Interpersonal Relation and its Effect on Teaching and Learning

Dr. Priti Singh, Bheema Manral

Dept. of B.Ed, Govt. PG College Ranikhet, Uttarakhand, India
pritiksingh78@yahoo.com

Abstract

There is so many factors which affect teaching learning process such as: Health of the child, Emotional psychological and intellectual, Miscellaneous environmental factors, Media influence, Methods of Learning, Methods of teaching and Maxims of teaching. Out of them the relationship with teacher, parents and peers is the most important factor which affects teaching learning process most. The problem under study i.e. measurement of interpersonal relationship and its effect uncovering the hidden reality in educational and scientific system operating in interpersonal relationship between students, teachers, principal and other.The study investigated effect of interpersonal relation on teaching and learning process.100 students were randomly selected from English Medium CBSE affiliated secondary Schools of Ranikhet town named as Bearshiva Senior Secondary School and Army Public School Ranikhet of Uttarakhand in India. Nine general questions were formulated and answered descriptively while nine hypotheses in the study were tested using mean, S.D, median, mode, kurtosis, skewness and Product moment method of Co-efficient of correlation statistic were computed from the total sample. It was found that there is a positive moderate interpersonal interaction with teaching learning process. So the relationship between Teacher-Teacher, Teacher-Student, Teacher-Principal, Student-Teacher, Student-Student, Student-principal, Principal-Teacher, Principal-Student, and Human-interaction affects the teaching - learning process.

Keywords: Interpersonal relationship, Measurement, Moderate and Positive Co-relation, Teaching learning Process

Introduction

We live in a globally inter connected technological world. Science and technology have radically changed our lives. A mere one hundred years ago people toiled long; tedious hours just to eke out a living. The material abundance provided by technology and the information flow accelerated by innovations like internet, portable computers and mobile phones have drastically altered our personal and professional lives, and remapped society. Behind all of this is science, the result of extraordinary human inquisitiveness runs along rational line or on the basis of logic, draws attention to cause and effect. In this world, thus everything comes within the scope of causality or the law of natural causation discovered and governed by science. The problem under study i.e. measurement of interpersonal relationship and its effect uncovering the hidden reality in educational and scientific system operating in interpersonal relationship between students, teachers, principal and other. Healthy school environment can lead students towards excellent academic performance and school environment plays a significant role in academic achievement of young adolescents (Nazir and Mattoo 2012). This very problem is a multi- dimensional one covering the wide field of science of psyche known as psychology, education, sociology and statistics and even axiology that decides ideal state of affairs, contributes standards/norms of behavior. Dahar, Dahar, Dahar, and Dahar (2011) present and the prior school environments are important on academic achievement of students at the secondary stage in Punjab (Pakistan). One of the most distinctive aspects of human beings is that we are social. We

are each affected by the presence of other people, we form relationships with other people, we join groups with other people, and we behave in certain ways towards members of our own and other groups. The relationship between interpersonal styles of teachers and students' cognitive and affective outcomes, on differences in interpersonal styles between teachers, on development of the interpersonal style during the teaching career and on the significance of nonverbal teacher behavior in everyday classrooms for (the development of) interpersonal styles (Brekelmans, Brok, Tartwijk, and Wubbels, 2005).

Statement of the Problem

School plays a significant role in the life of a child. Secondary education is the backbone of the country's development, and it is unfortunate that there is no uniformity at this level. The various problems like follow of the British education pattern but curriculum of Indian origin, Isolation from other agencies of education, Non performance of duties honestly by teachers due to lack of supervision and control, Abolition of evaluation system from elementary schools, No mechanism of checking poor performance in schools in India, the emphasis is only on subject matter and not on the child, students irrespective of their interest and abilities are homogenously meted out in the class, emphasis on activity and practical knowledge is minimum, neglecting of all round development of child's personality . The environment of the school is dull, lifeless and rigid, lack of essential resources, facilities like libraries, laboratory, playground, canteen etc, teaching strategies followed by the teachers are traditional and autocratic, methods of teaching prevailing in the school are faulty, unscientific and un psychological and the education that is imparted in school has nothing to do with the real life i.e. is absence of link between education and life. So there is need to measurement of interpersonal relation and its effect on teaching and learning process in schools.

