provide insight into the phenomenon (Creswell, 2014; Vijayamohan, 2023). To gain the teachers' consent, informed consent letters were presented in the English language well understood by all of them; these included the possibility of minimising coercion and undue influence and giving participants sufficient time to voluntarily provide their willingness to participate (Mohammed, Abdulai & Adam, 2023; Manti & Licari, 2018; Kadam, 2017). The study used open-ended questions to conduct face-to-face in-depth individual interviews where data were collected through the use of the Pen-and-Paper Personal method. Collected data were analysed thematically.

IV. FINDINGS AND DISCUSSIONS

The findings of the study are: (i) Stronger Solidarity Among Teachers (ii) Effective knowledge and Information sharing (iii) Stronger Coordination and Interdependency of Departments (iv) Collaborative Decision-Making Processes (v) Attainment of Teachers' Well-Being (vi) Attainment of Social Support (vii) Harmonious School Environment (viii) Sound Culture of Teaching and Learning. These findings are discussed below:

Stronger Solidarity Among Teachers

The study revealed that when there is positive interpersonal relation among teachers in schools, there is bound to be a strong unity and solidarity among them in fighting for employment equity, labour justice and constitutional rights. A teacher had the following to say: *If we the teachers practice good relations and work well with our colleagues we can be united and also stand together to fight for our employment rights in schools.* To concur with these findings, Asongo, Aguji and Utile (2018), Stoetzer (2010) claimed that a strong professional relation that exists among teachers do assist them in achieving common employment goals and interests. Views from a school head were that: *It surely goes a long way to ensure constant solidarity between colleague teachers at all times.* Another teacher mentioned that: *It creates a strong united front when the need be.* To confirm this finding, Oladimeji (2023), Prachi (2015) are of the view that teachers ought to share a special bond and solidarity for effective teamwork in schools. Furthermore, it was uncovered that positive relations among teachers in schools do create room for teachers to work in unity in voicing out their concerns and challenges to management. An opinion from a teacher was: *It creates room for unity among teachers.* Another teacher mentioned that: *We can only get our voices heard by management if we build good relations with each other.* To buttress these findings, Nwinyokpugi and Omunakwe (2019), Robbins and Judge (2013) mentioned that positive interactions and good relations among teachers do create an environment where they can work together to achieve employment and labour justice.

Effective knowledge and Information Sharing

It was discovered that with sound interpersonal relations among teachers, schools will have nothing to lose than to have environments where knowledge and information sharing becomes a norm, where collaboration among teachers is ensured and where all schools are developed into learning organisations. What a school head said was that: *It helps in knowledge sharing which is a key tool in any successful school in terms of students' academic performance.* To confirm these findings, Stoetzer (2010), Obakpolo (2015) opined that with good interpersonal relations among teachers, there is bound to be a high level of professional relations, constant association, interactions and adequate sharing of knowledge and information. While a teacher claimed that: *Good relations among teachers usually turns school into learning organisations where teachers are encouraged to be master teachers through learning and sharing of information among themselves.* To corroborate these

findings, Shan, Ishaq and Shaheen (2015), Velmurugan (2016) mentioned that informational justice is achieved in fairness when all teachers cultivate the habits of sharing pedagogical, curriculum and leadership information and knowledge among themselves equally.

Stronger coordination and interdependency of Departments

The study revealed that positive interpersonal relations among teachers do lead to interdependency of the various departments in the execution of school activities, it also ensures the effective coordination of activities in various departments and to ensure the sustainability of school projects. What a school head said was: *In my opinion, my effective coordination of teaching and learning activities in this school is as a result of the positive relations teachers and management enjoyed over the years.* A teacher mentioned that: *For me, our good relations with each other has helped us to depend on each other, to carry out our school activities and to sustain projects in this school.* Opinions from another teacher was that: *with good relations among us, there is bound to be good interdependency among the departments because teachers do not work in isolation.* To support these findings, Naumovski, et al. (2016), Oladimeji (2023) explained that good communication and interactions among teachers do lead to dependency among themselves and their departments for the achievement of personal and school goals.

Collaborative Decision-Making Processes

The study revealed that a school environment that nurtures sound interpersonal relations among teachers has the potency of achieving collaborative decision-making processes; this is because of the conducive environment being created that makes all teachers always willing to collaborate in school decision-making processes that affect all. A voice from a teacher was that: *We all know that there will always be collaborative processes in decision-making in schools where teachers relate well with each other and management.* To buttress these findings, Prachi (2015), Oladimeji (2023) opined that a school environment full of good interpersonal relations ensures teachers' collaboration in joining forces to discuss and brainstorm ideas in decision-making processes.

