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The Tacit Knowledge Revealed: Narrative Analysis of the Work Stories of Teachers

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Abstract

The current study revolves around the 'teachers – school administration' interaction by analyzing teachers' work stories told to a training consultant (the researcher) in a private Pakistani school.The study with inductive – qualitative – narrative inquiry, in its essence, approaches the analysis of the collected stories under inter preterits research philosophy. Numerous stories were collected, by the researcher, in 2014 – 15 to understand school issues of the mentioned educational institute and to develop training materials on such issues out of which five 'teachers-admin interaction' based stories, through purposive sampling, were selected. The current study explores the selected stories to understand the cultural aspect of school, personality aspects of the narrator and impact of teacher-admin interaction on student learning process. Data triangulation in the form of participant observation, descriptive and reflective field notes and stories has been done. The Creswell (2007) and Ollerenshaw (1998) approaches of socio-literal analysis were utilized respectively. The stories reveal the transgressions of the various aspects of the school's social order. The teachers through their stories express their hidden meaning and reaction against the dealing style of the administration staff members. These stories disclose what social order the teachers of the school intend to preserve and in what way.

Keywords: Narrative Inquiry, Qualitative Research, Tacit Knowledge, Storytelling, School Culture, Work Stories, Educational Research, Sense Making

Introduction

The current study deals with 'teachers – school administration' interaction by analyzing teachers' work stories (Langellier, 1989) told to a master trainer (the research worker) in a private Pakistani school. According to Carter (1993), in teaching learning process, the term story has been presented as an object of inquiry and a defining method. Stories and particularly work stories are essential part of the organizational interactions and

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communication, with the help of which the individuals express their personal experience, portray their image and also understand other people (Stahl, 1989). Moreover, analyzing stories can be utilized for sense making of the organizational day to day life (Weick 1995). Work stories research has expanded considerably, a few examples of which include stories of photocopier technicians (Orr, 1987), Work stories told by firemen (McCarl, 1987) and psychologists and therapists' work stories (Schwartman, 1984). Similarly, much interest has developed in work stories related to schools, which Zabar-ben Yehoshua and Dargish (2001) call narrative revolution and Elbaz –Luvitch (2001) approve as contribution to teaching and teacher education. Some notable instances in this regard are teachers' stories to their pupils analyzed (Jackson, 1987; Egan, 1988), pupils' stories about school (Tappen & Brown, 1989) and stories about the influence of educational system on student lives (Lieblich, 1998). Narrative, in different facets, can be used to help construct identity (Czarniawska, 1997), aid education (Abma, 2000; Cox, 2001), making sense (Gabriel, 1998), as a source of understanding (Cortazzi, 2001), decision making and in transfer of knowledge (O' Connor, 1997).The current study, being qualitative, narrative inquiry in its nature, approaches the analysis of the collected stories under interpretivist research philosophy. Work stories, being subcategory of stories, come under the group of personal experience stories but revolve round a particular area of work (Langellier 1989). The work stories analyzed in this study have been selected from the collected stories of the years 2014 - 2015 where the storytellers (teachers) reveal their tacit knowledge regarding their job activities and members of administration that dealt them. The stories of 2014-2015 were collected to understand issues prevailing in school to prepare training on them. The collected stories belonged to many areas of the school but for this study only teacher-admin interaction related stories have been selected.

Research Questions

- What major aspects of school culture does each narrative or story reveal?
- What personality aspects of the narrator (each teacher) does each narrative or story reveal?
- Are there any particular areas of 'teacher-admin interaction' the stories reveal that directly or indirectly affect learning process of students?

Narrative Inquiry in 'Admin-Teachers Relationship' Context

According to Emihovich (1995) 'narros', the Greek term, is the base of the word narrative which means 'to know' while narrative inquiry is a research process where data is collected in the form of storytelling and is analyzed. In another place it has been found that the term

narrative has originated from the verb "to narrate" or "to tell (as a story) in detail" (Ehrlich, Flexner, Carruth, & Hawkins, 1980).The ways how humans experience their world is what the study of narrative reveals. In other words, humans live storied life and narrative research is the way to know about such life (Zeller, 1995). People are enabled by the researchers to provide authentic account of their lives in addition that this storytelling may empower the narrator (Goodley, 1998). Somers (1994), regarding epistemological and ontological perspective, is of the following view:

"*These [new approaches to narratives] posit that it is through narrativity that we come to know, understand and make sense of the world, and it is through narratives and narrativity that we constitute our social identities ------. [All] of us came to be who we are {however ephemeral, multiple, and changing} by being located or locating ourselves [usually unconsciously] in social narratives rarely of our own making*".