Purpose of the study

The purpose of the study therefore is to measure: (1) interpersonal relations among students, teachers and principals in the schools. (2) Measure the effect of interpersonal relation on teaching- learning process, in context of the English medium Secondary schools.

Research Questions

From the purpose of the study above, the following nine research questions were generated for this study.
1. Is there any co-relation between teacher-teacher interpersonal relationships with teaching and learning process?
2. Is there any co-relation between teacher-student interpersonal relationships with teaching and learning process?
3. Is there any co-relation between teacher-principal interpersonal relationships with teaching and learning process?
4. Is there any co-relation between student-teacher interpersonal relationships with teaching and learning process?
5. Is there any co-relation between student-student interpersonal relationships with teaching and learning process?
6. Is there any co-relation between student-principal interpersonal relationships with teaching and learning process?
7. Is there any co-relation between principal-teacher interpersonal relationships with teaching and learning process?
8. Is there any co-relation between principal student interpersonal relationships with teaching and learning process?
9. Is there any co-relation between human interaction interpersonal relationships with teaching and learning process? The following nine hypotheses were formulated to guide the study from the research questions above.

Hypotheses

The following nine hypotheses were formulated to guide the study from the research questions above.

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1. There is positive co-relation between teacher-teacher interpersonal relationships with teaching and learning process.

2. There is positive co-relation between teacher-student interpersonal relationships with teaching and learning process.

3. There is positive co-relation between teacher-principal interpersonal relationships with teaching and learning process.

4. There is positive co-relation between student-teacher interpersonal relationships with teaching and learning process.

5. There is positive co-relation between student-student interpersonal relationships with teaching and learning process.

6. There is positive co-relation between student-principal interpersonal relationships with teaching and learning process.

7. There is positive co-relation between principal-teacher interpersonal relationships with teaching and learning process.

8. There is positive co-relation between principal student interpersonal relationships with teaching and learning process.

9. There is positive co-relation between human interaction interpersonal relationships with teaching and learning process.

Methodology

In order to achieve the purpose of the study, investigation aimed to study the effect of interpersonal relation and teaching learning process in secondary schools. Descriptive survey method has been employed for study. The study is delimited to English Medium CBSE affiliated secondary Schools of Ranikhet town named as Bearshiva Senior Secondary School and Army Public School Ranikhet of Almora District in Kumaun region of Uttarakhand in India. Both male and female subjects of 14-18 years have been taken in the study.

Population

As regards the population parameters, 100 subjects of both sexes were taken into consideration. Bearshiva School and Army secondary school of Ranikhet of kumaun region of Uttarakhand has been selected for study.

Sample and Sampling techniques

The selection of the sample is an important aspect of the research. A sample of hundred subjects of both sex (50 from Bearshiva School and 50 from Army school) has been taken by simple random sampling method from Bearshiva School and Army secondary school of Ranikhet of kumaun region of Uttarakhand.

Instrumentation

In order to study the effect of the interpersonal relation and teaching learning process in secondary schools, the RCEB, SOCIOMETRY INVENTORY FOR INTERPERSONAL RELATIONS by DR S. P. Anand has been used. The evaluation has been done with the help of interpersonal interaction inventory made by Prof S.P. Anand. This is a likert type inventory having 100 statements. It has an equal number of fifty positive and negative statements. For positive response scoring scheme is 4, 3, 2, 1, and 0. For negative response scoring scheme is 0, 1, 2, 3, and 4. There are nine areas (Teacher-Teacher, Teacher-Student, Teacher-Principal, Student-Teacher, Student-Student, Student-principal, Principal-Teacher, Principal-Student, and Human-interaction) of inter personal relation in this

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inventory. The range of score for each dimension is 0-40(area 1-8) and 0-80(area-9). The maximum score is 400 as a whole in the inventory. The test-retest reliability for students and teachers has been found as .92 and .95. The split half reliability for them has been recorded as .96 and .84.This suggest for remedial measures for school. Time allotted 20- 30 minutes.

Data Analysis

Before the actual analysis of data and discussion of the results it is concerned as appropriate to know the nature of the distribution of the scores obtained on the test on school. This would ensure whether the conditions of the basic assumptions of normality are satisfied or not. For this purpose, the mean and S.D, median, mode, kurtosis, skewness and correlation (Product moment coefficient) were computed from the total sample. The data collected were analyzed descriptively to answer the nine general questions while co-relation statistic was used to test the hypotheses formulated at 0.05 level of significance using SPSS 2012 version.