Opinions from a school head were that: *with good relations among teachers, we will have teachers who collaborate in solving school problems no matter how big the problem is.* Another teacher mentioned that: *It leads to situations where every problem in school gets a solution since all and sundry are involved in decision-making processes.* To corroborate these findings, Shujaat, Manzoor and Syed (2014), mentioned that positive interpersonal relations among teachers are important for collaboration, cohesion and cooperation in solving school problems and for school functionality. The study found that school managers who preach good interpersonal relations among teachers always stand the chance of getting maximum support and collaboration in reaching a consensus anytime a decision is to be taken. A head teacher's opinion was that: *A school leader who encourages good relations among teachers stands the chance of getting maximum support from them in all school matters.* What a teacher said was: *It will help teachers to reach a consensus anytime decisions about teaching and learning are to be taken.* This is why in summary, Prachi (2015), Oladimeji (2023), Shujaat, et al. (2014) mentioned that schools that nurture optimal professional relations among teachers always get their participation and contributions in a decision-making process that affect them all.

Attainment of Teachers' Well-Being

The study found the existence of strong interpersonal relations among teachers in schools to be a recipe for the enhancement of teachers' well-being because positive teacher-teacher relations make it possible for teachers to give and receive care, love and belonging from fellow teachers. Expressions from a teacher were that: *To me, positive relations with my colleague teachers help me feel loved and belong in this school.* To concur with these findings, Syallow, Mberia and Bosire (2019) claimed teachers who experience effective interpersonal relations in schools tend to feel a sense of belongingness. An opinion from a school head was that: *A school with a higher level of positive relations among teachers is in a better position to assist teachers solve personal problems and to create rooms for teachers to share their sorrowful and joyous moments.* These findings are confirmed by Muthoka (2017) and Prachi (2015) who claimed positive teacher-teacher relations increase well-being as such management should ensure high levels of positive relations among all teachers since their well-being is dependent on each other.

It was also found that schools with stronger interpersonal relations among teachers have the chance to assist each other overcome personal issues such as finance, family, marital, health and career aspirations that would not have been easily and possibly dealt with by an individual teacher with poor relations with other colleague teachers. A teacher had the following to say: *Because of the good relations among us, we can help each other in times of sickness, career aspirations and other personal issues.* In corroborating these findings, Ariani (2015) states that a teacher who establishes sound professional relations with colleagues experiences a healthy physical and mental state. A highlight from a school head was that: *What I notice always is that good*

teachers are always assisted when they have personal issues like finance or health by their colleagues. According to Prachi (2015), it is always important for teachers to build good relations and to have trustworthy fellow teachers to assist them in crisis and to share their secrets and personal issues with.

Attainment of Social Support

The study also uncovered that schools, where there is a high level of teacher-teacher relations, are noted to have teachers who support colleague teachers in social gatherings like weddings, naming ceremonies, or funerals. It was also revealed that schools that nurtures optimal relations have teachers who in a quid pro quo manner enjoy empathy, and sympathy when a need arises. A teacher mentioned that: *We are always empathetic and also grace occasions in our numbers to support and show love and brotherhood to colleagues.* In reaction to these findings, Naumovski, et al., (2016), Heaphy and Dutton (2008) are of the view that positive relations pave the way for teachers to share feelings and emotions among themselves.

It was further revealed that such empathy, sympathy and support to colleague teachers include the contribution of money, drinks, foodstuff and the sending of congratulatory messages or consoling messages. A teacher reiterates that: *Teachers show a high level of concern and commitment to colleagues who have ceremonies by sending them money and congratulatory messages.* Rittenour and Martin (2008), Oladimeji (2023) confirm these findings by stating that schools with high levels of positive interpersonal relations among teachers are characterised by a system of social support where teachers express feelings of compassion, empathy and sympathy to colleague teachers in need of help.

Further voices on these findings include the following as said by two school heads: *In a school where there are good relations among teachers, there is always a sense of support in the forms of foodstuff and drinks to a colleague teacher who has a naming ceremony.* Another school head said the following: *Teachers are entirely supportive and happy for any staff who has a naming ceremony or wedding if there are good interpersonal relations among them.* To concur with these findings, Nwinyokpugi and Omunakwe (2019) are of the view that provided there are good interpersonal relations among themselves, there is bound to be such social support and relief like money, material, emotional, and human support to colleague teachers.