Extending the scope of the narrative inquiry, it has been observed that organizations cannot exist without stories and hence provide the platform for more significant storytelling research. Therefore, it is a new tool to solve organizational problems (Mitroff and Kilmann 1975). Administration and policy related research scholars have given considerable attention to narratives and narrative analysis (Fischer and Forester 1993; Hummel 1990, 1991; Maynard-Moody and Kelly 1993; Price 2003; Roe 1994; Schram and Neisser 1997; Yanow 1996, 2000). Significance of studying stories and their analysis have been recognized as one of the important scholarship areas in organizations and management (Clark 1972; Mitroff and Kilmann 1975; Selznick 1957;Boje 1991; Boyce 1996; Gabriel 2000; Jeffcut 1993; Martin 1982; Martin et al. 1983; Morrill, Yalda, and Adelman 2000; Orr 1996; Weick 1995).

The stories' make use convey the sense created (Orr, 1996). Stories produce data relevant to the decision making process in organizations (Czarniawska & Sko ̈ldberg, 2003; Martin et al. 1983). Stories also ensure prediction, empowerment and even shape change by enabling the participants concerned with policy and administration (Boje 1991). Scholarly community has established narratives as method of making sense of the world of administration (Czarniawska 1997; Hummel 1990). Stories are worthwhile information for the reason that individual's making sense of the surroundings and placing themselves in it are based on narratives (Bruner 1990; Gee 1986; Mishler 1986; Riessman 1993).Sabherwal and Robey (1993), Boland and Schultz (1995), and Kendall and Kendall, (1995) found that the stories, told by organizational members, contained substantial information.

Referring to applied facet of narrative, many studies have proved the utilization of narratives to help comprehend the organizational and cultural change (Boje, 1991). Conveying the intricate tacit knowledge in the form of implicit communication is what the storytelling can help us in (Ambrosini & Bowman, 2001). Weick and Browning (1986) found in storytelling research that the change of the narration results in change in organizational structures. Further, the relevant literature revealed that organizational strategic competence and character can be strengthened by using storytelling approach (Weick & Browning 1986). It can also be used to communicate strategy of an organization (Silverman, 2004). Chreim (2005) found storytelling beneficial for change and continuation of organizational identity.

Stories as a Source of Educational Research

Storytelling and the field of stories is considered to be comparatively a neglected area in educational research; they are oral literature having meaning based in culture (Bauman, 1986). Bruner (1990), echoing the interpretive mode of educational research, views much action as 'storied text', with performers, through narrative, create meaning of their circumstances. Stories possess a legitimate position as an inquiry method in educational research (Parsons & Lyons 1979).

No doubt, the story is equivalent with interviews as sources of research evidence (Jones, 1990; Crow, 1992; Dunning, 1993 and Thody, 1997). For Thody (1997), it, as an extension to interviews, possess authentic and live data that reaches practitioner's mindset as an unparalleled method. Based on subjectivity of the storyteller, stories offer the researcher rich and respectable data (Bauman, 1986). Stories for Somers (1994) are the central components of our experiences and reality and define where we are, who we are and where we are coming from which, in turn, can be a prerequisite for knowing what to do next. Stories are the sources of seeing anew; represent complexity and our meaning of lives. "People dream, remember, anticipate, hope, gossip, doubt, plan, criticize and love through narratives" (Walker, 2004). Denying someone's right to tell story is denying human dignity and birth right (Walker, 2004).

Teachers' Narrative

Teachers' narrative, on one hand, provides rich information about teachers and their experiences of classroom and on the other hand serves as potent catalyst for advancement and change. Connelly and Clandinin (1994, 1999) have written extensively about how the telling and retelling, or writing and rewriting of teachers' stories can lead to significant changes in

classroom practices. Other teacher educators like (Goodwin, 2002; Minnick,2002; Olson, 2000) have used various form of narrative inquiry to promote learning and reflection of pre-service and beginning teachers.

Role of Researcher in Narrative Research

The narrative researcher, normally, interprets the narratives peoples tell (Riessman, 1993).The narrative analyst primarily describes and interprets the way protagonist of the story interpret things (Bruner, 1990) therefore he/she tends to find why a particular narrative was told in a particular way and what the narrator means by it (Franzosi, 1998). Claim of objectivity for stories within narrative inquiry cannot be made rather the stories, being funny, sad, illogical and sensitive, is entry into the imagination sphere of an individual that researcher tend to follow (Emihovich, 1995). Narrative research is actually more than expression of feelings rather it is a legitimate form of reason knowing (Polkinghorne, 1995). "Narrative inquiry has the advantage of being able to reveal the "inner life" of the analytical text that is usually obscured—a powerful addition to the researcher's toolbox" (Yardley, 2008). In short, researcher interprets what the protagonist of the story reveals; feelings, imagination or what is known as 'inner life' to him through story.

Research Methodology

The current research study follows Interpretive or Interpretive research philosophy which engages researchers in the interpretation of elements of the study undertaken; therefore, it involves integration of man's interest into a study. In view of this, researchers working under this philosophy consider social constructions i.e. shared meanings, instruments, consciousness and language as the only access to reality (Myers, 2008). Reality is perceived, in this philosophy, as based in understanding and meaning on social levels. The knowledge, for the followers of this philosophy, cannot be determined objectively rather it is constructed socially (Carson et al., 2001; Hirschman, 1985). Keeping in view the philosophy, the inductive-qualitative research initiatives unquestionably come ahead to guide the process of such a study. Therefore, qualitative research further guides the researcher towards interpretive, qualitative data collection instruments.

