CHAPTER - I

INTRODUCTION

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1. STATEMENT OF THE PROBLEM

Teacher-pupil relationship

and its impact on learning

in school and at home

of High School students in Goa
Article 45 of the Constitution of India directs that the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution (i.e. by 1960) for free and compulsory education for all children of the age group of six to fourteen years. The objective of the directive of the Constitution was to wipe out illiteracy and bring about increasing community consciousness and appreciation of the importance of education in general and elementary education in particular.

After its liberation in 1961 Goa has experienced a general increase in the number of schools at the primary, middle and secondary level. The 1987-88 educational statistics, issued by the Directorate of Education, states that Goa has 264 Government aided High Schools and 47 Government High Schools.

In 1965, the Government of Goa made education free in Standards V to VIII and in June, 1979 the benefit of free education was extended to Standards IX and X. Consequently, more and more children enrolled themselves resulting in over-crowded classrooms. The maximum number of students that can be admitted in High School in one class division is 60. Since the teacher cannot do anything to limit the size of the class, it follows that she must face boldly and imaginatively the problems created by crowded classes. The teacher will have to teach and the pupil will have to learn under such circumstances.

Drawing attention to the importance of personal teacher-pupil relationship under the present system of education, this study will bring to the notice of teachers the great responsibility they have to shoulder to create a congenial learning environment.

The learning process of children involves the total development of
the child. This has to be facilitated by no other than the teacher, since interpersonal relations that exist between the teachers and the pupils form the core of a facilitative climate for learning. However, it is the quality of these encounters between pupils and teachers, rather than the frequency or the intensity of these interpersonal relationships that will facilitate, or thwart learning.

The mother tongue of 95 percent of the Goans is Konkani. In most of the homes the language of communication is Konkani; but in 90% of High Schools the language in which education is imparted is English. The researcher, who has been a school teacher prior to her teaching in the Teachers' Training College, has experienced the difficulty that students face in expressing themselves in this foreign language. They lack confidence and are hesitant to approach the teacher to share their happy and sad moments. The researcher wants to draw attention to this fact and see if one solution lies in establishing close personal relations with pupils.

All educators agree that teachers' interaction with students play a predominant role in influencing students' feelings, attitudes and academic achievements. Students respond to everything the teacher communicates both verbally and non-verbally, not just the content of the lessons. Hence, the way in which the teacher interacts with students in the process of instruction determines students' feelings in the classroom. The teacher's awareness of the socio-emotional climate in the classroom and her attitudinal interaction with students is a point to consider. The classroom affective tone can facilitate or interfere with the goals of instruction. Hence, the process of instruction is equally important, not only the product.

As a result of this study the teachers will become more aware of the importance of the freedom, value, worth, dignity and integrity of the student in the teaching-learning process.
3. NEED AND SIGNIFICANCE OF THE PROBLEM

Need of the problem:

Every school reveals its educational climate through its human relationships. The school is a web of human interaction, of people who live and work together in particular kinds of ways. The school reveals its human essence by the manner in which the people in it relate to one another. It is this human essence which determines the educational climate of the school.

Learning the primary purpose of every classroom is achieved through human interaction. The nature of human interaction can add to or detract from the purpose of learning. Some interactions stimulate good relationships and good learning while some bad relationships and poor learning.

The present study will bring to light the fact that the quality of teacher-pupil relationship at personal level is a crucial dimension of curriculum construction.

The researcher has been working in the field of teacher-education for the last 18 years. Visits to several schools gave the researcher an insight into the human interactions within a school. The researcher has also carried out an investigation of the position of co-curricular activities in the schools of Goa in 1974.

The findings revealed that:
1. Majority of the teachers were unwilling to participate in co-curricular activities;
2. Majority of the students were reluctant to participate;
3. Lack of time and resources acted as barrier.

The researcher's experience as a teacher in the Secondary Teachers' Training College is that, the curriculum construction does not provide
for developing the skills of effective personal communication among trainees.

All this reflective thinking and the researcher's deep interest in human relationships has led her to conduct a study on the vital aspect of education.

**Significance of the research problem:**

Goa was liberated in 1961. In the last 29 years, there has been a remarkable expansion of education at all levels. As a result, a Statewide network of schools and other educational institutions has been knit in every nook and corner of the State.