Results and Discussion

Analysis and interpretation of date collected are presented in order to fulfill the purpose of the study i.e. to measure the interpersonal relations and its effect on teaching learning process. Keeping in view the objectives and variable under study investigator has analyses the data under the following heads: (1) Study of the interpersonal relations among students, teachers and principals. (2) Study of the effect of interpersonal relations on teaching learning process. This would ensure whether the conditions of the basic assumptions of normality are satisfied or not. For this purpose, the mean and S.D were computed from the total sample.

(1) ***Measurement of the interpersonal relations among students, teachers and principals in schools***
On the basis of obtain frequency of interpersonal score; most of the frequencies are fall under the 201-220 class intervals.

Fig 1: Frequency of interpersonal score
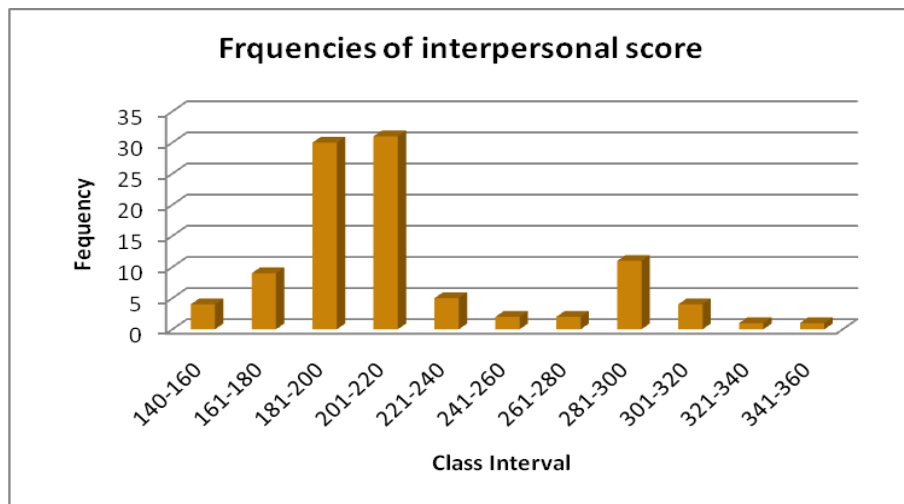
On the basis of above frequency, obtained values of different statistical treatment like mean, median, standard deviation, mode, kurtosis and skewness are as follows in table 1.

Table 1: Value of mean, standard deviation mode, kurtosis and skewness

Measures of Interpersonal relationship	Mean	Standard deviation	Mode	Median	kurtosis	Skewness
	215.11	44.86	198	200	0.25	1.105

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On the basis of above data average score of students are 215.11and the deviation between them are 44.86. Most frequently obtain data are 198. On the basis of observations 50% students are get more then 200 score and 50% student get less the 200 score. The value of kurtosis 0.25 is Platykurtic and the skewness value shows positively skewed.

(2) *Measurement of the effect of interpersonal relations on teaching learning process:*

To check the affect of interpersonal relationship on teaching learning process, the various statistical measures like mean, standard deviation and product moment coefficient has been calculated from the above frequency tables given below:

Table 2: Area wise Value of mean, standard deviation and product moment coefficient

S.N	Area of Interpersonal relation in school	Mean	S.D	r-VALUE
Area-1	Teacher-Teacher	27.2	5.5	0.41
Area-2	Teacher-Student	23.6	6.1	0.42
Area-3	Teacher-Principal	19.3	7.6	0.46
Area-4	Student-Teacher	17.4	7.2	0.47
Area-5	Student-Student	20.9	7.4	0.48
Area-6	Student-principal	25.8	6.5	0.43
Area-7	Principal-Teacher	19.7	7.2	0.41
Area-8	Principal-Student	20.8	5.9	0.41
Area-9	Human-interaction	40.2	9.34	0.42

(1) In the first area i.e- Teacher – Teacher interpersonal relationship

The mean value of interpersonal score of 100 students is 27.26 for the first area and the mean value of class achievement of these students is 76.82. The value of **r** (Product moment-coefficient) is 0.41 obtained after the comparison of interpersonal score with class achievement with the help of Product-moment method of co-relation. Obtained Product moment- coefficient indicates positive moderate correlation between Teacher-Teacher interpersonal interactions with teaching learning process. So the first hypothesis "There is positive co-relation between teacher-teacher interpersonal relationships with teaching and learning process" has been accepted.