The current study followed data triangulation by integrating various approaches to ensure aspects of trustworthiness such as credibility, transferability, dependability and conformability. It, in fact, compensates for individual limitations (Guba, 1981; Brewer & Hunter, 1989).It was ensured through prolonged engagement (worked as employee in the

studied organization), persistent observation (dealt the same participants on daily basis), peer debriefing (discussion and impartial view of research-relevant friends), member checks (participants' comments to ensure representation of correct meaning and interpretation of their narratives mainly to avoid double meaning or inaccurate interpretation (Patton, 2002).

The data triangulation included participant observation as the researcher worked in the mentioned organization as training consultant (DeWalt & DeWalt, 2002; Schensul, and LeCompte (1999), personal diary notes (narratives - as secondary data) (Gordan, 1942) and Members' Check (Byrne, 2001; Coffey & Atkinson, 1996; Doyle, 2007; Lincoln &Guba, 1985) or participant verification (Rager, 2005), fittingness, informant feedback, applicability, external validity or respondent validation (Morse, Barrett, Mayan, Olson, & Spiers, 2002). The data collected through participant observation and as narratives was actually secondary data as it was gathered for training need analysis and material development during the job. The participant observation helped the researcher to know teachers' personality behind the told stories. Thus both descriptive and reflective notes had been taken to ensure the presentation of the situation and reality behind it and stay impartial in observation along with monitoring personal feelings (Lodico, Spaulding & Voegtle, 2010). Restoring the stories of the narrators (the teachers), by utilizing structural devices like setting, plot, activities, climax and denouement (Clandinin & Connelly, 2000), had been employed to sequence the elements of the story.

There were many stories collected during the two years of master trainer job in the mentioned Pakistani school but for this particular study only those four teachers' stories were selected, under purposive sampling (Ball, 1990; Cohen et al., 2007) to ensure transferability (Lincoln & Guba, 1985), which were the most relevant to admin-teachers' interaction. The teachers whose stories were selected included two male and two female teachers having more than five years of teaching experience. All of the teachers were considered to be good teachers in terms of their past experience. Two of the teachers were newly appointed but they were known to the school as they served in neighborhood schools before. As far as the knowledge of the researcher is concerned, teachers had no direct confrontation with the administration of the school but rather they told the stories while sitting with the research worker in leisure time. Most of the stories were told while discussion during the training sessions or before training. The stories appeared twice here – firstly when it was told by the narrator and secondly when the researcher presented it to the readers (Bauman, 1986).

Ethical Considerations

As mentioned earlier, secondary data was analyzed in this study thus the narratives collected during job in the mentioned school was in the form of diary notes both descriptive and reflective (Lodico, Spaulding & Voegtle, 2010). Now to analyze data the 'Informed Consent Form' was presented to the participants to allow them fully understand the purpose and process of research study. In the given form, they were assured anonymity, confidentiality and the people who will share the findings of this research. After their acceptance of the detail given and signing the consent form they were further requested for 'Member Check' process (Barbour, 2001; Byrne, 2001; Coffey & Atkinson, 1996; Doyle, 2007; Lincoln & Guba, 1985) to ensure accuracy of the research findings and true representation of their aspects they narrated. The participants were assured in the consent form that their identity would be kept hidden and any physical, mental, psychosocial or any other type of harm or wronging them would be avoid in every possible effort and their participation would be respected and findings would be utilized for research purposes only (Sieber, 1993; Bar-on, 1996; Cowles, 1988, Josselson, 1996).

Data analysis and findings

As this study was a socio-literal analysis of the work stories of the teachers, therefore, for literary analysis the following model of Ollerenshaw (1998) was applied.

Figure 1

Organizing the story elements into problem solution Narrative Structure				
Setting	Characters	Actions	Problem	Resolution
Context, environment, conditions, time, locale, year and era	Individuals in the story described as archetypes personalities, their behavior, style and patterns	Movements of individuals through the story illustrating the character's thinking and behavior	Questions to be answered or phenomena to be described or explained	Answers to questions and explanations about what caused the character to change

The stories analyzed deal with teachers' objections relating to the behaviour and unprofessional initiatives of the members of administration of the mentioned Pakistan private school. These grumbles appeared in the told stories' storylines (Kainan, 2002), character sketches and particularly while narrating of the stories to the listener.

STORY 1

Setting

Context, environment, conditions, time, locale, year and era (Ollerenshaw, 1998)

Story 1 is positioned in the year 2015 in a cool and calm environment and school time before the recess or break time (10: 07 a.m.) where the teacher narrates his story to the master trainer in his office. The master trainer is sitting in his chairs with laptop in front on the table and on the other side of the table is the narrator in his chair. The office of the master trainer is situated in a corner away from principal's room and staffroom but next to the office of the discipline in-charge. The master trainer is a close friend of new teacher's cousin who referred this new teacher to this school. Therefore, the new teacher is quite certain that he can have his process of catharsis here.

