

Pupils' Perspectives On Pupil-Teacher Relationship

[A Study utilized in St. Xavier's Higher Secondary School, Surat]

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ABSTRACT

Many studies about education and its many factors have shown that the relationship between the teachers and the pupils is the decisive factor in the teaching-learning process. This pupil-teacher relationship is very vital and extremely essential for enabling the active teaching-learning process and developing positive outlook towards life and the world at large (Arthur, Gordon, & Butterfield, 2003). This relationship has vast influence on the learning process of the pupils. Though very often this relationship is assessed from the teachers' perceptions, the significance of taking into account the pupils' perspective on pupil-teacher relationship has been emphasized by many authors. Today pupils' views and opinions about learning experiences of the school are significant concerns in the field of education. The purpose of this study was to examine pupils' perceptions of this important relationship between pupils and teachers. It will mainly focus on pupils' perceptions on four educational dimensions- a. Class preparation by the teacher, b. Communication skills and presentation by the teacher c. School Pupil-Teacher relationship and d. the mentoring and career guidance by the teacher.

Keywords: Pupil-Teacher Relationship, Teaching-learning process, Pupils' perspectives

INTRODUCTION

Teacher-oriented Education:

Education is the foundation on which a country is built and the citizenship is developed and enhanced. It is in and through education that today's pupils reach their full potential and all-round personality. Everyone knows the rapidly transforming

world has influenced every facet of human life including education. Today's contemporary education system shows that vast knowledge is to be imparted by the teachers to the students. So it is clear that the teachers are at the centre of our education system choosing subjects, educational resources, textbooks and references. They are also involved in designing, analysing and synthesizing all the subject matter for the pupils. To evaluate the efficiency and efficacy of the transmission of immense knowledge, the evaluation system consisting of examinations, quizzes, competitions, assignments, project works and presentations is usually founded on teacher-oriented in teaching-learning process. Here the role of the pupils therefore minimized as one of inert and inactive receiver. The pupils have to listen, recollect and repeat what has been delivered by the teachers and to bring about the expected results. Most educational institutions usually go for this kind of the most common method of imparting the education. Whatever the education system it may be, two main significant constituents of education system are the teachers and the pupils. Though the education system is projected as teacher-centred or teacher-controlled, the teachers might play a minor role in pupils' learning process (Nageswari K., Malhotra A., Kapoor N. and Kaur G., 2004).

Significance and Usefulness of Pupil-Teacher Relationship:

Though the education system may appear to be one-sided as teacher-centred, it is a collaborative and interactive education process without which the expected success may not be achieved. This success of this education process is greatly influenced by the relationship between the pupils and the teachers. This pupil-teacher relationship becomes an indispensable part of teaching-learning process. The value and quality of this pupil-teacher relationship will determine the accomplishment of the teacher in enhancing pupils' learning (Tiberius, 1986).

Pupil-teacher relationships are significant and useful for several reasons. Pupils' capability to adjust to the school environment, their doing the best at the school and their relationship with the peers is significantly influenced by this teacher-pupil relationship (Pianta R.C. and Steinberg M, 1992). This relationship have influenced the classroom organization management and affected the learning development of the pupils (Klem & Connell, 2004). Pupils' growing sense of self and personality is positively impacted by the steady pupil-teacher relationship. The

enhancement of their mental well-being and their intellectual, social and emotional development are the benefits of the teacher-pupil relationship. Many research studies have also shown that healthy pupil-teacher relationship could enable the pupils with the interactive learning and impetus.(Finn et al., 2009).This healthy relationship between pupils and teachers has also developed an environment encouraging for the pupils to learning (Bernstein-Yamashiro & Noam, 2013; Roorda et al, 2011). Moreover, the advantages of encouraging positive pupil-teacher relationships spread to the teachers also, contributing to an enhanced sense of the satisfaction of roles and responsibilities of the job (L. Goldstein & Lake, 2000).