Since 1986 i.e. the Silver Jubilee Year of Goa's liberation from the Portuguese rule, the thinkers and experts in the field of education have been thinking about the improvement of the academic standards and consolidation of the state. A new futuristic dimension has been added to this trend, viz. the year 2000 A.D., needing a new outlook on the shape of education by that time. Thus—the-topic—is—quite—significant in the present state of affairs in the State.

The Kothari Education Commission (1964-66) prophetically proclaimed 'the destiny of India is now being shaped in her classroom'*. It is at the school level that the future leaders, bureaucrats and technocrats are moulded, not to speak of artists, poets and players. Teaching-learning process alongwith other co-curricular activities dominate the scholastic life. If the teacher is the most important single factor in the process of education and if education is to be child-centered, the relationship (healthy, dynamic or otherwise) between these two should receive the utmost

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importance. This could be reflected while deciding the quality of the product or the output and also while chalking out a plan of programme for the improvement of the same. Viewed in this light, the present topic assumes unique significance.

The study assumes a crucial importance as the high school period is a formative, sensitive period in the life of the adolescent and the impact of teacher-pupil relationships is most felt during these impressionable years.

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OBJECTIVES OF THE STUDY

The following objectives were laid down for the study:

I. To study how the following teacher qualities and personal data affect teacher-pupil relationship and its impact on learning, in school and at home, of high school students.
   a) i) Ability to maintain relationship at personal level;
       ii) Teaching behaviour in the classroom;
       iii) Teacher's ability to communicate content and confidence;
       iv) Teacher's ability to share power with students;
       v) Job-satisfaction.
   b) i) Age;
       ii) Teaching experience;
       iii) Married/unmarried/divorced status.

II. To study how the following learner variables affect teacher-pupil relationship and its impact on learning, in school and at home, of high school students:
    i) Scholastic achievement;
    ii) Economic background.

III. To study how the following school conditions affect teacher-pupil relationship and its impact on learning, in school and at home, of high school students:
     i) Classroom lighting and ventilation;
     ii) Classroom cleanliness;
     iii) Space provision for dialogue/guidance.
5. BASIC ASSUMPTIONS

"In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed, with tenderness and care coupled with dynamism. Each individual growth presents a different range of problems and requirements, at every stage from the womb to the tomb. The catalytic action of Education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity."*

After liberation of Goa in 1961 there has been a tremendous increase in enrolment in the schools. The State has opened a large number of schools at all levels. The classrooms are generally over crowded. Taking this into consideration, it is felt that only an ideal atmosphere in the school can promote learning. That is, if the relationship between the teachers and pupil is personal i.e. warm, cordial and caring, children will develop love for the school and the whole learning situation. But if the relationship is strained, uncaring and business like then no learning can take place in the school and at home.

Fillela, is of the same thinking when he says: "The danger of teachers becoming impediment in the learning process of others is not at all rare. Teacher centered teaching in almost a contradiction in terms, in so far as "teaching" means helping others to learn. When teaching becomes teacher-centered, the learner tends to take the attitude of non-learner. On the other hand, an open teacher will have an entirely different effect on the learners. His presence, more than any other factor will stimulate the human being with whom he comes in contact."**

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Teaching-learning process along with other co-curricular activities dominate scholastic life. If the teacher is the most important single factor, and the process of education is to be child centered, the relationship between the teacher and the pupil should receive the utmost importance while deciding the quality of the product. Therefore, teacher-pupil relationship at personal level is a crucial dimension of curriculum construction.
6. SCOPE OF THE PROBLEM

It is self evident that the teaching-learning process is enormously complex involving a multitude of factors. A major concern of the investigator was to consider some of these potential factors that affected student learning in school and at home.

A good teacher, quite apart from the knowledge he or she imparts, has a profound effect on the personality development of the pupils. This is inversely true in case of a bad teacher. Therefore, when a pupil shows an educational difficulty, among the causes that need to be investigated is the behaviour of the teacher. Teaching behaviour in the classroom is an important dimension of curriculum construction and the students' classroom-behaviour is a direct result of teacher-behaviour. For example a teacher who constantly reprimands, uses ridicule and sarcasm, has favourites, encourages certain kind of behaviour among pupils.