Characters

Individuals in the story, described as archetypes personalities, their behavior, style and patterns (Ollerenshaw, 1998).

There are two major characters (the narrator and the master trainer) in the story and minor characters include one office boy who enters occasionally to serve tea or take messages to other offices from the office of the master trainer. The master trainer is a cool and calm listener and supporter type of character to adjust the new teacher in school's new environment. The narrator of the story 'the new teacher' is a protagonist who narrates. His body language including hands, eyes and eye brows reveal anger and sometime severe despair. His style of presenting his story includes his reasons and judgmental remarks about how experience he is and why he is not being availed the way he deserves. His story depicts discipline in-charge of the school as antagonist who is, due to his misbehave and unprofessional conduct, the cause of discouragement for teachers and failure for school's proctors who are led by him for irrelevant administrative tasks and the proctors get deprived of the academic learning activities. The protagonist of the story also reveals principal of the school as busy most of the time in non-academic affairs.

Actions

Movements of individuals through the story illustrating the character's thinking and behaviour (Ollerenshaw, 1998)

Once the narrator of the story sits in his chair he does not leave it until completing the story and leaving for his cover up period to replace absent teacher. His eyes move downward and upward, get narrower while presenting arguments and his forehead frowns when

commenting on the behaviour of the discipline in-charge. He thinks himself experienced and fully right decision maker and considers the school culture unsuitable in relation to his approach of doing school job. His voice is low, body stiff; eyes bright, professional straight sitting style and a sincere behave as a school member. He does not respond to bad behaviour but later disclose himself up to someone close to him. Respects the members a lot and never sits until senior does so.

Problem

Questions to be answered or phenomena to be described or explained (Ollerenshaw, 1998).

The narrator tells his story with major questions or objections on the administration of the school towards not taking serious steps to adjust such an experienced teacher. He has spent a week but the administration has kept him busy in cover up periods to replace absent teachers. He asks the questions about how to get adjust or either consult to leave the institute if such style of administration continues to bother him. He seeks the answer for the misbehave of the discipline in-charge with him and other teachers, entering into the class without permission of the teacher and disrupting learning activity and taking proctors for drill or any other admin activities. He seeks the answer of the questions why the proctors are taken out of the class for non-academic activities and why target language is not spoken in the school and local language is used instead.

Resolution

Answers to questions and explanations about what caused the character to change (Ollerenshaw, 1998).

The story is resolved in an unusual way. The questions like: the principal's not giving sufficient time to school internal affairs, misbehave of the discipline in-charge, teacher's maladjustment, students time wastage and lack of target language speaking environment' are sought answers of by the protagonist but the answers are not available. Further discussion by the narrator with the master trainer discontinues with the words *"It does not seem to me that I would be able to adjust here"*. He leaves the room to replace absent teacher.

STORY 2

Setting

Story 2 is positioned in the year 2015 in a noisy environment of school break where a pre-primary teacher narrates her story to the master trainer in pre-primary section coordinator office. The master trainer is sitting in a soft right to the coordinator table and teacher is in front of him sitting in sofa with tests with her to check. The coordinator is out to manage

recess of junior section (pre year 1, pre year 2, pre year 3). An office attendant (Khala), who is sitting out near the door of the coordinator office to facilitate this office, is visible through transparent windows. Winter prevails and November tries to inform about the increase of cold weather. Light cold waves of wind are entering the office from the gap below the door of the coordinator office.

Characters

The major characters in the story are the narrator and the listener along with a minor character, office attendant, who just sitting outside awaits the bell to facilitate the office. The listener is a bit tired as came to coordinator office from upstairs after in-class training. The teacher has come to discuss progress of her syllabus completion. The teacher, here also, is a protagonist who narrates her sacrifices and tries to convince master trainer (the listener) about mismanagement of training and class schedule. She presents the admin as antagonist who are hurdle in the way of her smooth accomplishment of job goals in the school premises. She presents valid reasons against this mix up of training and job activities in a single day. She seems quite sincere with her job and school and particularly her students. Her body language is limited to her facial expressions which are just representative of her emotions against the way the decisions admin takes to train teachers. Other hidden characters of the story like principal and vice principal she considers hurdle in her way. She seems a living, simple, hardworking and unfashionable as a story character. Her communication skill is not very impressive but she aptly leads the story as a female protagonist.

Actions

The narrator being member of Pashtun Culture follows cultural code and just facial expressions, though few but meaningful actions of hands support her reasons behind defending her objections. She thinks the listener is sincere but does not try to convince the principal to change the training schedule. Her behavior is though not dominating yet quite strong in terms of politely forcing the listener to help in solving the problem. Her thinking is positive yet sometimes goes negative due to intervening factors. She respects the listener, shows disappointment regarding overburdened routine of the job and lack of solution on the part of admin.

