

SCHOOL WORK QUALITY – SCHOOL ETOS

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Abstract: *One comprehends school ethos as various relations that appear in a community (school). There are relations among pupils, relations between teachers and pupils, relations among teachers themselves, relations between employees and headmaster and, relations between headmaster and parents, as well relations between headmaster and local community. If one wants to keep school ethos on satisfactory level, positive general disposition has to be at school as well good internal personal relations. Accordingly, ethos is not satisfied if in any way is disturbed whichever of previously mentioned criteria. Consequently, in this paper is valued climate quality and relations in school and background / surroundings, sense of affiliation to school and its surroundings, tolerance, partnership and righteousness, and all this in order to increase schoolwork effectiveness.*

Key words: *ethos, cooperation, school, communication, partnership*



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1. Introduction

The concept of quality originates from the Latin word *qualitas* (property, characteristic, capability), and in the most general sense, one can say for quality: it is set of properties or characteristics that indicates a certain object or phenomenon and differentiates them out of the other objects or phenomena. One of ways that school, can improve its quality is just through the self - valuation process. In the Manual for self – valuation and school work valuation are cited seven key fields of quality establishing.

There are these fields:

1. Annual curriculum and syllabus;
2. Tuition and teaching / learning;
3. Pupils' achievements;
4. Support to pupils;
5. Ethos;
6. Resources and
7. Management, organization and quality providing. (Tasic et al., 2011)

In this paper will be treated the fifth key field – school Ethos.

2. Methodological concept of the research

2.1 *The object and aim of the research*

The object of this research is ethos of community (school). As it was above mentioned, ethos implies various relations that appear among heterogeneous participants in the pedagogical – educational process.

Speaking about the pupils – pupil relation, one means the cooperation among pupils, their team work, mutual help and sound competition. The relation between teachers and pupils has been changed in the course of time depending on social conditions and the way teachers have perceived pupils and vice versa. Formerly child was only an object in the teaching process, but nowadays more and more teachers comprehend that there is necessity for mutual esteem, tolerance, respect and sincere relation between teachers and pupils. In the pedagogical – educational process which exists now, a pupil can, through the Pupils' Parliament, have an effect on the decisions made in school, and relate to school work quality. Long ago teacher was authority with pupils, but today they are valid and full associates in the pedagogical – educational process. The level of that cooperation depends, of course, on pupils' and teachers' individual characteristics, as well of pupils' age.

The relation teacher – teacher implies their mutual cooperation, respect, esteem, tolerance and work through agreement and help, all this in order to be improved the quality of teaching. In this kind of work one strives to establish the opinion of pupils, teachers and parents on school work quality in the field of work – Ethos.

According to the assigned object of research, we can define as well the aim of research. It is establishing of the good features and drawbacks of the observed school

regarding human relations in the opinion of pupils, teachers and parents, as well certainly to establish what is to be improved at school.

2.2 The research instrument

For the needs of research were used questionnaires for all three groups of the examinees. Subfields covered by the questionnaires were:

1. School reputation and promotion;
2. Atmosphere (mood) and interpersonal relations and
3. Partnership with parents, School Board and local community.

The examinees filled anonymously the questionnaires. The questionnaires for pupils, teachers and parents were consisted of four issues for every subfield of valuation.

2.3 The research sample

The questionnaire was realised on the specimen of 85 pupils of the primary school "Vuk Karadzich" in Deronje. Four classes were surveyed (one class from the fifth to the eighth grade). Regarding parents' samples, out of every surveyed grade were taken into consideration the opinions of all parents. The teachers' specimen consisted of 14 teachers teaching the pupils from the fifth to eighth grade. The obtained results are presented in the form of diagrams and expressed in percentage.

3. The results with discussion

3.1 Reputation and promotion of the school

a) The polled pupils' results

Statement: *I am proud on my school because it often wins at the knowledge contests.* 82,6% of the surveyed pupils are proud on their school, because it often wins at knowledge competitions (45,62% agree very much with the assertion and 36,98% of the respondents agree). Out of 17,4% of the polled pupils which disagree with the statement, only 4,8% disagree at all. (fig.1)