The teaching profession demands a variety of abilities and human traits. These include teacher's mental abilities and skills, his understanding of psychological and educational principles, knowledge of content, his interests, attitudes and his behaviour in working relationships with others.

The study has attempted to analyse the impact of these on the learning of high school students.

The present study has taken into consideration teacher variables like age, teaching experience, emotional stability, marital status as characteristics which contribute to teacher behaviour.

Educational psychologists report that the quality of interaction between teacher and pupil varies with the achievement level of the pupil.*

This study has also attempted to analyse the impact of learner variables such as academic achievement and socio-economic status on teacher-pupil relationship.

An understanding of these various factors which contribute to teacher behaviour in the classroom is necessary for an analysis of the teacher-pupil relationship as it exists in the high schools of Goa.

**Sampling:**

As per the educational statistics 1987-88 issued by the Directorate of Education, there are three hundred and eleven Secondary Schools in the eleven talukas of Goa. Two hundred and sixty four are non-government and forty seven are Government. Of these, thirty two are Government High Schools imparting education in English and two hundred and fifty are non-government schools imparting education in English.

Total number of students (boys and girls) in Standard IX in English medium non-government schools is 19895 and in Government English medium schools is 1520.

Total number of teachers in Government English medium Secondary Schools is 335 and in non-government English medium Schools is 2726.

The sample is restricted to only non-government English medium Schools.

The researcher has used stratified sampling, a device which ensures representativeness in selecting a sample from a population composed of sub-groups.

Of the total number of schools in the rural and urban areas, the researcher has selected fourteen schools from the rural areas and six schools from the urban areas. This is done on the basis of the ratio - one is to fifteen.

Since in some talukas the urban and the rural schools were less
than fifteen the researcher has grouped some talukas on the basis of their geographical proximity.

The researcher has ensured to give representation to exclusively boys' schools and exclusively girls' schools. From the rural schools two boys' and two girls' schools were selected and from the urban schools one boys' and one girls' school were selected.

**Sampling Units:**

For the purpose of data collection the following were considered to be the most necessary sources:

a) 20 High Schools in Goa;
b) 60 Teachers teaching in Standard IX;
c) 80 Parents of students of standard IX;
d) 1200 Pupils of Standard IX.

**Age Group:**

The target group for the study were students of Standard IX from 20 High Schools in Goa. The age of these students ranged from 13 to 16 years. This age group falls in the category of 'early adolescents'. The researcher was interested in this particular age group, since the lives of these children are inherent with problems of growing up, which can act as a major handicap to their ability to perform their learning tasks. The adolescent students' ability to perform his or her learning tasks despite his or her problems, is vital. In this study, the researcher hopes to draw attention of the teachers to this prominent fact.

Humanistic education stresses on the adolescents' need for close personal relationships since personal relationships are fundamental to all learning.
According to Pine, "Adolescent students value not so much the teacher's intelligence, not the number of degrees he possesses, but they focus on the teacher's personal qualities of understanding, genuineness, interest, humour and willingness to help."*

The teacher's role interpreted in this context seems to be to show warmth, understanding and friendliness by which he can win students' confidence and trust. The researcher wishes to focus the attention of teachers to the need of a warm, emotional climate in the classroom.

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To begin with, the researcher visited four High Schools and after making the necessary arrangements with the school authorities asked students of Standard IX (one division only) to write two essays on the following two topics: "A good teacher", and "A poor teacher".

The students were given twentyfive to thirty minutes to complete each essay.

The essays were then analysed for content and a list of traits affecting teacher-pupil relationship was prepared.

Perhaps, the most significant observation was that traits which expressed warm, friendly, trustworthy characteristics of the teacher's personality came ahead of ability to teach the subject matter.

Similarly, essays on 'A poor teacher' were analysed. A list was made of the most frequently mentioned negative traits. It was noted that disliked traits, just as liked traits of teachers affected the teacher-pupil relationship rather than proficiency in subject matter.

One of the tools used to collect data about teacher-pupil relationship existing in the schools in Goa was a check-list prepared for students of Standard IX. The liked and disliked traits mentioned by students in their essays were included in the check list to be filled in by one thousand two hundred students.

The researcher also prepared a questionnaire for teachers in twenty high schools in Goa. The questionnaire for teachers was distributed to be answered by hundred teachers, of which 60 questionnaires completely filled in were considered.