Harmonious School Environment

The study found the prevalence of a harmonious school environment as a result of sound interpersonal relations among teachers. It was revealed that good teacher-teacher relations contribute to a strong love among teachers, it creates peaceful and a serene working environment for all teachers to execute their duties. A school head said the following: *Positive relations among teachers provide harmony among teachers and in the long run create effective communication within the school hierarchy.* To confirm this finding, Prachi (2015) mentioned that sound teacher-teacher relations play a pivotal role in ensuring a school environment full of peace and love and where misunderstandings are effectively dealt with because no teacher is quiet about what happens. Feelings from a teacher were: *It makes the school environment lovely and peaceful and it creates a serene atmosphere for teachers to execute their duties and responsibilities.* It was also revealed that with a high level of interpersonal relations among teachers in school, teachers will join forces with management to ensure school rules and regulations are abided. A school head had this to say: *With good relationships, teachers can come to a consensus in a bid to join forces with school management to ensure that rules and regulations are abided by students and all other persons to ensure harmony.* To corroborate this finding, Velmurugan (2016), De Dreu, et al, (2003) opined that good interpersonal relations among teachers are needed to help maintain a pleasant work environment and school culture that includes instilling discipline and obedience to school rules.

The study again found sound interpersonal relations among teachers to be of help in the reduction of unnecessary tensions and quarrels, it creates a school environment where teachers feel at home and where they are motivated to work satisfactorily towards efficiency and productivity in achieving school goals. A claim made by a teacher was: *If there are good interpersonal relations in schools, it will help to reduce unnecessary tensions and quarrels thereby creating an environment for teachers to feel at home and work satisfactorily.* This is the reason why Rothmann and Welsh (2013), Naumovski et al. (2016) concur that sound teacher-teacher relations create a school environment free of tensions and fears and where teachers are motivated to achieve school goals. A submission made by a school head was that: *It will ensure peaceful co-existence and create an enabling environment for teaching and learning to be effective. It will also serve as motivation for teachers to deliver their best.* Velmurugan (2016), De Dreu, et al, (2003) concur with these findings by claiming that positive teacher-teacher relations do contribute to a pleasant work environment in schools.

Sound Culture of Teaching and Learning

The study found a significant relationship between optimal interpersonal relationships among teachers and a sound culture of teaching and learning which ultimately leads to high academic performance of students. It was revealed that good teacher-teacher relations reduce unnecessary stress and conflict among them thereby

ensuring professional support among themselves in the teaching and learning process. A school head mentioned that: *It will help promote a sound culture of teaching and learning in our schools as well as an improved academic performance of students.* Concerning this finding, Abe and Mason (2016), Smith (1996), Ngari and Agusioma (2013) pointed out that positive interrelations among teachers and a high level of support from teachers at all levels do influence teachers' performance and productivity. Mentions from a teacher were that: *If we build good relations among ourselves, it will help us focus on productivity and will also help management focus on resolving teaching and learning challenges for school effectiveness.* Leithwood and Jantzi (2009), Nwinyokpugi Omunakwe (2019) have categorically opined that there are positive results in terms of school effectiveness and teacher productivity when there is adequate interpersonal relationship among teachers.

The study also found that a school that nurtures good interpersonal relations among teachers will have teachers with high levels of confidence, teachers who are diligent, cooperative and supportive of fellow teachers. A teacher said the following: *Teaching is diligently carried out owing to the cordiality relations among staff.* To corroborate this finding, Amit-Kumar, (2014), Abe and Mason (2016) acknowledged the benefits of good teacher-teacher relations by claiming that teachers in sound professional relations interact to guide, support and to share pedagogical information to enhance colleagues' competencies and to achieve school goals. A school head claimed that it *would help promote academic excellence and discipline in the school because there would be effective cooperation among teachers.* To corroborate these findings, in Ghana, Mensah et al., (2020), U-Sayee and Adomako (2021) are of the view that good interpersonal relationships among teachers and school heads are considered vital for the achievement of a sound culture of teaching and learning and the achievement of quality educational outcomes.