Problem

The narrator (female storyteller) comes up with issues like: taking first three classes (lessons/periods) and then taking training in a non-conducive environment; on her off day

(Saturday) her duty to go to primary section in another building to replace absent primary teachers where she and the students get bore due to no old linkage of teacher-student rapport; her inconvenience regarding over crowded pre-primary classes and unrealistic demand of excellent result from admin; reflection of light in the blackboard due to uncovered ventilators which compel her to bring students sit on floor to copy material from blackboard and finally six teaching periods and a free period for copy checking, thus, she cannot manage absent students' homework and remaining work due to absentees. This all makes us highly disappointed and make her think for job somewhere else. Her story reveals all these problems which are causes of her dissatisfaction.

Resolution

The issues she narrates in the story are so far unsolved and changed her mind to think for another job or job in another school. She leaves the office to take tea as it is recess and she is supposed to take tea five minutes before the recess ends. She has to reach class five minutes before the end of recess so as to control students to avoid noise in the school. Her story remains a story! It ends with her words "*O God! Bestow me with a better job*".

STORY 3

Setting

Story 3 was told in December, 2015 in a quiet and peaceful environment - after half an hour of the school time in master trainer's office in cold weather, no one near to interfere the narrator. The context of the story is the conflict of vice principal and the narrator (Urdu teacher).

Characters

The narrator and the master trainer (the listener, recorder) are the major characters of the story. The listener is passive while the narrator is the active one. His story reveals his conflict with vice principal (Master in a science subject), who according to the narrator, is the cause of insult of the narrator. The principal of the school is another antagonist of the story who believes in the stories of vice principal and does not give importance to the explanations of the narrator (Urdu teacher of boys' section). The story represents the vice principal and principal as antagonists of the story. But vice principal is depicted as a real villain of the whole episode. The narrator considers himself a sincere and hardworking teacher but is not happy due to the mischiefs of the vice principal. The story portrays vice principal as talkative,

mischievous, self-centered and ineligible for the post of vice principal and particularly supervising language teachers.

Actions

The narrator seems quite out of emotional control in terms of abusive language for vice principal. He brutally criticizes vice principal with words like 'a problem' 'stubborn' 'talking machine' 'lier' and 'ineligible'. He tries to behave politely to show himself a respectful person but his verbal expressions are quite different than this. He thinks himself justified by saying that science teacher can never be the vice principal of Urdu teachers and such people does not know about Urdu and its teaching. His story revolves around course outlines issue between the narrator and the vice principal.

Problem

The principal calls explanation from the narrator about why he has not completed monthly course of Urdu while the narrator takes out course outlines (two months old) that he has completed fully. The vice principal (in front of the principal) says that he has given new course outlines to the teachers but the narrator might have lost it somewhere. Whereas, the narrator says that he has never received new course outlines. Here the principal favors vice principal and does not accept the narrators' explanation and warn him strictly.

Resolution

The narrator changed his mind due to stubborn mentality of the vice principal and lies he told to the principal for his face saving. The narrator criticizes that the vice principal amends course outlines after every few months. He leaves the office of the master trainer with regret that principal cannot differentiate between truth and lie. He goes out of the office with words, *"I did blunder not to join other school in …………. city and preferred my own city"*.

STORY 4

Setting

End of summer September, 2015 early morning is the time when the master trainer visited junior section where the teacher takes time and narrated her story. Both the narrator and the listener sit in the office of junior section head. The classes of junior section are visible through transparent windows and students and teachers are busy in their routine activities. Cafeteria staff is opening the cafeteria and setting up the stationery and food stuff for students.

Characters

Just two characters in the story the listener (master trainer) and the narrator (female teacher of nursery class); the narrator highly emotional, her eyes wide, voice unbending, body language defensive puckered brow and was looking down in hopelessness. This all was possible just due to the digestive role of the listener. The narrator could not digest her insult from the vice principal who had pointed out her pronunciation mistakes while observing her teaching in a nursery class. The teacher was bold and direct in terms of expressing the reality. She seemed true teacher, with simple and straight forward conversation. In her story she was depicting herself a complete protagonist and the vice principal as a real villain. The characters this story reveals are not flat but active and round characters; emotional beings, both consider themselves right and try to prove their viewpoint. One of them reports to principal to prove his efficient monitoring and the other narrates to a master trainer (with no administrative power but IPA pronunciation guide to prove who is right and who is wrong).

Actions

The female teacher acts emotionally and worries that she would be misrepresented by the vice principal to the principal. She expresses her confusion by telling the whole story to the trainer. Her voice shows her grievance; her changing positions in her chair reflect how she was feeling on the wrong treatment of a senior. Fear of 'explanation calling' was prevailing on her but her stand on pronunciation issues was strong enough as she was sure that the way she pronounced words were the trainer's guidance and not her own.