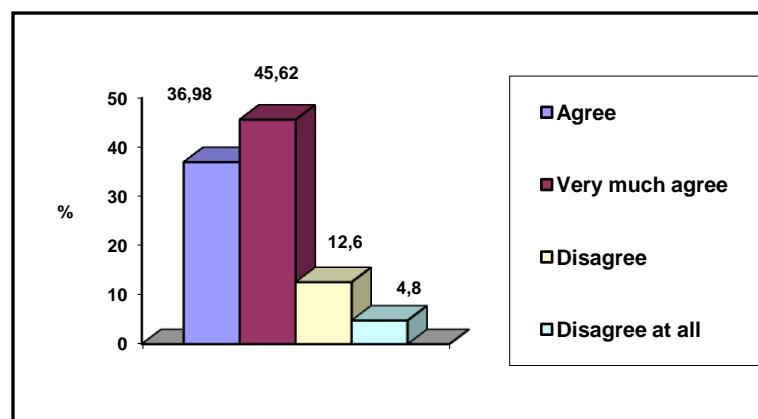


Fig. 1. Statement: I am proud on my school because it often wins at the knowledge contests

The statement: *Are you included in work of a workshop?*

Only 13,8 % of the surveyed pupils are included into the work of a workshop. From 86,2% of the examinees which do not attend any workshop, 56,4% would want to do that activity .

The statement: *I am informed of the rules of conduct and school habits (life).*

The high percentage of the examinees 87,8,% are informed about the rules of the conduct at school (53,2% agree very much with the assertion and 34,6% of the tolled respondents agree). Out of 12,2% of the surveyed pupils which disagree with the statement, only 4,6% disagree at all.

Statement: *I do not like my school because it is attended by many violent pupils*

28,5% of pupils agree with the assertion that they do not like school on account of oppressive pupils (from this number 12,4% agree very much, and 16,1% agree) with the assertion. Out of 71,5% of the respondents who disagree with the statement, 34,2 % disagree at all.

In this set of indicators are detached the ones which in the pupils' opinion represent the good features and the drawbacks of the school. It is praiseworthy that the majority of pupils proud on their school. They are also informed about the rules conduct in school. It means that a lot of attention was paid to culture promotion at school. The downside of this subfield is few number of pupils included into the work of workshops. The reason is in the insufficient choice of extracurricular activities. This means that the school has to pay more attention to this problem, and to increase the selection of the activities after regular teaching. Also, a certain number of pupils (28,5%) find that they are displeased with the school because of the violent pupils, what is one more of the school drawbacks. In the future the school has to make efforts to decrease the number of forcible pupils with the help of various support programs by the persons out of school. Only in this way the wanted level of culture at school will be satisfied.

b) The polled teachers' results

Statement: *I am aware of the fact that my behaviour is the example to the pupils, parents and colleagues.*

72,4 % of the surveyed teachers are aware of their influence on the colleagues, pupils and parents (45,62% agree very much with the assertion, and 26,78% of the testees agree).

Out of 27,6% of the respondents who disagree with the statement, only 3,8% disagree at all.

Statement: *The teachers respect pupils' rights and they refer to them with respect, esteem and comprehension.*

High percentage of the respondents, 85,7% of them agree with the assertion that teachers respect pupils' rights (68,4% agree very much with the assertion, and 17,3% of the respondents agree).

From 14,3% of the testees who disagree with the statement, only 3,8% disagree at all. (fig.2)

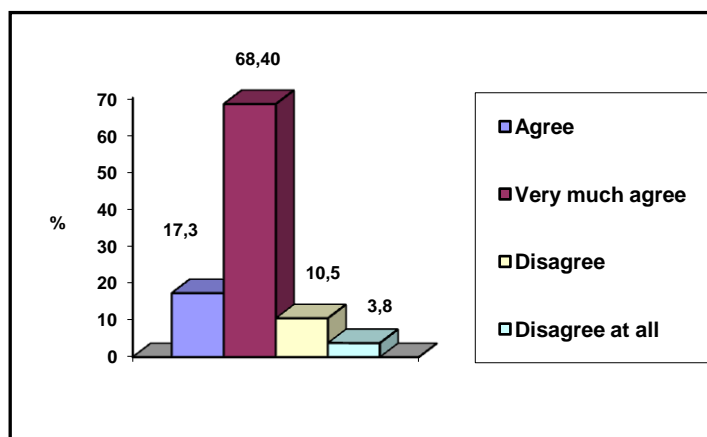


Fig. 2. Statement: The teachers respect pupils' rights and they refer to them with respect, esteem and comprehension

Statement: *All interested in making the most important decisions take part in deciding.*

78,24 % of the respondents think that the most important decisions in the school are made with the participation of all interested in it (47,67% agree very much with the assertion and 30,57% of the testees agree). Out of 21,76% of the respondents which disagree with the statement, only 5,2% disagree at all.

