STUDENTS-TEACHERS INTERPERSONAL RELATIONS AT SCHOOL LEVEL: STUDENTS' VIEW POINT

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ABSTRACT

On joining the school, next exposure for any students is to meet the class teacher and classmates. This classroom setting provides for possible relationship between students and teachers which, if positive, serve as fundamental to the healthy development of all students in schools. Students- teachers' interpersonal relations remain important at every stage of the school as this need does not diminish as students mature. These interpersonal relationships between the two influence the academic pursuits & their outcomes. Keeping in view the importance of the interpersonal relations the present study attempts to assess the existing interpersonal relations between the students & teachers of select government schools.

KEYWORDS: Interpersonal Relations, Government Schools, Social Settings, Classroom Management, Class Climate, Students & Teachers.

INTRODUCTION

A popular belief is that it is 'Love' which makes the world goes around but it is the liking more than perhaps loving which keeps its spinning (Rubin & NcNeil 1983). Relationships give meaning and directions to the day to day life, events and human interactions. In fact much of the outcome of such interpersonal relations depends on the level of satisfaction derived out of these.

There are situations in life where social settings provide us chance to carry on with the relationships and on the contrary there are settings where this option does not exist at all. One such relationships is of teacher & taught, where once joining the school, there is not much of choice left with the taught but to enter into, willy nilly, a relationship, good or bad. There are strong literature evidences indicating that positive relationship between the teachers and the students are fundamental to the healthy development of students in the schools (Birch & Ladd 1998[1], hammer and Pianta 2001[2], Pianta 1999[3])

As children are exposed to the formal school settings, the relationships with teachers provide base for the successful adaption to the social and academic environment. Students who enjoy good rapport with their teachers enjoying the learning process much more and get along better with peers. A positive relationship between the two provides secure base for the students and attracts them to academic and extra-curricular pursuits, which at a point may turn crucial in the life and carrier of the students.

There are many theoretical perspectives suggested by the theorists on the issue of interpersonal relation between the students and the teachers. These conceptual frameworks have been discussed briefly for building construct of the study.

Developmental Psychological Theory

This model drives its thrust from parent-child relationships as the representations of relationships with care givers theoretically provide the foundation for interaction with the people outside the family context which means that quality of parent- child relationships often affects subsequent peer- teachers associations.

Interpersonal Theory

This model is embedded in a system approach to communication. As per this theory, interactions can be discussed according to two dimensions; Control and Affiliation. The control reflects the degree of influence exercised by one individual on the others in the interaction, with domination at one end and submissiveness on the other. The Affiliations represented the degree of emotional immediacy, warmth, support in the interaction and ranges from friendliness to hostility.

Dynamic System Theory

Dynamic System Theory emphasizes on the general interpretations that students and teachers attach themselves to each other. Basically, the theory aims to understand the changing pattern of moment to moment interactions (micro-social scale) in relation to changes in outcomes patterns (macro-social scale). It is the self- stabilizing feedback, such as the fulfilling prophecy which establishes the affects of moment to moment processes on the macro level outcomes. Thus, both time scales facilitate as well as exercise constraints over the interactions between the two.

Social Network Theory

Social Network Theory highlights the manner in which the underlying patterns of relationships among teachers shapes professional communities and affects educational improvement. Social Network Theory based on the hunch that social resources like knowledge, information and expertise are exchanged through informal networks of actors and the social relationships in connecting them. In fact, the social network theory emphasizes both on individual actors and the social relationships as it considers interactive behaviour as one of the key components of affective relationships between teachers and the students.

School Effectiveness Theory and School and Class Climate

The roots of this model find place in school effectiveness tradition. The perspectives define the dynamic relations between the multiple factors associated with teachers' effectiveness. It refers to eight factors describing teachers' instructional role that are associated with students' outcomes; orientation, structuring, questioning, teaching modeling, applications, management of time, teachers role in making the classroom a learning environment. It is further emphasized by the model that due to the influence of these factors on classroom environment and teaching practices, school level factors are expected to have both direct and indirect effects on student's achievements. The classroom aspects have more significance bearing on the outcomes than the school level aspects. The quality of classroom environment has shown significant bearing on the students learning as well. However, school effectiveness based on shared values and norms, openness of governance and trustworthy relationships.