Problem

Little knowledge embarrasses in front of staff members but here in story 4, the vice principal not only has little knowledge about British English pronunciation but he is also confident that whatever he pronounces is right. The teacher was actually trained to teach British English pronunciation and vice principal (master in a science subject) was sent by the principal for classroom observation of junior section; the conflict arose due to teacher's changed pronunciation style. The principal nearing his 60's keeping his old pronunciation style, never availed training, insulted the teacher for wrong pronunciation (though it was right). Often the teachers report submission by the vice principal to the principal would follow principal's visit of the junior section. Then calling explanations and warning the teachers would result in grave mood in the section. This would also follow by the insult from the junior section head for embarrassing her in front of the principal.
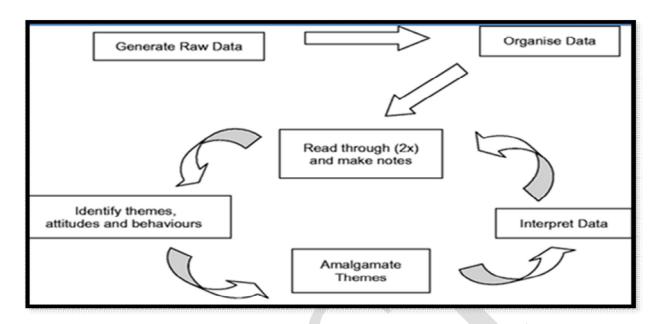
Resolution

*"Sir I am right he is wrong; sir I pronounced the way you taught in training; sir why don't you request principal that the person who observes classes should first sit in training; phonics is a new subject and everybody involve must be trained on it. "*These quotes reveal what caused the character to change, complain and behave the way it shown. The narrator told the story on the very next day of the incident happened. *"Sir we teach through IIPR and TPL method of Maria Montessori. Sir is it right that an untrained person in Montessori Method observes and comments on our teaching methodology?"* The plot resolves with the catharsis of the teacher and the scene ends with comment of the master trainer *"I will be there in next monthly meeting and will try my best not to allow any such incident next time"*.

Social analysis

Various aspects of school's social order are described by the school's work stories and what social order teachers want to preserve can be elicited through such stories (Kainan, 2002). According to Richardson (as cited in Engel and Schutt, 2010) Narrative "displays the goals and intentions of human actors; it makes individuals, cultures, societies, and historical epochs comprehensible as wholes". Therefore, social analysis was started by doing structural coding (Saldana, 2009) followed by categorization before comparing the categories with each other (Rubin & Rubin (1995) and at the end relationship among categories (Corbin & Strauss, 2008) around research questions were sought.

Keeping in view the depiction of social order of school through stories (Kainan, 2002), the aspects of human intentions and their culture revealed by Richardson (as cited in Engel and Schutt, 2010) coding, categorizing, comparing categories and establishing their relationship (Saldana, 2009; Rubin & Rubin 1995; Corbin & Strauss, 2008) the following model of Creswell (2007) was followed and the findings have been divided according to research questions wise.

Figure 2

Following the above mentioned model the research question based analysis were carried on and the findings were tabulated question wise as given below:

Research Question 1: *What major aspects of school culture does each narrative or story reveal?*

Research Question 2: *What personality aspects of the narrator (each character) does each narrative or story reveal?*

Research Question 3: *Are there any particular areas of 'teacher-admin interaction' the stories reveal that directly affect learners?*

Story 1: Findings

RQ1	RQ2	RQ3
▪ No orientation policy for new teachers ▪ lack of time management to avail the services of an experienced teacher ▪ focus on not leaving any class/period without teacher ▪ maltreatment of teachers by the discipline in-charge ▪ no academic care for proctors	▪ Teacher's self-worth to achieve his deserving position ▪ Superego: self-defense against ill manners and insulting behaviour ▪ Caring for students to save their time particularly in terms of academic quality ▪ Highly sensitive in behaviour in front of students	▪ Lack of mannerism in front of students ▪ Misuse of students' academic time in admin related activities ▪ Lack of interest to help prevail culture of using target language ▪ Discouraging experienced teachers also directly affect students ▪ Principal lacks interest to be aware personally of

• slow process of time tabling of classes • in academic management principal seems dependent on vice principal • weak level of respect for teachers in principal office • no care how admin members treat teaching staff	• Disappointed fellow • Very punctual • Respectful and respectable • To the point and focused individual • Gets easily irritated	the academic affairs of the students • Principal more focused on not leaving any class vacant • Principal's most of the time discussing affairs with vice principal and not personally involving himself in teachers related affairs