Statement: *The headmaster is always ready to talk when important topics regarding the school, are treated.*

High percentage of the tolled teachers, 89,7% agree with the assertion that the headmaster is always frank for conversation about important matters (59,6% agree very much with the assertion and 30,1% of the examinees agree). Out of 10,3% of the testees who disagree with the statement, only 2,5% disagree at all.

As one can see in this set of questions, all indicators are on a high level. It indicates that this subfield is very successful according to the teachers' attitude. They, consequently consider that they respect their pupils and their rights and the majority of them is aware of their impact on parents, colleagues and pupils. Also, in their opinion the management is ready to talks about important topics regarding the school. All decisions substantial to the school are made with the participation of all employees.

b) The surveyed parents' results

Statement: *My child likes to go to school.*

62.3 % of the examinees say that their child likes to go to school (47,67% very much agree with the assertion, and 14,63% of the testees agree). Out of 37,7% respondents who disagree with the statement, only 8,2% disagree at all.

Statement: *My child has many friends(both boys and girls).*

73,4 % of the examinees find that their child has a lot of friends. (45,57% agree very much with the assertion, and 27,83% of the testees agree). Out of 26,6% of the respondents which disagree with the statement, only 6,4% disagree at all.

Statement: *According to my knowledge the pupils behaviour at school is in accordance with the school regulations.*

High percentage of the surveyed teachers, 87,9% of them agree with the assertion that the principal is always frank to conversations on important questions (69,8% agree very much with the assertion, and 18,1% of the respondents, agree). Out of 12,1% of the surveyed teachers who disagree with the statement, 5,5% of them disagree at all (fig.3).

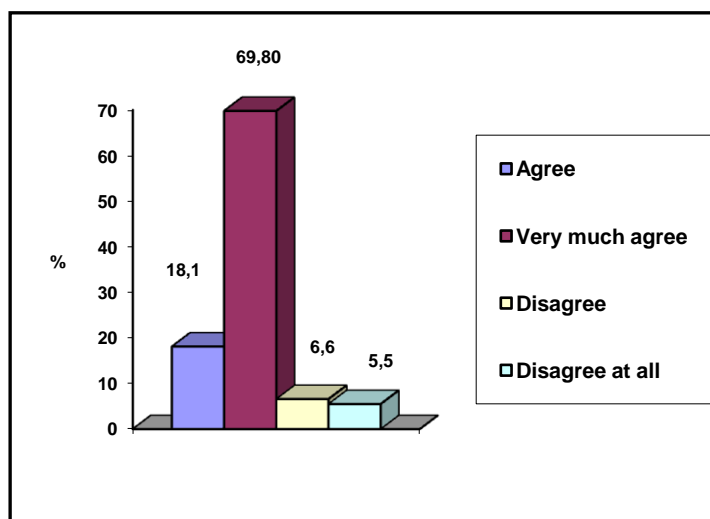


Fig. 3. Statement: According to my knowledge the pupils behaviour at school is in accordance with the school regulations

Statement: *I am proud because my child attends just this school.*

78,4 % of the examinees are proud because their child attends just this school (56,7% agree very much with the statement, only 21,7% of the respondents, agree). Out of 21,6% testees which disagree with the statement, only 3,7% disagree at all.

On the basis of the parents' opinion, one can conclude the following: the parents had positive comment and answers to all required questions. The majority of parents find that their child likes to attend school, and that they are proud that their child goes just to that school. The cause maybe excellent success achieved by the pupils out of majority of subjects at competitions. The majority also finds that their child has many friends. It is one proof more that there are positive climate and friendship among pupils. Most of parents are informed with the rules of conduct at school, as well their children, the pupils of the school.

3.2 Atmosphere and interpersonal relations

a) The surveyed pupils' results

Statement: *My school is good because we, agree with teachers.*

65,22% of the pupils think that they and the teachers understand each other (49,3% agree very much with the assertion, and 15,92% of the respondents, agree). With the assertion disagree 34,78% (18,82% disagree at all).