An interview was also conducted, the proforma for the interview was prepared and four parents from each of the twenty schools were interviewed.
Preparation of the Questionnaire for teachers, check-list for pupils and interviews of parents was an important task. As a first step, a thorough study was made of the topic by going through available print media related to this study.

As a next step, the researcher visited four High Schools. After obtaining permission from the Heads of the Schools, the researcher requested students of one division each of the Ninth Standard to write two essays on two topics titled, 'A good teacher', and 'A poor teacher'. Twentyfive to thirty minutes were given for writing each essay.

The 240 essays were then analysed for content and a list of traits affecting teacher-pupil relationship was prepared. These traits were included in the questionnaire, check list and interview.

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9. DESCRIPTION AND ADMINISTRATION OF THE QUESTIONNAIRE

Description of the Questionnaire:

A questionnaire was prepared for the teachers. The questionnaire was to be answered by sixty teachers, three from each school, teaching English, History and Mathematics to students of Standard IX. The questionnaire was prepared to find out from the teachers their relationship with their pupils. Items one to four dealt with the bio-data of the teacher. These items were framed to find out the age, sex, marital status and years of teaching experience.

In item 5 the respondent was to rate his/her relationship with his/her pupils on a four point scale. The traits on which the teacher had to rate himself/herself were: (i) Caring for pupils; (ii) Ability to enjoy their company; (iii) Being interested in their life style after school hours, and (iv) Knowing their studying conditions at home.

Item 6 expected the teacher to rate his teaching behaviour as regards: (i) Explanation of content; (ii) Class control; (iii) Methods designed to teach and maintain attention of the class; (iv) Interest evoked in the subject, and (v) Consistency in behaviour with pupils.

Item 7 was framed to find out if teachers involved their students in: (i) Decision making situations; (ii) Participation in co-curricular activities, and (iii) Explanation of existing rules and regulations.

The researcher framed item 8 to find out the job satisfaction of the teacher.

Item 9 dealt with personal qualities of the teacher such as: (i) physical vitality and enthusiasm; (ii) Flexibility rather than rigidity in thought and behaviour, and (iii) Emotional stability.

The last item dealt with the physical environment of the school.
The teacher had to give his rating for factors like: (i) Classroom lighting and ventilation; (ii) cleanliness of classroom; (iii) Size of staff rooms, and (iv) space provision for academic guidance/dialogue with students.

**Administration of the Questionnaire:**

Permission from the Head of the School was sought before visiting the school. On the day of the visit, the researcher explained the purpose of the study. The authorities expressed keen interest as they felt that the findings would go a long way to improve the teaching-learning process.

The questionnaire was personally handed over to the Mathematics, Science and History teachers. The purpose of the study was made known and in very few cases certain terms were explained. A week's time was given to the respondents to fill in the questionnaire.

The researcher was at a great advantage being a lecturer in the Secondary Teachers' Training College for 18 (eighteen) years. Many of the respondents are ex-students of the College and as such they were eager to co-operate and showed genuine interest in the problem under investigation.

Some of the respondents mailed the filled in questionnaire and others came personally with them. The rate of returns was cent per cent, which was quite satisfactory.

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10. CHECK-LIST FOR STUDENTS: DESCRIPTION AND ADMINISTRATION

From the analysis of the two essays written by students, mentioned earlier, and reading of relevant information, grew a checklist for studying the behaviour and role of the teachers. The checklist was to be filled in by students of Standard IX.

The first two items were framed to find out the sex and the age of the students. Item 3 was framed to find out the total income per month of the child's parents and item 4 to know the scholastic achievement of the child in Mathematics, English and History.

Item 5 consisted of 13 statements designed to find out the relationship between teachers and students. Students were asked to check the statements which they believed were true of their teachers by using the sign [✓] in the blank.

Item 6 was framed to find out from students the classroom teaching behaviour of the teachers. It consisted of 4 statements.

Classroom management can be an important factor in determining relationships between teachers and students and so five statements were framed to find out the ways and means adopted by the teachers to ensure democratic classroom management.

Uncongenial physical conditions in the school can have adverse effect on teacher-pupil relationships. Four statements were constructed to find out from students the conditions of their schools.

