ABSTRACT

The present investigation is, "A comparative study of teacher-pupil relationship in public schools and other schools of U.P." This relationship between teacher and student is mainly determined by the teacher's attitude towards the student and the student's attitude towards the teacher. These attitudes depend on the fact how the teachers and students perceive each other.

The study reveals that the students of non-public schools whether co-educational or single sexed, hold more favourable attitudes towards their teachers than the students of public schools. The teachers of non-public schools seem to be more favourably disposed towards their students than the teachers of public schools. Thus, both the teachers and the students of non-public schools are more favourably inclined towards each other than the students and teachers of public schools.

The schools located in rural areas have usually common behavioural characteristics. Interpersonal relations between the teacher and the students follow the cultural traditions where the teacher is revered, respected and more or less enjoys the same position as parents. Naturally, students who interact with the teacher develop psychological identification with them. Rural masses are basically conservative.
in their cultural identity through their social, cultural and academic institutions. This does not mean that the ray of social change has not illuminated them rather the change variables have hardly pierced the protective cultural and religious shell.

The public schools have adopted the western system and traditions of schooling. The style of life adopted in public school is cosmopolitan and reflects the symbols, manners and patterns of social behaviour of high status groups of western society. Teachers as well as students come from different strata of society and for all practical purposes are total strangers to each others. They act and interact on different psychological planes. It is a travesty of facts that urbanites and particularly, people occupying higher echelons of society embrace modernity and try to imitate the western mode of behaviour. The western system encourages free and frank discussions and one is trained to develop one's views and opinions. In other words they are never stimulated to accept uncritically the actions of their peers or elders related to them. These aspects are reflected in their response patterns.
Methods and Procedure:

The investigator selected public and non-public schools of U.P. Public Schools in U.P. are residential, and unisexed schools, whereas in non-public schools, there are single sexed and co-educational schools. The investigator selected both types of schools from rural and urban areas for this comparative study.

Tools used:

Two rating scales were used to gauge the characteristics of students and teachers and their personal liking towards each other. Both were developed by Bryan and American Council of Education respectively.

Validity:

The validity of both the scales on the whole was tested by correlating each characteristics of the subject with personal liking. The product moment was used for the calculations of co-efficient of correlation. All the correlations were found to be significant at .01 level and hence there exists a positive relationship in both the scales.

Reliability:

The split half method was employed to determine the reliability of the both scales. Pearson Product Moment Correlation technique was applied to data. In order to find
out the reliability of the test Spearman Brown Prophecy formula was used. Reliability co-efficients for the students and teachers were .98 and .98 respectively. The co-efficient were statistically significant beyond 1% level.

**Sampling:**

The investigator collected 683 rating scales from teachers and 683 ratings scales from students regarding their relationship to each other.

**Hypotheses:**

Hypotheses were split into major and subsidiary ones. The Major hypotheses, stated below, based on cumulative scores. This is followed by comparision of each characteristic separately, which constitute the subsidiary null hypotheses.

**Major Hypotheses are as follows:**

1. The students of non-public (co-educational) institutions would hold favourable attitude towards their teachers than the students of single sexed, public schools.

2. Students of non-public single sexed schools (c) would favourably endorse the characteristics possessed by the teachers than the students of public schools. (A)
3. The teachers of public schools (A) would hold more favourable attitude towards individual characteristics possessed by their students than the teachers of non-public (co-educational) schools (B).

4. The teachers of public schools (A) would hold more favourable attitude towards individual characteristics possessed by their students than the teachers of non-public (single sexed) schools (C).

**Statistical Analysis:**

Keeping in view the purpose of the present study, the Kolmogorov - Smirnow two sample test method was employed to compare the teacher pupil relationship of the two types of schools:

**Findings:**

The first three hypotheses have been accepted in the sense that there exist difference between the two types of schools. The value of K.S. are very high (statistically highly significant). The comparison of mean of values of schools also supported our analysis. The major hypotheses were tested first and it was followed by the comparisions of schools on various characteristics which are theoretically and empirically considered to be the core parameters of attitudes. The
value of the last hypothesis is insignificant. The differences in means of single sexed non-public and public schools is negligible. Statistical differences between non-public single-sexed and public single-sexed schools are insignificant whereas the statistical differences between non-public co-educational schools and single-sexed public schools were observed.

When the characteristics are individually compared, the teachers of the non-public schools have favourably endorsed the characteristics (method, knowledge and academic career and social adjustment with adults) of their students compared with their counterparts in public schools. The public school teachers on the other hand, have endorsed 'conduct' and 'social adjustment with peers'. The teachers of the two groups have more or less equally endorsed the remaining characteristics and probably due to this, the overall hypothesis (No. IV) was found to be statistically insignificant.

The findings may also be interpreted in terms of sex differences. It is a matter of common knowledge that in co-educational institution there exists a better sense of competition and cooperation. Students are generally regular,
punctual and more disciplined. It is observed that girls are more respectful towards their teachers and generally follow the rules and regulations of the schools. Thus, it is observed that the above mentioned aspects might have influenced the results.

The basic factors that might have influenced the results of the present investigation are socio-cultural variables, sex differences and organizational climate.