Statement: *We are informed at school with our rights and obligations.*

58,4 % of the surveyed pupils are informed with their rights and commitments (39,7% agree very much with the assertion and 18,7% of the testees, agree). Out of 41,6% of the respondents who do not agree with the statement, 13,7% disagree at all.

Statement: *The teachers appreciate our opinion and ideas even when they are opposite to theirs.*

48,6 % from the surveyed pupils find that the teachers appreciate their ideas (29,4% agree very much with the assertion, and 19,2% of the testees agree). Out of 51,4% of the respondents which disagree with the statement, 21,8% disagree at all (fig.4).

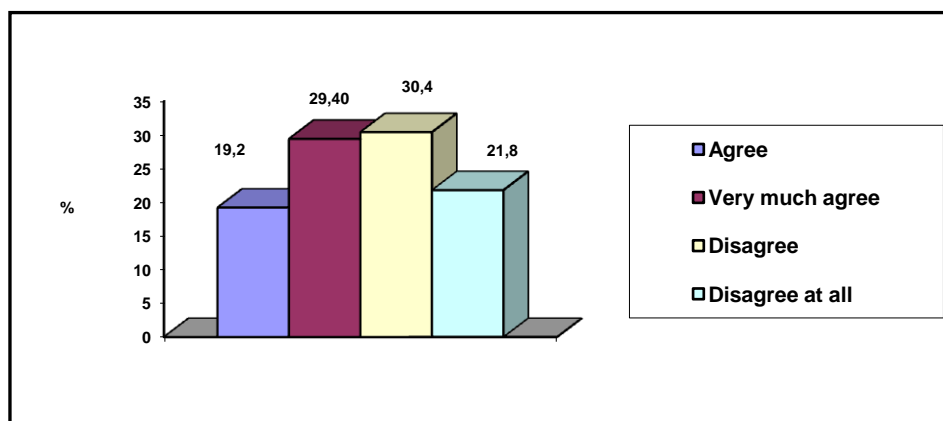


Fig. 4. Statement: The teachers appreciate our opinion and ideas even when they are opposite to theirs

Statement: *There are conflicts (quarrels, disputes) during some classes*

26,4% of pupils assert that at some classes occur conflicts (out of this number 17,5% agree very much, and 8,9 % agree with the assertion). From 73,6% of the examinees that disagree with the assertion, 44,3 % disagree at all.

Statement: *We are motivated at school to take care of arranging and maintaining the school space.*

58,6 % of the surveyed pupils consider that they are stimulated at school to worry how to put in order and maintain the school space (39,3% agree very much with the assertion and 19,3% of the testees agree). Out of 41,4% of the polled pupils which disagree with the assertion, 18,8% disagree at all.

In view of the obtained indicators, it can be concluded that the pupils are glad with the impersonal relations and the atmosphere at the school. It is praiseworthy that less percentage of pupils find that at the school happen conflicts and that the pupils and the teachers understand each other. The following task is to influence the pupils to be bolder in presenting their opinion about some problems. That opinion will not often coincide with the teachers' attitudes. In that way pupils will become more independent in their work and they will develop their standpoints and will not be afraid of any repression. There are relatively divided opinions how to stimulate pupils to take care of the school space maintaining.

b) The surveyed teachers' results

Statement: *I get in time all information regarding my job.*

76,3% of the teachers obtain all substantial information (out of this number 57,5% agree very much and 18,8 % agree with the assertion). From 23,7% of the examinees which disagree with the statement, 9,4 % disagree at all.

Statement: *There are partnership relations among the employees.*

High percentage of the teachers (86,7%) find that among the employees there are associate relations (out of this number 67,5% agree very much, and 19,2% agree with the assertion). From 13,3 % of the testees which disagree with the statement, 5,4 % disagree at all.

Statement: *The trust among the staff is on good level.*

Again high percentage of the teachers (77,5%) consider that the confidentiality among the personnel is on high level (out of this number 56,5% agree very much, and 21% agree with the assertion). Out of 22,5 % of the respondents that disagree with the statement, 7,4 % disagree at all.

Statement: *I develop collaboration relations among pupils.*

86,4% of the teachers develop good cooperation relations (out of this number 68,5% agree very much, and 17,9% agree with the assertion). From 13,6 % of the testees who disagree with the statement, 2,4 % disagree at all.

Statement: *The space in the class is optimal and the furniture is functional.*

Only 21,8% of the teachers find that the space in the classrooms is optimal and the furniture functional (out of this number 18,4% agree very much, and 3,4% agree with the assertion). From 78,2 % of the respondents which disagree with the statement, 52,4 % disagree at all (fig.5).