Story 2: Findings

RQ1	RQ2	RQ3
• Administration lack of awareness of how to avail trainings properly • Utilizing pre-primary teachers time in primary section for cover up periods • More focus on cover up periods to avoid parents' complaints • Overcrowded pre-primary classes • Lack of proper care for visibility of classroom black board • No appointed person to solve classroom physical problems • Fully busy teachers' school • No feasibility checks how • teachers can manage the burden • training and taking classes on same day	• hardworking teacher but not ready to take any extra responsibilities • criticizes everything positive or negative • severe irritation if given cover up periods for absent teachers • get bored easily • stays happy in her own pre-primary section only • regular reporting habit on problems facing by students • unhappy on overcrowded classes • severely criticizing if genuine issues is neglected • caring for students • praying to get change to another schools	• overcrowded classes • reflection of ventilator's passed light in blackboard • sending irrelevant teacher to primary classes from pre-primary section that cause boredom for both sides • sitting of students on floor to avoid reflection in blackboard • continuous burden on teacher which cause irritating behaviour of teacher towards students • no care for students remain absent for several days and with incomplete class and homework

Story 3: Findings

RQ1	RQ2	RQ3
- Untrained admin staff creating problems for teachers - Frequent changes in course outlines - No record keeping of distributing official documents - Efforts to keep the principal in control by the admin staff for their favor in decisions - Blaming teachers for misplacing the documents - Vice principal unable to understand the needs of other subject teachers than the one he is qualified into - Disappointment in staff from principal	- Positive criticism but with unethical wordings - Hardworking but self-directed - Introvert and keen observer - Unable sometime to understand viewpoint of others - Mostly on merit but sometime storm in the cup initiative - No effort to be aware of subject related new orders, circular or message from admin - Unable to understand the position of principal and blaming him for vice principal's misdoings	- Teaching students old course outlines - Vice principals lack of responsibility toward students' academic success

Story 4: Findings

RQ1	RQ2	RQ3
- Mispronunciation on the part of the admin and blaming teachers - Admin members no interest in availing trainings - Uninformed and unprepared inspection of classes - No checklist to observe class but rather personal competence as a yardstick - Unaware principal and vice principal in terms of teaching of the subject	- Logical fellow - Likes on merit discussion - Sometimes disrespectful to vice principal - Caring and punctual - Trained and sincere to apply trainings in classroom - Careful to involve the stakeholders according to the context of the situation - Interested in modern teaching methodologies - Hates traditional approaches	- Substandard classroom monitoring - Discouraging students' favorite teacher - Vice principals lack of training and dealing students on the bases of it - Principal's lack of awareness of such an issue which directly affect students learning progress

'Phonics' ■ Teacher pressurizing culture in school ■ Principal's acceptance of vice principal's subjective report rather than all accepted objective standard based reporting ■ A high class teacher's inspection of a pre-primary section without being trained for pre-primary needs ■ Principal's lack of training in supervising pre-primary section ■ Conflict of traditional versus modern teaching approaches ■ Principal highly desirous to bring modern teaching methodologies but himself not aware of them.	■ Critic of principal's certain decisions ■ Worried ■ Emotional and angry ■ Strong enough to take stand on true aspects ■ Not interested in lies and lame excuses ■ A bit over emotional	

Conclusion

Maintaining social order of school is the mutual responsibility of both the administration and the teaching staff members of school and principal or head of the institute is the sole agent having the power to regulate both the forces as required. For such a purpose, understanding issues of each other and avoiding confrontation needs emotional competence (Saarni, 1999) from both sides. Administration is usually superior in terms of power and the desire to be in power is always there in human beings whether teacher or administrator. Such power may be distinguished of two types i.e. the power having the ability of someone to make other do something against his/her interest and the power having the ability to change the thoughts, feelings and expectations of rival without him/her noticing it (Lukes, 1979). Group lacking power may use direct action, hidden means or then just discussing things against rival through faultfinding in informal discussions. Teachers are in school due to administration and administration is there due to the availability of teaching force. Both are unavoidable group

members and there is a severe need to peep into the thinking patterns to understand how they shape their thoughts and apply them through actions in school premises. Storytelling is a way to present thinking pattern and expectations of teachers either for power or alternatively controlling the school (Kainan, 2002). The story, being a connected and coordinated knowledge fragment is more helpful than any other way of data collection if it is utilized as prescribed. This article, 'Analysis of the work stories of teachers' have been presented by the researcher to highlight a particular segment of the school processes but this is not the end rather it is a start to read the bigger picture. It has been tried to present a glimpse of socio-literal approach and highlighting the role of stories in such a context to understand work story and on the other hand socio-cultural context of the school.

Discussion

The stories analyzed highlight 'teachers – admin interaction' through socio-literal approach were basically secondary data collected for training material development during 2014-2015. The stories, unequivocally, deal with criticizing administration or grumbles as used this term earlier. Such grumbles and criticizing decisions or behaviour of administration does not commonly appear on the screen of school as these grumbles stay hidden. This is an easy way of catharsis for teachers as these may not be fixed (Kainan, 2002) but the hero or heroine in such stories suffers due to the villain's self-centered motives.

The grumbles presented through these stories may come to the front in many ways: sometimes at the end of a plot, sometimes in the very first line of the story and sometimes through rhetorical questions. Such stories sometimes present one character the antagonist as a whole administration though it is not so all the time. The telling of the stories and this catharsis process develop two friendship groups among the staff who grumble in pairs or groups and yoke their ideas together and become one force against management. In our society, we do have this habit of grumbles which as mentioned by Katriel (1982) represent togetherness to share common problems.