Administration of the Check-list:

The checklist prepared for the students was to be filled in by sixty students of Standard IX in each of the twenty schools chosen as the sample. Prior permission was sought of the Heads of Schools to administer
the Check-List to the pupils. The items were explained to the students for the purpose of the Checklist and they were told that their responses would not have any direct effect on their teachers. They were also told that their information would be treated with confidentiality and that they should not write their names on the Checklist.

In classes where the number of students was less than sixty, students from the other Division were brought in to make up the required number. The school teachers were not permitted in the classroom, to give the students freedom to fill in the Checklist without fear. The students were requested not to consult their classmates but to give independent responses.

The researcher read every item aloud and explained difficult words. Students were eager to mark their responses. Students in the urban schools needed less than thirty minutes while those in the rural schools needed thirtyfive to forty minutes to fill in the Check-list.

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In order to understand the inter-relationship which exists between the school and the home, the teachers and parents, the interview for the parents was prepared.

Eighty parents of students of Standard IX were to be interviewed. A structured interview was prepared in order to have a set plan of the information needed.

Item I was framed to know from parents if the teachers: (a) explain the progress of their child; (b) find out why their child has missed school; (c) ask about their child's study habits; (d) ask about their child's friends, and (e) inquire about the work other than school work that their child does at home.

Item II was framed to cross-check from parents what their children had to say about their teachers. The parents were asked if their child: (a) complained of discrimination between the rich and the poor; (b) complained of discrimination between the high and low achievers; (c) complained of favourites or pets in the class, and (d) complained of sarcastic and indecent remarks by the teacher.

Item III was framed to find out from parents if their child was afraid of his teacher.

The last item was framed to know from parents if their child spoke with respect of his teacher.

The interviewers were supposed to give information relating to the Mathematics, English and History teachers.

Administration:

The parents were interviewed in their homes, in schools after P.T.A. meetings and on days they visited the schools to collect reports of their
wards. The parents were informed about the purpose of the study and about the confidentiality of the data which enabled to put them at ease and willing to communicate.

With prior permission of the interviewees, the interviewer filled in the structured interview during the interview in order to avoid misrepresentation resulting from a failure in memory.

In very few cases the parents were not very willing to respond; but friendliness enabled the interviewer to overcome their apprehensiveness.

The language used to communicate was English and Konkani.

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INDIVIDUAL RESEARCH WORK

The study entitled "Teacher-pupil relationship and its impact on learning in schools and at home, of High School students in Goa" is research work carried entirely by the researcher in her individual capacity. The objective of the study has already been fully explained. Besides this, the researcher has been involved in teaching teacher trainees for 18 years and this also has inspired the researcher to get deeper insight into the qualities a teacher should possess, if valuable learning has to take place on the part of students, in the schools to which they belong.

Since the researcher is interested in pre-adolescents and adolescents this research work has been limited to High Schools in Goa.

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The researcher has undertaken the research without any financial aid from any source. Much expenditure was incurred in printing questionnaires for teachers, structured interviews for parents and check-list for students. The investigator had also to travel distant places in Goa to administer the tools of data collection. Very often a number of trips had to be made to interview the parents.

The researcher is a teacher, working full time in the Secondary Teachers' Training College in Goa. The College follows a very crowded schedule which entails work during both the sessions of the day. Despite this fact, the researcher has tried her very best to make time to complete the study.

**Time Limitation:**

The present research study involves extensive field work to collect the data both qualitative and quantitative from different people who are involved in the teaching-learning process, e.g. Education Department authorities, teachers, pupils, parents, headmasters.

Considering the specific factors hypothesized as affecting teacher-pupil relationship, different types of tools were designed and used for the collection of data from parents, teachers and pupils. Considering the sampling of research, it was proposed to design the testing materials and to administer the same for collection of data required within the period of one year. The time limit of one year was laid down for the collection of data. The time factor was given due importance to gather the factual information as desired by the present research study. Therefore, the field work was limited to a period of one year.
The researcher utilised the educational statistics prepared by the Statistics and Planning Section of the Directorate of Education to decide the sample for the study. The report of the Second All India Education Survey was used to know the growth rate of schools in Goa soon after liberation of Goa.

Portuguese Government bulletins were used to know the legislations regarding education and the rules and regulations for Primary Teachers as well as teachers in the Teachers' Training Schools.