V. CONCLUSION

The discussions highlight the multifaceted benefits of strong interpersonal relations among teachers in school settings. Firstly, cohesive and supportive teacher-teacher professional relations are crucial for advocating employment equity, labor justice and constitutional rights among all teachers. Positive relations among teachers do lead to a united front, enabling them to voice concerns and challenges effectively to management and employers. It establishes a foundation for collaborative decision-making processes, contributing to a harmonious school environment, influencing the overall professional and operational aspects of a school and the achievement of individual and school goals. It is important to highlight that effective knowledge and information sharing is only possible in an environment where positive interpersonal relations exist among teachers. Such relations encourage collaboration and lead schools to become learning organizations.

Positive interpersonal relations among teachers lead to stronger coordination and interdependency between teachers and their departments. This interdependency ensures the effective execution of school activities and the sustainability of school projects. Positive relations create a supportive environment where teachers work collaboratively, promoting a sense of unity and common purpose within the school community. Furthermore, strong interpersonal relations contribute significantly to teachers' well-being, the attainment of social support and are catalysts for enhancing teachers' emotional and social welfare.

Recommendations

It is recommended that teacher unions should work hand in hand with labour experts to educate all teachers on the significance of good interpersonal relations in schools and the need to form a united front necessary for the betterment of the teaching profession. Teachers should as much as possible treat each other fairly and should also establish effective communication channels that ensure adequate professional relations. School management should work with education officials to contract School Improvement Advisors to educate all teachers on the various ways knowledge and information can be shared among teachers and the benefits derived from such initiatives. Schools should instill in teachers a spirit of Professional Learning Communities where teachers come together every week to share ideas, information and knowledge on all aspects of the education system.

It is also recommended that experts in System Management Theory should be contracted by the education ministry to educate all teachers on the importance of building optimal relations among themselves and teachers should be educated that a school is made up of systems, departments and units that are dependent on each other for survival and functionality. Education Departments and the Education Ministries should organize leadership training to build on the leadership skills of all school managers and leaders on the steps to effective implementation of collaborative and participatory leaderships in their day-to-day school management. In such training, facilitators should educate school managers on the importance of nurturing sound interpersonal relations among teachers and the need to encourage all teachers to participate in all school activities and decision-making processes that affect them all.

Schools should establish effective welfare committees to be responsible for the welfare issues of all teachers. School managers should encourage all teachers to be active members of the welfare and to contribute

their monthly dues and all other contributions when necessary. Members should be encouraged to build good professional relations with each other and to avail themselves whenever a member needs their support and assistance. It is recommended that school managers should as much as possible scan the school environments to remove all inhibitors of sound interpersonal relations among teachers. In each staff meeting, teachers should be encouraged by their managers to always establish strong love among themselves, motivate each other and ensure the creation of peaceful and a serene school environment that is free from tension, misunderstanding, conflict, and hatred. All schools should prioritise the cultivation of strong teacher-teacher relations to enhance teachers' commitment, morale, professional development, the establishment of effective teaching and learning and the achievement of students' high academic performance.