The question of why such teachers do not criticize such issues directly and just pacify themselves through telling stories is multi-dimensional. Firstly, the teachers in private schools do not have permanent job status to directly criticize any policy or person. Secondly, there exists no private teachers' union to work for their rights hence they do not try to create problems for themselves. Any disagreement, in this regard, may harm their job status or current position heavily and they, at the end have to start from zero from another private school. Such stories are the only way most of the time to express anger and pacify their

overwhelming emotions. Thirdly, increasing unemployment rate in our society and domestic needs also stop the teachers to enter in direct confrontation. Fourthly, the superiors may start teasing them by giving them extra tasks or whatsoever they find easy to control them and shut their mouths.

The main driving force, behind collecting and analyzing all the stories, was to know as much as possible the various aspects of the school culture (Research Question 1), the personality aspects of teachers who told stories (Research Question 2) and the effects of teacher-admin interaction on students' learning (Research Question 3).

Teachers preserve the social order of the school where administration cannot be detached in all the school processes. But their interaction as two different groups with two different types of responsibilities often create hurdles for each other and the issue of power, which is the ability of X to make Y do something either willingly or unwillingly (Luke 1979). This leads both the parties to disturb school's social order on many occasions.

The below mentioned hidden voices/principles are, in other words, characteristics of an appreciable school order which the story tellers highlight through their grumbles or stories. It is the administration which helps maintain and supervise this order and who is the one that sounds alarm in case of such order is breached, definitely, it is the teacher.

1. Development of practicable policies from school should be ensured.
2. Discouraging behavior of the administration staff should be avoided.
3. Officer orders should be clear, following the clear staff management policies.
4. Sufficient training time, duration and environment should be ensured.
5. A teacher with experience in particular subject must not be engaged in other subjects.
6. Principal or head of the institute should have balance time division for all the stakeholders of the school.
7. Teachers and their supervisor must be on the same page with respect to teaching methods, learning outcomes and other relevant areas they work together in.
8. Teaching and admin staff both should be trained and should deal each other on the bases of same and clear TORs.
9. Unrealistic demands from admin to achieve academic goals should be avoided and realistic goals should be first set and then standardized time frame, resources and other relevant milestones should be set to achieve those goals.
10. Target language or languages should be spoken in school premises to help listening and speaking activities to develop relevant competencies.

11. Meetings should never be brainstorming sessions on some topics rather proper agenda should be sent to the participants before time and relevant preparation should be guided

12. In-time realistic decisions should be done and meeting minutes should be circulated to strengthen coordination and information sharing among the staff members.

13. External discipline is the fear of the eyes not the heart it should be avoided and emotional competence based motivational approach should be utilized to strengthen internal discipline.

14. Proper hierarchy of the organization should be at work and more than one head for staff member should be discouraged.

15. Some of the staff members are availing Social Security (medical facility) and Employees Old Age Benefits (from EOBI, Govt. of Pakistan) while the rest of the staff members have been kept deprived of it. Such a discouraging step should be avoided and all the staff should be treated equally. In case of any particular hindrance, it should be clearly shared with the staff members to avoid sense of inferiority.

16. Rules should be same from top to bottom and superiors should not violate the rules stated by the administration.

17. Teachers are preserving force of the social order of the school they should be made part of the decision making process.

18. Schools orders, job description, job agreement, any allowances, their detail should be in clear, understandable language with no double meaning words so as to ensure clear decision making from both administration and staff member.

Limitations of the Study

The current study was limited to highlighting a particular segment 'Teachers – Admin Interaction' in a particular Pakistan private school. As 'narrative analysis' can be characterized by a focus on 'how protagonists interpret things' (Bruner, 1990). Thus, the viewpoint of the administration, in response to the criticism of the teachers, has not been presented here.

Another limitation of the study is the removal of the fifth story during the process. In fact, there were many stories collected for training material development and to understand school issues during 2014 – 2015. The stories for this study have been selected just to understand teacher-admin segment thus only five stories were feasible to analyze to answer questions. But during the analysis process due to absence of a teacher from the studied school

now to member check his meaning of his story the fifth one has been removed. Being qualitative- inductive-narrative research initiative, the current study was intended for exploring meanings hidden in the stories thus this purposing sampling based study is not to generalize but rather to explore a particular segment of the school processes.

School is the name of provider of innumerable types of experiences. It is a mini society and it's all stakeholders cannot be presented with their thoughts, acts, feelings, culture, and habits in a single study. Thus, studies are suggested to be conducted to understand the viewpoint of the administration with respect to teachers' realizing their responsibilities, administration inter-staff coordination, teachers' performance and the supervision of school principal, impact of teacher-admin relation on students learning, narrative analysis as method to represent admin staff issues and admin-learners' interaction studies.

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