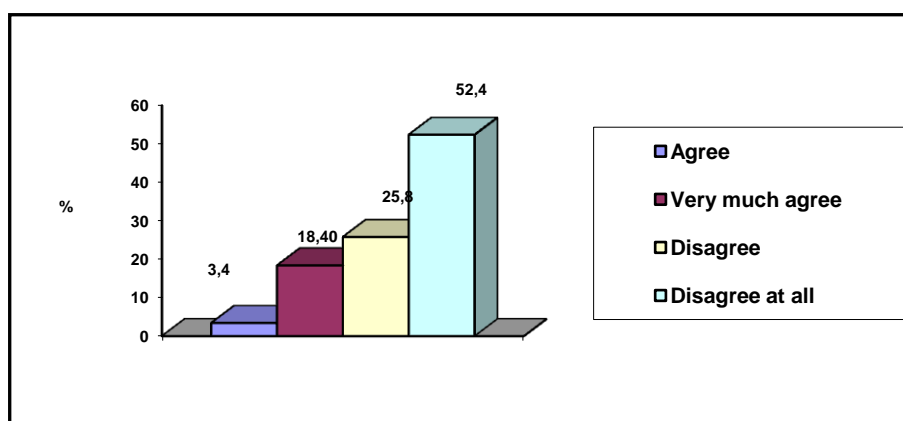


Fig. 5. Statement: The space in the class is optimal and the furniture is functional

On the basis of the obtained indicators, one can conclude that there are harmonious personal relations in school. The teachers are satisfied with the cooperation degree with their work – mates as well with the extent of confidentiality among the personnel. As their quality, the teachers cite that they develop collaboration relations. Praiseworthy is the fact that the teachers agree with high percentage with the assertion that they get in time all indispensable information regarding their work. The alarming fact is the high percentage of the teachers unsatisfied with the premises (classrooms) where they teach, as well with the furniture which is there.

b) the results of the surveyed parents

Statement: *My child feels that it is accepted by all teachers.*

High percentage of the parents (78,5%) find that their child thinks that it is received by all teachers (out of this number 57,4% agree very much, and 21,1% agree with the assertion). Out of 21,5 % of the examinees which disagree with the statement, 11,6 % disagree at all (fig.6).

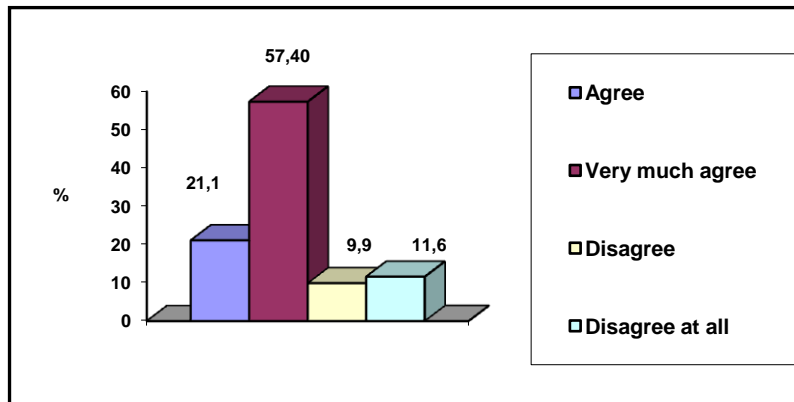


Fig. 6. Statement: My child feels that it is accepted by all teachers

Statement: *I have good cooperation with my child's classteacher.*

41,4% of the parents have good collaboration with the classteachers of their children (out of this number 28,8% agree very much, and 12,6% agree with the assertion). From 58,6% of the respondents who do not agree with the statement 25,4% disagree at all (fig.7).