Pupils' Perspective on Pupil-Teacher Relationship:

In any collaborative and interactive process such as education, the pupil-teacher relationship is one of the important constituents of the teaching-learning process and plays a key role in the achievements and the success of the pupils and the teachers too. As it is an interactive process, the perceptions of the pupils are considered to be as important as those of the teachers. Today's pupils show an insightful ability and enthusiasm for learning, irrespective of the quality education that they receive from their teachers. They have also ability to perceive and analyze the relationship they have with their teachers. Information supplied by the pupils in this survey is very significant as they are distinctively able to assess some of the important dimensions of the relationship with their teachers. The study of this paper was carried out to evaluate the pupil-teacher relationship from pupils' perspectives based on four aspects of this relationship: [a] Class preparation by the teacher, [b] Communication skills and presentation by the teacher, [c] School Pupil-Teacher relationship and [d] The mentoring and career guidance by the teacher.

Research Methodology:

The investigator has intended to know the pupils' perspectives on pupil-teacher relationship. The data was directly collected from the pupils of standards 11 and 12 of St. Xavier's Higher Secondary School, Surat, Gujarat. Primary data is consisted of personal data and data associated with the hypothesis of the study etc. Similarly secondary data were collected from books, journals, organizational reports and websites etc.

Objectives of the Study:

- i) To know the pupils' perspectives on pupil-teacher relationship.
- ii) To assess the pupils' perspectives on pupil-teacher relationship.
- iii) To find the importance of this relationship for the pupils as well as the teachers.

Hypothesis of the Study:

H₁- There is significance relation between preparation by the teachers and their relationship with pupils.

H₂- There is significant relation between communication skills and presentation by the teachers and their relationship with pupils.

H₃- There is significant relation between mentoring and career guidance by the teachers and their relationship with pupils.

The population contains 480 pupils (240 pupils each from science and commerce) from standards 11 and 12 in the school, out of which 200 sample respondents are chosen for the study through stratified random sampling technique. Sample units of 100 respondents were randomly selected from commerce stream and science stream respectively. After the successful completion of data, the analysis of data was carried with percentage analysis and statistical tools, followed by testing of hypothesis to arrive at interpretations.

Data Analysis and Interpretation**Respondents' classification by their class standard**

Particulars	No.of respondents	Percentage
XI-Std.	100	50.0
XII-Std.	100	50.0
Total	200	100.0

Overall two hundred respondents went through the sampling. One hundred respondents i.e. 50 % are from standard 11 and the other hundred respondents belong to standard 12.

Respondents' classification by the stream they study

Particulars	No.of respondents	Percentage
Commerce	100	50.0
Science	100	50.0
Total	200	100.0

On the whole, respondents were selected from science and commerce streams. As given in the table, two hundred respondents were equally distributed between these two streams of studies. 50 % of them are from science stream and the other 50 % are from commerce stream respectively.

Verification of Hypothesis:

H₀: There is no significance relation between preparation by the teachers and their relationship with pupils.

H₁: There is significance relation between preparation by the teachers and their relationship with pupils.

Classification	N	Mean	SD	Statistical inference
Preparation By the Teachers				
<i>XI-std</i>	100	20.56	2.779	T=-2.078 Df=198 .039<0.05 Significant
<i>XII-Std</i>	100	21.28	2.070	
Pupils and Teacher Relationship				
<i>XI-std</i>	100	28.86	4.115	T=1.914 Df=198 .057>0.05 Not Significant
<i>XII-Std</i>	100	27.78	3.863	

Classification	N	Mean	SD	Statistical inference
Preparation By the Teachers				
<i>Commerce</i>	100	20.76	2.617	T=-.915 Df=198 .718>0.05 Not Significant
<i>Science</i>	100	21.08	2.317	
Pupils and Teacher Relationship				
<i>Commerce</i>	100	27.86	4.335	T=-1.626 Df=198 .718>0.05 Not Significant
<i>Science</i>	100	28.78	3.636	

From above two tables it is found that P value is greater than 0.05 in more cases so null hypothesis is accepted and the research hypothesis is rejected. Hence there is no significant relation between preparation by the teacher and their relationship with pupils.

H₀: There is no significant relationship between the communication skills and presentation by the teachers and their relationship with pupils.