REFERENCE

- [1]. Abe, I. I., & Mason, R. (2016). The Role of Individual Interpersonal Relationships on Work Performance in the South African Retail Sector. *Problems and Perspectives in Management*, 14 (2), 192-200.
- [2]. Amit-Kumar, S. L. (2014). Role of Interpersonal Communication in Organizational Effectiveness *International Journal of Research in Management and Business Studies*, 1(4), 36-39.
- [3]. Ariani, D. W. (2015). Relationship with Supervisor and Co-workers, Psychological Condition, and Employee Engagement in the Workplace. *Journal of Business and Management*, 4(3), 34-47.
- [4]. Asongo, T., Aguji C., & Utile, B., I. (2018). The Effects of Interpersonal Relations Practices on Productivity of Nigeria Social Insurance Trust Fund (NSIT), Abuj/a. *Global Journal of Human- Social Science*, 18 (5), 19-23.
- [5]. Basford, T. E., & Offermann, L. R. (2012). Beyond Leadership: The Impact of Co-worker's Relationships on Employee Motivation and Intent to Stay. *Journal of Management & Organization*, 18(6), 807-817
- [6]. Barile, N. (2024). 9 Ways to Build Strong Teacher Relationships with Colleagues. Retrieved January 7, 2024 from <https://www.wgu.edu/heyteach/article/9-ways-to-build-strong-teacher-relationships-with-colleagues1909.html>
- [7]. Billikopf, G. (2009). *Party Directed Mediation: Helping Others Resolve Differences*, 2nded., University of California.
- [8]. Choi, J. N. (2006). Multilevel and Cross-level Effects of Workplace Attitudes and Group Member Relations on Interpersonal Helping Behaviour. *Human Performance*, 19 (4), 383-402.
- [9]. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage.
- [10]. Edino, F. O., & Agba, M. S. (2015). Nigerian Public Sector Communication. A Discourse. *International Journal of Public Administration and Management Research*, 3 (1), 57-66.
- [11]. Choi, J. N. (2006). Multilevel and Cross-level Effects of Workplace Attitudes and Group Member Relations on Interpersonal Helping Behaviour. *Human Performance*, 19 (4), 383-402.
- [12]. De Dreu C. W. K., Van, D. D., & De Best-Waldhober M. (2003). Conflict at Work and Individual Well-being in the Handbook of Work and Health Psychology. West Sussex, England: John Wiley & Sons Ltd,
- [13]. Fapohunda, T. M. (2013). Towards Effective Team Building in the Workplace. *International Journal of Education and Research*, 1 (4), 1-12
- [14]. Femi, A. F. (2014). The Impact of Communication on Workers Performance in Selected Organizations in Lagos State, Nigeria. *IOSR Journal of Humanities and Social Science*, 19 (8), 75-82.
- [15]. Frimpong, D. O. (2014). Staff Satisfaction with Human Resource Management Practices at the University of Education, Winneba. *European Journal of Business and Management*, 6(38), 87-95
- [16]. Guca, S. (2010), Changes in Management and their Impact on the Formation of Interpersonal Relationships, in: Lewicka, D., Zbiegień-Maciąg, L. (Eds.),
- [17]. *Challenges for Contemporary Organizations in the Conditions of a Competitive Economy*, AGH University Press, Krakow.
- [18]. Heaphy, E. D., & Dutton, J. E. (2008). Positive Social Interactions and the Human Body at Work: Linking Organizations and Physiology. *Academy of Management Review*, 33(1), 137-162.
- [19]. Kadam, R. A. (2017). Informed Consent Process: A Step Further Towards Making it Meaningful. *Perspect Clin Res*, 8(3), 107-112.
- [20]. Kozarić, N. (2016). Internal Marketing and Job Satisfaction, Implications for Human Resource Management: The Case of BH Telecom: Master's Thesis: Faculty of Economics, University of Ljubljana.
- [21]. Leithwood, K., & Jantzi, D. (2009). A Review of Empirical Evidence about School Size Effects: A Policy Perspective. *Review of Educational Research*, 79(1), 464-490.