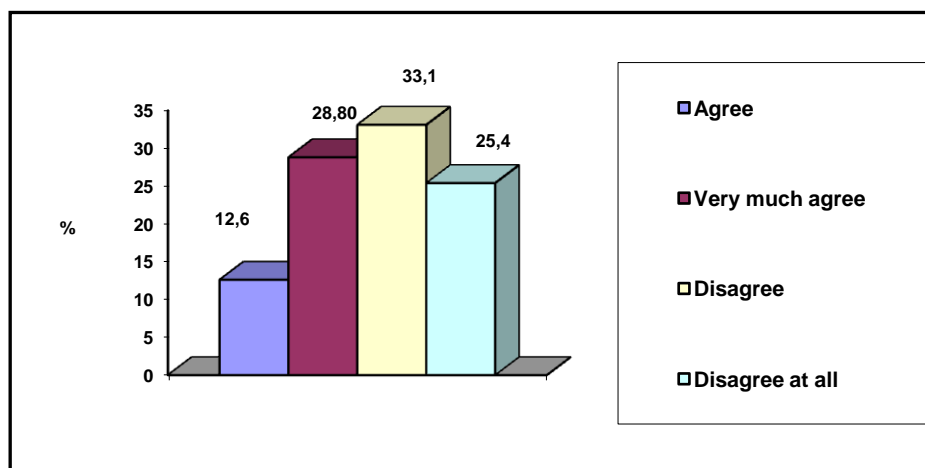


Fig. 7. Statement: I have good cooperation with my child's classteacher

Statement: *Mutual cooperation and reciprocal appreciation is cherished at the school.*

61,34% of the parents consider that interacting collaboration and mutual respect are cultivated in the school (out of this number 38,7% agree very much, and 22,64% agree with the assertion). From 38,66% of the examinees that disagree with the statement, 15,7 % disagree at all.

Statement: *The employees at the school treat me, as a parent, with respect.*

81,54% of the parents find that the personnel at the school relate to them, the parents of their pupils, with respect (out of this number 68,6% agree very much, and 12,94%

agree with the assertion). Out of 18,46 % of the testees who disagree with the statement, 9,5 % disagree at all.

On the basis of the previously cited indicators, one can conclude that the parents are generally glad with the atmosphere and human relations in the school. It is necessary to emphasize the cooperation of the parents with classteachers. One can praise the fact that the parents find positive social climate in the school and that their children feel that they are accepted by all teachers. It can positively influence children's work and commitment at the school.

3.3. Partnership with parents, School Board and local community

a) The surveyed pupils' results

Statement: *My parents are pleased with myschool*

79,5% of the examinees agree with the assertion (54,3% agree very much), but one can not neglect the percentage of 20,5% of the pupils which disagree with this assertion (8,64% disagree at all).

Statement: *I regularly call my school site.*

57,34% of the testees agree with the statement (34,3% agree very much). Out of 42,66 % of the examinees which disagree with the statement, 29,6 % disagree at all (fig.8).

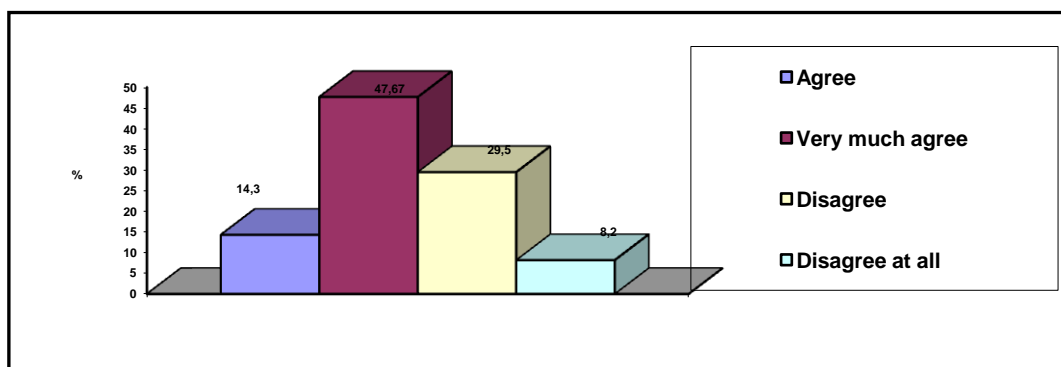


Fig. 8. Statement: I regularly call my school site

Statement: *The teachers and headmaster often call my parents to the school.*

48,64% of the respondents agree with the assertion (24,4% agree very much). Out of 51,36% of the examinees which do not agree with the statement, 39,34 % disagree at all.

Statement: *The pupils can communicate with the teachers through e - mail.*

39,67% of the examinees agree with the assertion (14,8% agree very much). Out of 60,33% of the testees which disagree with the statement, 28,39 % disagree at all.