(2) In the second area i.e- Teacher – Student interpersonal relationship

Byamugisha (2010) examined the effects of school environmental factors on pupil's learning achievement in Ugandan primary schools. Results of the study revealed that' for the home context factors, the age of the pupil, size of house hold, sex of the pupil and whether the pupil speak English at home are important factors in the prediction of achievement in reading and mathematics. Also, the education of the mother and having electricity at home are important factors that influence pupil's achievement in reading but not mathematics. For the school context factors, results indicate that pupil having lunch at school, the type and location of the school, school resources and head teacher tertiary education are important factors in the prediction of achievement in reading and mathematics. In this study interpersonal mean score of Teacher-Student area is 23.6, after the comparison with class score, the value of product moment coefficient is 0.42 that indicates, there is positive moderate correlation between teacher-student interpersonal relations with teaching learning process. So the second hypothesis-"There is positive co-relation between teacher-student interpersonal relationships with teaching and learning process has been accepted.

(3) In the third area i.e- Teacher – Principal

Akiri and Ugborughbo (2009) conducted a study on the influence of teacher's classroom effectiveness on student's academic performance in public secondary schools in Delta state, Nigeria. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically

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not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that teachers' effect is not the only determinant on students' academic achievement. The value of product moment coefficient 0.46 from the above table shows the positive moderate correlation with teaching learning process that means good relationship between teacher and principal gives positive effect on teaching learning process. Here the third hypothesis-"There is positive co-relation between teacher-principal interpersonal relationships with teaching and learning process has been accepted.

(4) In the fourth area i.e- Student – Teacher

The mean value of interpersonal score and class score is 17.42 and 76.82, after correlation value of product moment coefficient is 0.47. This value represents positive moderate correlation between student-teacher interpersonal relationships with teaching learning process. That means the forth hypothesis- "There is positive co-relation between student-teacher interpersonal relationships with teaching and learning process" is accepted.

(5) In the fifth area i.e- Student – Student

The mean values of interpersonal score is 20.9 and mean value of class score is 76.82, after correlation value of product moment coefficient 0.48 which shows the positive and moderate correlation with teaching learning process that means good interpersonal relationship between student and student gives positive effect on teaching and learning process. So the fifth hypothesis- "There is positive co-relation between student-student interpersonal relationships with teaching and learning process has been accepted.

(6) In the sixth area i.e- Student – Principal

Interpersonal mean score of Student-Principal area is 25.88, after the comparison with class score, the value of product moment coefficient is 0.43 that indicates, there is positive moderate correlation between student principal interpersonal relations with teaching learning process. Here the sixth hypothesis-"There is positive co-relation between student-principal interpersonal relationships with teaching learning process" has been accepted.

(7) In the seventh area i.e- Principal – Teacher interaction

The mean value of interpersonal score and class score is 19.76 and 76.82, after correlation value of product moment coefficient is 0.41. This value represents positive moderate correlation between principal-teacher interpersonal relationships with teaching learning process. So the seventh hypothesis- "There is positive co-relation between principal-teacher interpersonal relationships with teaching learning process" has been accepted.

### (8) In the eighth area i.e- Principal - Student interaction

Chaturvedi (2009) in a study investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The sample consisted of 300 students in the age range of 12-15 years, selected by stratified sampling method from various schools of Bhopal. The results showed that all the six sub-scales of school environment have significant effect on achievement motivation and three sub-scales have significant effect on academic achievement. It was concluded that the school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Interpersonal mean score of Principal-Student area is 20.81, after the comparison with class score, the value of product moment coefficient is 0.41 that indicates, there is positive moderate correlation between teacher-student interpersonal relations with teaching learning process. So the eighth hypothesis- "There is positive co-relation between principal student interpersonal relationships with teaching learning process" has been accepted.