H₂: There is significant relationship between the communication skills and presentation by the teachers and their relationship with pupils.

Classification	Their relationship with Pupils						Statistical inference
	Low		High		Total		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Preparation By the Teachers							
Low	48	52.2%	26	24.1%	74	37.0%	X ² =16.829 Df=1 .000<0.05 Significant
High	44	47.8%	82	75.9%	126	63.0%	
Communication skills and Presentation by the Teachers							
Low	58	63.0%	30	27.8%	88	44.0%	X ² =25.075 Df=1 .000<0.05 Significant
High	34	37.0%	78	72.2%	112	56.0%	
Total	92	100.0%	108	100.0%	200	100.0%	

From the above tables it is found that P value is lesser than 0.05. So null hypothesis is rejected and the research hypothesis is accepted. Hence there is significant relationship between the communication skills and presentation by the teacher and the pupils.

H₀: There is no significant relation between the mentoring and career guidance by the teachers and their relationship with pupils.

H₃: There is significant relation between the mentoring and career guidance by the teachers and their relationship with pupils.

Mentoring and Career Guidance by the teachers	Their relationship with Pupils						Statistical inference
	Low		High		Total		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<i>Low</i>	74	68.5%	18	19.6%	92	46.0%	X ² =47.929 Df=1 .000<0.05 Significant
<i>High</i>	34	31.5%	74	80.4%	108	54.0%	
Total	108	100.0%	92	100.0%	200	100.0%	

From the above tables it is found that P value is lesser than 0.05. So null hypothesis is rejected and the research hypothesis is accepted. Hence there is significant relationship between the mentoring and career guidance by the teacher and the pupils.

Findings and Conclusion: This study obviously indicates that pupil-teacher relationship is a key element of the educational process, especially in the learning process of the pupils. It also specifies that this relationship has influenced the emphasis and scope of the pupils' learning abilities and achievements. In this study a sampling method was used encouraging pupils to respond appropriately. It was needed to assess pupils' perspectives on their relationship with their teachers, based on three important aspects of learning process, namely preparation by the teachers, communication skills and presentation by the teachers and mentoring and career guidance by the teachers.

One of the aspects they perceived was the preparation by the teacher. The results have shown from the point of views of the pupils that the pupil-teacher relationship is related to the preparation by the teacher. It is observed that when the teachers prepare teaching materials on time, maintain learning environment in the classrooms, encourage their interest, interaction and involvement and check their assignment and test papers regularly, the pupils appreciate them and consequently their relationship with their teachers grow stronger.

Another aspect that the pupils' perceive in the pupil-teacher relationship is the communication skills and presentation by their teachers. The pupils have perceived that those teachers who explain the teaching topics clearly using examples, illustrations, group work, discussion, technology and making their teaching interesting and easy to understand could build up a strong rapport with them and so the pupil-teacher relationship is strengthened.

Further the pupils have also perceived this relationship with their teachers from the aspect of mentoring and career guidance by their teachers. The study clearly shows the significant relationship between this aspect and the pupils. It is because the pupils have positively asserted that their teachers emphasize the importance of understanding the learning material rather than just memorizing, also provide them encouragement, positive reinforcement, constructive criticism and further guide them to become persons for others. All these dimensions are acknowledged and appreciated by the pupils, leading to consolidating of the pupil-teacher relationship. The pupils have also experienced that their teachers are more fruitful than those of tuition teachers. The pupils have also recognized that their teachers grade them without any prejudice or bias but based on their performance. They have also admitted that their

teachers treat them with dignity and respect and are approachable and accessible, even outside class time for reviewing and guiding their academic and personal life. We could conclude that the aspect of mentoring and career guidance by the teachers is significantly related to the pupil-teacher relationship. To conclude, in the present study, the pupils of St. Xavier's Higher Secondary School, Surat, Gujarat distinctly expressed their perspectives on the pupil-teacher relationship based on three important aspects-*preparation by the teachers, communication skills and presentation by the teachers and mentoring and career guidance by the teachers*. The pupils have perceived that all these aspects are essential elements to the pupil-teacher relationship.

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