Classroom Management Theories

The classroom management refers to the actions and the strategies used by the teachers to solve problem of order in the classrooms. The efficient management of class includes reactive, preventive and proactive elements. The classroom management includes three main constructs; identified discipline, rule clarity and prevention of disruption. The approach

emphasis how to create a classroom ecology that invites students cooperation rather than disruption. The classrooms are multidimensional activity settings in which teachers must establish orchestrate and sustain events that elicit students' collaboration over long period of time. The classroom management can be seen from two perspectives; individual students and classroom as an entity. Form the students' standpoint it specifies expectations, clarifies duties and establishes possibilities in specific situations.

At class level management is aimed giving all students the boundary conditions for learning oriented interactions. It is the responsibility of the teacher to manage the classroom situations and employ strategies to reduce disruptions. The students' misbehavior can provoke the teacher to aggressively respond by yelling or by covert behaviors such as not rewarding or acknowledging students' pro- social behaviors.

All these models focus on the interpersonal relationships emphasizing on different aspects of the relationships. However, no single model or theory is sufficient to build the relationships between the two.[4] Thus, the above mentioned theories have made the base for the investigation of interpersonal relations between the students and teachers. The present study examines the administration of select government school in the district of S.A.S Nagar, Punjab. The thrust of the study assess the satisfaction level of the students' viz-a-viz teachers.

The government schools are educational institutions owned by the state with a purpose to provide education to one and all but as we know the function of the government is jacketed by the bureaucratic norms. Therefore many of the operations follow their on route to reach the ultimate. It is often argue the government school system is stereo typed, less innovative, slow, unresponsive and fails to impart minimum skills to the students. In the backdrop of discussion made so far, the current study is carried out in the select government of the district S.A.S Nagar with the specific focus on secondary students

MATERIALS AND METHODS

The main objective of this paper is to assess and examine the Students –Teachers Interpersonal Relationships in the select government schools imparting Secondary Education.

Research Methodology

Both primary and secondary data has been used. **Universe:** The present paper attempts to investigate and examine the relationship between the students and the school teachers in the select District S.A.S. Nagar, Punjab. For the purpose of this study, 36 schools, imparting secondary education in the District (99), have been chosen considering the fair representation to each education block (8). **Sample:** A sample of 800 students, both Boys (400) and Girls (400) has been selected randomly from class 9th (380) and 10th (420) from all the 36 select schools.

RESULTS AND DISCUSSIONS

The respondents were put across certain posers /statements to reach the findings. The data has been crossed tabulated and statistically tested on Chi Square Technique to find out the significant level (p-value)

On analysing the responses presented in the Table 1 illustrated that statistically **non-significant association** was found between all the variables and the statement. Overall analysis of the responses suggested that 91.4 per cent of the respondents **agreed** with the statement whereas negligible proportion 8.4 percent of respondents **disagreed** with the statement indicating that possibly some of the teachers did not treat the students with all fairness as a result the students nurtured the grudge.

Irrespective of all the variables, it was found that highly significant proportion of the respondents agreed that they were treated respectfully by their teachers.

OBSERVATION: It was observed by the researcher that the students were treated politely by the teachers but exceptions were always there. In the recent directions of the court (Supreme Court, 2000) and the administration banned the Corporal Punishment (RTE Act under section 35) in India. Ever since the punishment of children has become offence the teachers have become conscious about their beheviours with the students.

The data presented in the Table 2 highlighted that statistically **highly significant association** was found between the type of school and the statement whereas **non-significant association** was found in case of other variables like type of school, age, gender and the statement. Further, it was found that more of the respondents from government high schools more convincingly stated that teachers did not encourage class discussion than the students from senior secondary schools. Overall analysis of the responses indicated that 14.4 per cent of respondents **agreed** with statement whereas 84.5 per cent of the respondents **disagreed** with statement. The possible reason for the disagreed responses could be that teachers did not wish to waste time on discussions rather they wished to finish the syllabi.

Irrespective of any variable, significant proportion of the respondents expressed that teachers did not encourage class discussions.

OBSERVATION: It was observed on the basis of interaction with the students and the teachers that often classrooms discussions were not encouraged. The students were asked to raise their queries after the lecture. Some of the teachers were of the opinion that classroom discussions led to indiscipline and wastage of time.

On analysing the responses presented in the Table 3, it was found that statistically **highly significant association** was found between the type of school variable and the statement. However, **non-significant association** was found between the other variables and the statement. Further, it was found that students from government senior secondary schools than the students from government high schools were convinced that it was easy for them to talk to their teachers. Overall analysis of the responses suggested that 75.8 per cent of the respondents **agreed** with the statement whereas 22.6 percent of respondents who **disagreed** with statement and possible reason for the disagreement could be the shy nature of the students or the attitude of the teachers.

Irrespective of all the variables, high proportion of the respondents opined that the teachers were easy to talk to.