In view of the obtained indicators, one can conclude that the pupils are divided regarding their attitudes about the cooperation with the teachers. It is necessary to advance the collaboration between the teachers and pupils through all forms of communication, orally, in writing and by e – mail. High percentage is registered with the pupils' assertion that their parents are pleased with the school.

b) The results of the surveyed teachers

Statement: *Our school is centre of cultural and sporting activities in local surroundings.*

48,32% of the examinees agree with the assertion (21,55% agree very much). From 51,68% of the examinees which disagree with the statement, 29,48 % disagree at all.

Statement: *I often call parents to talk about their children's work and success.*

74,5% of the examinees agree with the assertion (43,4% agree very much). Out of 25,5% of the testees which disagree with the statement, only 5,6 % disagree totally.

Statement: *The teachers accept the initiatives of the Council of Parents.*

High percentage of 85,3% of the testees agree with the assertion (63,9% agree very much). From 14,7% of the respondents which disagree with the statement, only 3,7 % disagree at all. As one can see the teachers have good cooperation with the parents, and they realize it regularly, informing parents about their children's success. The teachers also accept parents' incentives which are presented at the parents councils' meetings. It is necessary to enhance the participation of the school at the sporting and cultural manifestations and to improve more cooperation of the school with media.

c) The surveyed parents' results

Statement: *The school wants the parents' opinion and support with the extracurricular activities.*

High percentage of 84,83% of the examinees agree with the assertion (74,9% agree very much). Out of 15,17% of the testees which disagree with the statement, 7,4 % disagree at all.

Statement: *The school asks the parents' opinion and concordance with the activities that have to be financed by the parents.*

High percentage of 93,7% of the examinees agree with the assertion (84,9% agree very much). From 5,3% of the testees who do not agree with the statement, only 2,5 % do not agree at all (fig.9).

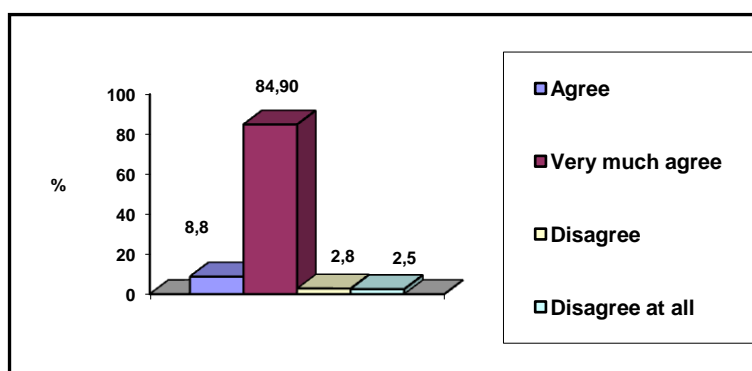


Fig. 9. Statement: The school asks the parents' opinion and concordance with the activities that have to be financed by the parents

Statement: *Financial participation of the parents has clear purpose, and it is followed by feedback information about its realisation.*

78,7% of the examinees agree with the assertion (53,4% agree very much). Out of 21,3% of the testees who disagree with the statement, 11,7 % disagree in general.

The parents' opinions are mostly positive regarding their cooperation with the school. They find that their incentives through the Parents' Council are accepted as well as, that they are regularly informed about all extracurricular activities of their children. The school wants parents' concordance for all questions related to the parents' financial participations in their children's activities.

4. Concluding considerations and further research

On the basis of the questionnaires ran with the pupils, teachers and parents, and in view of the obtained results which were interpreted, one can conclude the next: the positive social climate prevails at the school; the pupils are informed with the rules of conduct at the school, and among the teachers prevail the relations of partnership, based on mutual respect and confidence. The teachers also respect the pupils' rights and obligations. They are as well aware that they influence the pupils with their own behaviour. In this part of the teachers' and pupils' collaboration, one should to improve their communication in all directions, not only orally, through conversations. It is praise worthily that the school management is always ready to cooperate with the teachers and parents and that all the participants of the teaching process, together with the parents, are authorised to take part with the decisions that are important for the further schoolwork. One must also pay attention to control pupils' aggressiveness. If it is necessary, the help of the skilled service should be organised to this effect. One of the downsides of the school is that it rarely takes part at cultural and sporting manifestations. This field of activity should be improved. The parents are in general satisfied with the collaboration with the teachers, as well with the school management. The school should inform parents constantly about the current proceedings and possible issues of their children. The limitation of this research is small research sample. It is necessary to expand the sample and conduct research, again.

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