(9) In the ninth area i.e- Human interaction

Schmitt and Kleine (2010) investigated the influence of family school relations on academic success. The results revealed that children with good social relations with their teachers and classmates, children with high performing friends, and parents who engage in school activities have significantly better chances in reaching a high performance level. It was concluded that changes in student teachers interactions, student-student interactions and changes in

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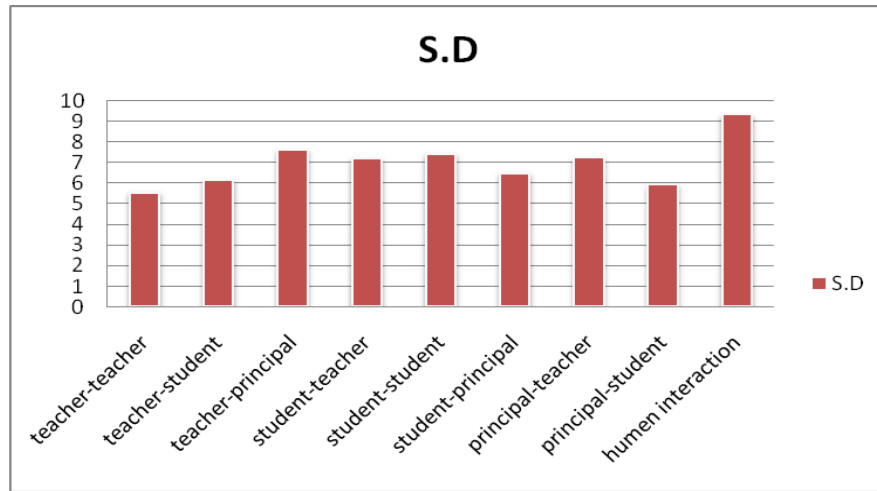Vol.1, N0.2, October 2014. Pp 1-10

parental involvement contribute to a better school performance. The mean value of interpersonal score of 100 students is 40.2 for the ninth area and the mean value of class achievement of these students is 76.82. The value of **r** (Product moment-coefficient) is 0.42 obtained after the comparison of interpersonal score with class achievement with the help of Product-moment method of co-relation. Obtained Product moment- coefficient indicates positive moderate correlation between human interactions with teaching learning process. So the ninth hypothesis- "There is positive co-relation between human interaction interpersonal relationships with teaching learning process has been accepted. In this study the average score of interpersonal interaction of hundred students in area first is 27.26, in area second are 23.6, in third are 19.2, in forth is 17.42, in fifth is 20.98, in sixth is 25.88, in seventh is 19.76, in eighth is 20.81, and in ninth area is 40.2.The maximum score of area first to eighth is 40 and the maximum score of area ninth is 80.The area wise value of mean score of students are given below in figure 2.

Figure 2: Mean score of hundred student indifferent areas
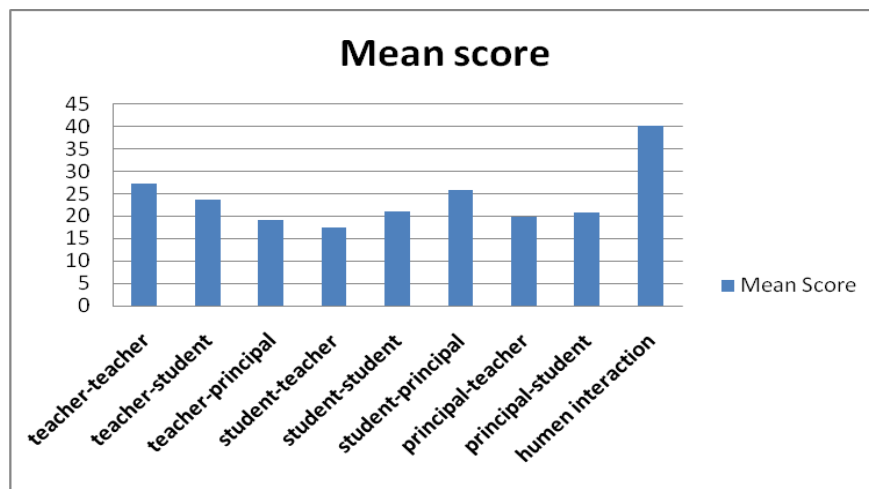
 On the other hand value of standard deviation(fig. 5.2) in first area are 5.56, in second area are 6.18, in third area are 7.65, in forth area are 7.22, in fifth 7.45, in sixth 6.50, in seventh 7.26, in eighth 5.95, in ninth 9.34. This result shows almost similar deviation in all the areas with slight variation shown in figure 3.