OBSERVATION: It was observed by the researcher that the students were more confident while talking or communicating with the lady teachers. They were shy or scared of talking to male teachers. The senior male students were more comfortable in interacting with male teachers even.

The responses presented in the Table 4 illustrated that statistically **highly significant association** was found between the type of school variable and the statement whereas **non-significant association** was found between the other variables such as age, gender and the statement. Further, it was noticed that more of the students from government high schools strongly stated that the teachers assessed them fairly as compared to the students from government senior secondary schools. Overall responses revealed that 82.1 per cent of the respondents **agreed** with the statement whereas 12.5 percent of respondents **disagreed** with the statement that the teachers did not assess them fairly and no specific reason could be assigned to this.

Irrespective of the variables, it was found that significant proportion of the respondents agreed that the teachers assessed them fairly.

OBSERVATION: Based on informal interaction with the students and teachers, it was observed that teachers treated all the students alike, without any bias. Therefore, the students were assessed fairly by the teachers without any partiality.

On analysing the responses projected in the Table 5, it was found that statistically **highly significant association** was found between the type of school variable and the statement whereas **non-significant association** was found between the other variables such as age, gender and the statement. Further, it was seen that more of the students from government high schools than the students of government senior secondary schools strongly stated that they received sufficient feedback from the teachers. Overall analysis of the responses reflected that 22.6 percent of respondents **agreed** with the statement whereas 71.9 per cent of the respondents **disagreed** with the statement. The possible reason for the high proportion of disagreed responses could be that there was no such formal or informal practice of providing feedback to the students in the schools.

Irrespective of any variable, high proportion of respondents disagreed that they received sufficient feedback from their teachers.

OBSERVATION: On the basis of interaction with the students and the teachers, it became evident that due to the gap between the teachers and the students especially in the rural schools, the students were not given sufficient feedback by the respective teachers regarding their studies.

The analysis of Table 6 reflected that statistically **significant association** was found between the type of school variable and the statement whereas **non-significant association** was found between the other variables such as age, gender and the statement. Further, it was seen that more of the students from government high schools strongly expressed that the students' background was not taken into account while imparting instructions than the students of government senior secondary schools. Overall analysis of the responses established that 16.8 percent of respondents **agreed** with the statement whereas 82.2 per cent of the respondents **disagreed** with the statement. The significant proportion of disagreed responses could possibly due to the reason that there was no formal mechanism to know the backgrounds of the students. Thus, teachers imparted the instructions the way they wished.

Irrespective of the any variable, it was found that significant proportion of the respondents disagreed that the students with different background were given consideration while imparting instructions.

OBSERVATION: The irony of the government schools has been that no such efforts were made to consider the background of the students while imparting instructions. All the students were treated alike without considering their IQ in view. Thus, at times the IQ level of the students demanded something different than what was imparted to them.

The data projected in the Table 7 indicated that statistically **non-significant association** was found between all the other variables and the statement. Overall responses revealed that 93.9 per cent of the respondents **agreed** with the statement whereas a very negligible proportion of 4.6 percent of respondents **disagreed** with the statement.

Irrespective of the variables, it was found that highly significant proportion of the respondents agreed with the statement that teacher's professional skills were up to date.

OBSERVATION: The students expressed their satisfaction with the professional skills of their teachers. The students of the urban schools were little apprehensive about the professional skills of their teachers as these students were more exposed to the new trends of teaching and learning.

On analysing the responses presented in the Table 8, it was found that statistically **significant association** was found between the age variable and the statement whereas **non-significant association** was found between the other variables such as type of school, gender and the statement. Further, it was seen that students from government senior secondary schools than government high schools convincingly stated that there was good rapport between faculty and the students. Overall analysis of the responses reflected that 75.6 per cent of the respondents **agreed** with the statement whereas   21.5 percent of the respondents **disagreed** with the statement indicating that no good rapport was found between the two and possibly this could be attributed to their attitude.

Irrespective of any variable, it was found that high proportion of the respondents agreed that there was good rapport between faculty and the students.

OBSERVATION: Generally the staff and the students enjoyed good rapport with due respect for each other but there were certain students who were shy and had some complexes and for the same reason they had unfriendly relations with their teachers.