- [22]. Manti, S., Licari, A. (2018). How to Obtain Informed Consent for Research. *Breathe (Sheff)* June,14(2), 145-152.
- [23]. Mishra, T., & Sinha, S. (2014). Employee Motivation as a Tool to Implement Internal Marketing. *International Journal of Commerce, Business and Management*, 3(5), 41-52.
- [24]. Mohammed, I., Abdulai, N., & Adam, S. B. H. (2023). The Aftermaths of Unmanaged Teacher-Teacher Professional Relations in Senior High Schools in the Tamale Education Metropolis, Ghana. *International Journal of Research GRANTHAALAYAH*, 11(10), 52–63.
- [25]. Muthoka, M. K. (2017). Influence of Employee Relations Practices on Organisational Performance of Public Healthcare Sector in Kenya. Doctoral dissertation: COHRED, JKUAT.
- [26]. Nwinyokpugi, P. N., & Omuakwe, P. O. (2019). Interpersonal Relationship at Work; Enhancing Organizational Productivity of Deposit Money Banks in Port Harcourt. *Journal of Research in Business and Management*, 7 (1), 22-33.
- [27]. Ngari, J. M., & Agusioma, N. L. (2013). Influence of Employee Relations on Organization Performance of Private Universities in Kenya. *International Journal of Innovative Research and Studies*, 2 (8), 184-210.
- [28]. Naumovski, V., Dana, L., Pesakovic, G., & Fidanoski, F. (2016). The Importance of Interpersonal Communication in Public Administration. Retrieved January 7, 2024 from <https://www.researchgate.net/publication/313642138>
- [29]. Obakpolo, P. (2015). Improving Interpersonal Relationships in Workplaces. *Journal of Research & Method in Education*, 5(6), 115-125.
- [30]. Oladimeji, G. (2023). Optimal Interpersonal Relationships in the Workplace & Social Circles. Retrieved December 15, 2023, from <https://www.linkedin.com/pulse/optimal-interpersonal-relationships-workplace-social-ganiyu-oladimeji/>
- [31]. Parvin, M. M., & Kabir, M. M. (2011). Factors Affecting Employee Job Satisfaction of Pharmaceutical Sector. *Australian Journal of Business and Management Research*, 1 (9), 113-123.
- [32]. Podlewska, E. (2016). The Signs and Benefits of Positive Interpersonal Relationships in Teams of Workers. *Journal of Positive Management*, 7 (3), 71–80
- [33]. Prachi, J. (2015). Factors Affecting Interpersonal Relationships. Retrieved November 15, 2022, from <https://www.managementstudyguide.com/factors-affecting->
- [34]. Rittenour, C. E., & Matthew, M. M. (2008) Convergent Validity of the Communication Based Emotional Support Scale. *Communication Studies*, 59 (3), 235-241,
- [35]. Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior*. Pearson Education Limited.
- [36]. Rothmann, S., & Welsh, C. (2013). Employee Engagement: The Role of Psychological Conditions. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 22(1), 14-25.
- [37]. Semren, A. (2017). The Relationship Between Organizational Communication and Motivation of Employees. Master Thesis: MODUL Vienna Private University.
- [38]. Smith, B. D. (1996). Teacher Decision-making in the Adult ESL Classroom. In Freeman, D., Richards, J. C. (Eds.), *Teacher learning in language teaching* (pp. 197–216). Cambridge University Press.
- [39]. Srivalli, P., & Vijayalakshmi, B. (2015). Job Satisfaction: A Study on Interpersonal Relationship and Faculty Workload. *International Journal on Global Business Management & Research*, 3(2), 1-51.
- [40]. Song, S. H., & Olshfski, D. (2008). Friends at Work. A Comparative Study of Work Attitudes in Seoul City Government and New Jersey State Government, *Administration & Society*, 40 (2), 147-169.
- [41]. Stoetzer, U., Ahlberg, G. J., Zapf, D., Knorz, C., & Kull, M. (1996). On the Relationship between Mobbing Factors and Job Content, Social Work Environment, and Health Outcomes. *European Journal of Work and Organizational Psychology*, 5 (2), 215-237.
- [42]. Stoetzer, U. (2010). Interpersonal Relationships at Work: Organization, Working Conditions and Health. *European Journal of Work and Organizational Psychology*, 18(4), 424-441.
- [43]. Shujaat, S., Manzoor, A., & Syed, N. A. (2014). Impact of Team Work on Employee
- [44]. Satisfaction. *IBT Journal of Business Studies*, 10(2), 71-80.
- [45]. Stoetzer, U. (2010). Interpersonal Relationships at Work: Organizational Working Conditions and Health. PhD thesis: Karolinska Institute, Stockholm, Sweden.
- [46]. Supanti, D., Butcher, K., & Fredline, L. (2015). Enhancing the Employer-employee
- [47]. Relationship through Corporate Social Responsibility (CSR) Engagement.
- [48]. *International Journal of Contemporary Hospitality Management*, 27(7), 1479-1498.
- [49]. Syallow, A. M., Mberia H., & Bosire, J. (2019). The Role of Organizational Communication on Employee Job Satisfaction in the Telecommunication Industry in Kenya. *International Journal of Scientific and Research Publications*, 7(2), 412-417.

- [50]. U-Sayee, C. R., & Adomako, E. B. (2021). Supervisory Practices and Challenges Faced by Senior High School Principals in Greater Monrovia, Liberia: Implications for Quality Education. *Heliyon*, 7 (4), 2405-8440
- [51]. Velmurugan, C. (2016). Interpersonal Relationship and Organizational Effectiveness. *International Journal of Business Management and Leadership*, 7(1), 1-5.
- [52]. International Journal of Business Management and Leadership, 7(1), 1-5.
- [53]. Vijayamohan, P. (2023). Purposive Sampling 101: Definition, Types, and Examples. Retrieved January 10, 2024, from <https://surveysparrow.com/blog/purposive-sampling/>

Author: Dr. Issah Mohammed

Head of Department of Business Education, Faculty of Education, University for Development Studies, P. O. Box TL 1350, Tamale, Ghana-Africa. ID: <https://orcid.org/0009-0007-2476-1495>