Figure 3: Value of standard deviation

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The value of product moment coefficient (figure 4) in different area is as follows: 0.41, 0.42, 0.46, 0.47, 0.48, 0.43, 0.41, 0.41, and 0.42. The highest value (0.48) is from the area student-student interaction. This value interprets moderate positive co-relation between interpersonal relations with teaching and learning process.

Figure 4: Product moment coefficient
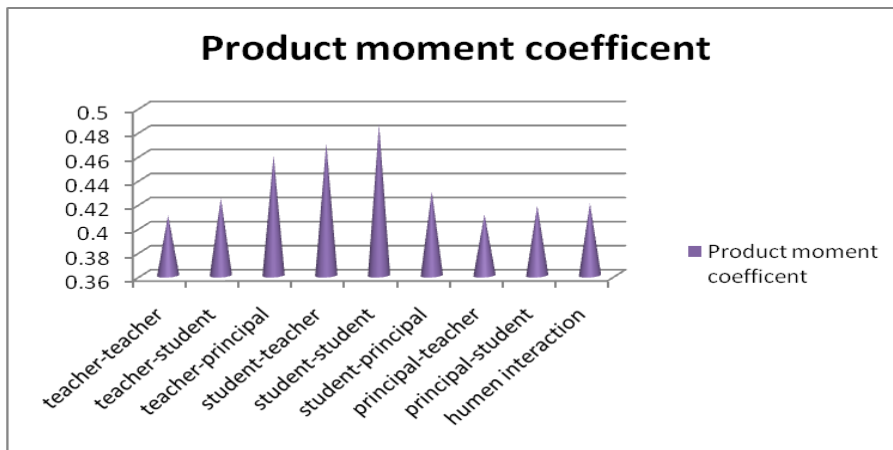
All the above date shows It was found that there is a positive moderate interpersonal interaction with teaching learning process. So the relationship between Teacher-Teacher, Teacher-Student, Teacher-Principal, Student-Teacher, Student-Student, Student-principal, Principal-Teacher, Principal-Student, and Human-interaction affects the teaching - learning process. The researcher most humbly intends to say that aspects undertaken regarding research and to arrive at conclusion by proving hypothesis have been met and conclusion found was further strengthen. It was found that there is a positive co-relation between all the areas. The positive affect too was perceived of these co-relations on teaching learning process. It may also be pointed out variable under study were also fully controlled with respect to independent variables, dependent variables and control variables that is interpersonal relationship, teaching learning process and age.

Conclusion

Gordon B. Dahl and Lance Lochner (2012) Child achievement potentially depends on a child's ability, as well as other past and present child inputs (e.g., parental time, books, neighbourhoods, schools, and home environments). Since family income affects decisions about investment in children, as well as parental stress and whether the general home environment is conducive to development and family income through income support programs such

as policies as the EITC (Earned Income Tax Credit) affect child achievement. There is so many factors which affect teaching learning process such as : Health of the child, Emotional psychological and intellectual, Miscellaneous environmental factors, Media influence, Methods of Learning, Methods of teaching and Maxims of teaching. Out of them the relationship with teacher, parents and peers is the most important factor which affects teaching learning process most. Evidence indicates a linkage between effortful control and academic achievement in young school aged children, including those from low-income and ethnic minority backgrounds (Blair&Razza, 2007; Li-Grining, 2007; Liew, McTigue, Barrois, & Hughes, 2008; McClelland et al., 2007). Because relatively few studies have examined how child and teacher characteristics simultaneously influence achievement outcomes (Hamre & Pianta, 2005; Rothbart and Jones, 1998; Wentzel, 2002), the present study examines the teaching learning is a process between students and teachers therefore good interpersonal interaction between students and teachers influence the entire process of teaching.

Recommendations

Some suggestions for the further researcher recommended as follows:

The same study can be carried out to get better and more authentic results on a large group .This study is restricted to secondary school level only. So it may also be carried out for the junior school level, college professional and technical institution in relation to the interpersonal relation. Other variable besides interpersonal relation can be considered in reference to the school. A comparative study may be conducted on the graduate college of urban and rural areas, different vocational courses e.g. teachers training, engineering, medical, law and other courses. A comparative study may be conducted in relation to the female undergraduate school and male undergraduate school.

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