Findings of the Study

Highly significant proportion of the respondents (91.4 per cent) **expressed** that they were treated respectfully by their teachers. Significant proportion of the respondents (84.5 per cent) was in **disagreement** that those teachers encouraged the class discussion. High proportion of the respondents (75.8 per cent) **opined** that teacher were easy to talk to them. Significant proportion of the respondents (82.1 per cent) **supported** the statement that the teachers assessed the students fairly. High proportion of the respondents (71.9 per cent) **disagreed** that they received sufficient feedback from their teacher regarding their studies. Significant proportion of the respondents (82.2 per cent) **disagreed** that the background of the students was not taken into account while imparting instructions. Highly significant proportion of the respondents (93.9 per cent) **favoured** the statement that the teachers' professional skills were up to date. High proportion of the respondents (75.6 per cent) was in **agreement** that there was good rapport between faculty and the students.

Considering the significance of P-value in all the tables, it was found that type of school variable has shown highly significant and significant association with the interpersonal relations between the students and the teachers (refer table 2,3,4,5 & 6). Whereas age variable has shown significant association with the interpersonal relations between the students and the teachers (refer table 8).

Summary

The study revealed that students were treated respectfully by their teachers and it was easy to talk to them. Further, students opined that they were fairly assessed by the teachers and they enjoyed good rapport with faculty. The students conveyed strongly that professional skills of their teachers were up to date.

Though, most of the students were of the view that their teachers did not encourage the classroom discussion and they were not given the sufficient feedback regarding their studies. Ironically the background of the students was not taken into account while imparting instructions.

SUGGESTIONS

On the basis of above given findings it is suggested that teachers should regularly give feedback to the students and should also encourage the classroom discussions. Further, models appreciate behaviour can help to strengthen the ties between the two. Students are, generally, very sensitive to teachers' attitude towards them and the school. Therefore, teachers must be self- reflective making certain that they are exhibiting positive behaviours for the class. Students are

likely to be emotionally & intellectually invested in the classes in which they have positive relationship with their teachers.[5]

On the hand of poorest student- teacher relationships can lead to eventually students dropping out of the school (the heavy price). Convincing evidences, on basis of research, have supported that poor student-teacher relations induce student- alienation and rejection of school. Clearly, if teacher were to provide a caring and supportive environment for at risk students, they could positively affect the students' attitudes about school and increase the likelihood of their staying on in the school to carry on with their educational pursuits. Thus, positive students' teachers are necessary for healthy school environment and there is dire need to assess the relationships between them for making possible improvement.

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APPENDICES

Table 1: You Are Treated Respectfully by Your Teacher

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	**GHS**	446	0	47	493	5.386	.068ns
		90.5%	.0%	9.5%	100.0%		
	GSSS	285	2	20	307		
		92.8%	.7%	6.5%	100.0%		
Age	**Below 16 years**	616	2	56	674	.397	.820ns
		91.4%	.3%	8.3%	100.0%		
	Above 16 years	115	0	11	126		
		91.3%	.0%	8.7%	100.0%		
Gender	**Boys**	361	2	37	400	2.842	.241ns
		90.2%	.5%	9.2%	100.0%		
	Girls	370	0	30	400		
		92.5%	.0%	7.5%	100.0%		
Total		**731**	**2**	**67**	**800**		
		91.4%	**.2%**	**8.4%**	**100.0%**		

Source: *Computed from Primary Data p-value≤0.05 is significant denote *, p-value≤0.0 is significant denote **, p-value>.05 is non-significant denote ns*

Table 2: Your Teacher Encourages Class Discussion

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	**GHS**	47	1	445	493	35.710	**.000****
		9.5%	.2%	90.3%	100.0%		
	GSSS	68	8	231	307		
		22.1%	2.6%	75.2%	100.0%		
Age	**Below 16 years**	91	8	575	674	2.751	.253ns
		13.5%	1.2%	85.3%	100.0%		
	Above 16 years	24	1	101	126		
		19.0%	.8%	80.2%	100.0%		
Gender	**Boys**	53	3	344	400	1.917	.383ns
		13.2%	.8%	86.0%	100.0%		
	Girls	62	6	332	400		
		15.5%	1.5%	83.0%	100.0%		
Total		**115**	**9**	**676**	**800**		
		14.4%	**1.1%**	**84.5%**	**100.0%**		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 3: Your Teacher is Easy to Talk to

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	**GHS**	355	9	129	493	9.814	**.007****
		72.0%	1.8%	26.2%	100.0%		
	GSSS	251	4	52	307		
		81.8%	1.3%	16.9%	100.0%		
Age	**Below 16 years**	510	12	152	674	.650	.723ns
		75.7%	1.8%	22.6%	100.0%		
	Above 16 years	96	1	29	126		
		76.2%	.8%	23.0%	100.0%		
Gender	**Boys**	302	8	90	400	.704	.703ns
		75.5%	2.0%	22.5%	100.0%		
	Girls	304	5	91	400		
		76.0%	1.2%	22.8%	100.0%		
Total		**606**	**13**	**181**	**800**		
		75.8%	**1.6%**	**22.6%**	**100.0%**		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 4: The Teacher Assesses the Students Fairly

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	GHS	427	18	48	493	18.103	**.000****
		86.6%	3.7%	9.7%	100.0%		
	GSSS	230	25	52	307		
		74.9%	8.1%	16.9%	100.0%		
Age	**Below 16 years**	553	38	83	674	.672	.715ns
		82.0%	5.6%	12.3%	100.0%		
	Above 16 years	104	5	17	126		
		82.5%	4.0%	13.5%	100.0%		

Table 4: Continue							
Gender	Boys	323	23	54	400	1.033	.596ns
		80.8%	5.8%	13.5%	100.0%		
	Girls	334	20	46	400		
		83.5%	5.0%	11.5%	100.0%		
Total		657	43	100	800		
		82.1%	5.4%	12.5%	100.0%		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 5: You Receive Sufficient Feedback from Your Teacher

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	GHS	80	21	392	493	37.264	**.000****
		16.2%	4.3%	79.5%	100.0%		
	GSSS	101	23	183	307		
		32.9%	7.5%	59.6%	100.0%		
Age	Below 16 years	157	36	481	674	1.197	.550ns
		23.3%	5.3%	71.4%	100.0%		
	Above 16 years	24	8	94	126		
		19.0%	6.3%	74.6%	100.0%		
Gender	Boys	96	25	279	400	1.989	.370ns
		24.0%	6.2%	69.8%	100.0%		
	Girls	85	19	296	400		
		21.2%	4.8%	74.0%	100.0%		
Total		181	44	575	800		
		22.6%	5.5%	71.9%	100.0%		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 6: The Background of the Student was Taken into Account While Imparting Instructions

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	GHS	69	5	419	493	6.993	**.030***
		14.0%	1.0%	85.0%	100.0%		
	GSSS	65	3	239	307		
		21.2%	1.0%	77.9%	100.0%		
Age	Below 16 years	112	8	554	674	1.542	.463ns
		16.6%	1.2%	82.2%	100.0%		
	Above 16 years	22	0	104	126		
		17.5%	.0%	82.5%	100.0%		
Gender	Boys	66	6	328	400	2.036	.361ns
		16.5%	1.5%	82.0%	100.0%		
	Girls	68	2	330	400		
		17.0%	.5%	82.5%	100.0%		
Total		134	8	658	800		
		16.8%	1.0%	82.2%	100.0%		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 7: Teacher's Professional Skills Are up to Date

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	**GHS**	467	9	17	493	4.853	.088ns
		94.7%	1.8%	3.4%	100.0%		
	GSSS	284	3	20	307		
		92.5%	1.0%	6.5%	100.0%		
Age	**Below 16 years**	633	12	29	674	3.205	.201ns
		93.9%	1.8%	4.3%	100.0%		
	Above 16 years	118	0	8	126		
		93.7%	.0%	6.3%	100.0%		
Gender	**Boys**	373	6	21	400	.709	.702ns
		93.2%	1.5%	5.2%	100.0%		
	Girls	378	6	16	400		
		94.5%	1.5%	4.0%	100.0%		
Total		**751**	**12**	**37**	**800**		
		93.9%	**1.5%**	**4.6%**	**100.0%**		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns

Table 8: There is Good Rapport between Faculty and Students

Variables	Groups	Agree	Undecided	Disagree	Total	Pearson Chi Square	p-Value
Type of school	**GHS**	363	13	117	493	3.906	.142ns
		73.6%	2.6%	23.7%	100.0%		
	GSSS	242	10	55	307		
		78.8%	3.3%	17.9%	100.0%		
Age	**Below 16 years**	522	18	134	674	7.718	**.021***
		77.4%	2.7%	19.9%	100.0%		
	Above 16 years	83	5	38	126		
		65.9%	4.0%	30.2%	100.0%		
Gender	**Boys**	310	9	81	400	2.040	.361ns
		77.5%	2.2%	20.2%	100.0%		
	Girls	295	14	91	400		
		73.8%	3.5%	22.8%	100.0%		
Total		**605**	**23**	**172**	**800**		
		75.6%	**2.9%**	**21.5%**	**100.0%**		

Source: *Computed from Primary Data* p-value≤0.05 is significant denote *, p-value≤0.01 is significant denote **, p-value>.05 is non-significant denote ns