

INFLUENCE OF TEACHER-PUPIL RELATIONSHIP ON THE FEELING OF SECURITY OF ADOLESCENTS

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ABSTRACT

The present study was conducted to investigate the influence of teacher-pupil relationship on the feeling of security of adolescents. To solve the present problem the investigator employed descriptive method using survey as a technique. A sample of 1000 high and higher secondary students was randomly selected from the school of Tamilnadu. Teacher-Pupil Relationship Scale and Feeling of Security Scale developed and validated by P. Thivya and S. Francisca, (2015) was used for collecting data. For the analysis of data 't'-test and correlation were used. The findings of the study revealed that there is a significant positive correlation between teacher-pupil relationship and feeling of security of adolescents.

Key words: Teacher-Pupil Relationship, Feeling of Security, Adolescents

Introduction

The teacher–student relationship is one of the most powerful elements within the learning environment. A major factor affecting students' development, school engagement and academic motivation, teacher–student relationships form the basis of the social context in which learning takes place (Hughes & Chen, 2011). Supportive and positive relationships between teachers and students ultimately promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities” (Hughes & Chen, 2011). The teacher student relationship is very important for adolescents. The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Teacher plays an important role in the path of students throughout the schooling experience.

Feeling of security is a state of mind in which one is willing to accept the consequences of one's behaviours. All the aspects of an individual's behaviour in all areas of his life can be interpreted in terms of security (Blatz, 1967). Adolescence is a time of considerable increase in risk in a range of psycho-social problems. These include substance use or abuse, school

misconduct, academic failure, juvenile crime, self-injury and suicide (Simons-Morton, Crump, Haynie & Saylor, 1999) as well as mental health disorders.

Significance of the study

Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. Through this secure relationship, students learn about socially appropriate behaviours as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001). Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008). The student will feel valued and respected. Students feel flattered when the teacher eventually gives them the option of contributing, or in other words the teacher asks for an opinion, which is usually not offered to the students. The teacher(s) does not have to give up all their control, rather teachers share control with students and encourage interactions that are determined by mutual agreement. A significant body of research indicates that “feeling of security of adolescents are influenced by

the quality of the teacher and pupil relationship". This study initiates good relationship between teachers and students and helps the pupil to feel security inside the school. The result may be an eye opener for teachers to know the importance of providing safe environment inside the classroom to develop good teacher-pupil relationship.

Statement of the problem

Adolescence is considered as crucial and significant period of an individual's life. So in this stage teacher-pupil relationship is very much essential for the students to feel safe inside the school campus. The aim of the study is to find the influence of teacher-pupil relationship on the feeling of security of adolescents.

Objectives

- ❖ To find out whether there is any significant difference between the mean scores of teacher-pupil relationship as reported by adolescents with respect to gender.
- ❖ To find out whether there is any significant difference between the mean scores of feeling of security of adolescents with respect to gender.
- ❖ To find out whether there is any significant correlation between teacher-pupil relationship and feeling of security of adolescents.

Hypotheses

- ❖ There is no significant difference between the mean scores of teacher-pupil relationship and its dimensions as reported by adolescents with respect to gender.
- ❖ There is no significant difference between the mean scores of feeling of security of adolescents and its dimensions with respect to gender.
- ❖ There is no significant correlation between teacher-pupil relationship and feeling of security of adolescents.

Research Methodology:

The investigator had employed descriptive method using survey as

technique to study the influence of teacher-pupil relationship and feeling of security of adolescents. The population of the study consisted of 9th, 10th, 11th and 12th standard school students of Tamilnadu. The investigator has randomly selected 1000 students from twenty two schools. The tools used for this study were Teacher-Pupil relationship Scale and Feeling of Security Scale which were developed and validated by S. Francisca and P. Thivya (2015). The following statistical techniques were used to analyze the data were mean, standard deviation, t-test and correlation.

Analysis

Table: 1
Difference between mean scores of teacher-pupil relationship and its dimensions as reported by adolescents with respect to gender.

Dimensions	Categories	Count	Mean	SD	t-Value	R
Classroom	Male	504	34.97	6.227	2.639	S
	Female	496	36.03	6.400		
School environment	Male	504	32.46	5.865	3.369	S
	Female	496	33.71	5.826		
Discipline	Male	504	30.03	6.379	4.157	S
	Female	496	31.68	6.170		
Guidance & Counselling	Male	504	37.44	7.212	2.860	S
	Female	496	38.76	7.313		
Co-curricular activities	Male	504	37.07	8.103	1.820	NS
	Female	496	38.01	8.204		
Teacher – Pupil relationship in total	Male	504	171.98	27.813	3.495	S
	Female	496	178.19	28.287		

It is inferred from the above table that there is significant difference between teacher-pupil relationship as reported by adolescents and its dimensions such as classroom, school environment, discipline, guidance and counseling and teacher-pupil relationship in total with respect to gender. But there is no significant difference between teacher-pupil relationships as reported by adolescents in the dimension co-curricular activities with respect to gender.

Table - 2
Difference between the mean scores of feeling of security of adolescents and its dimensions with respect to gender.

Dimensions	Categories	Count	Mean	SD	t Value	R
School security	Male	504	25.94	4.648	2.058	S
	Female	496	26.54	4.633		
Peer group security	Male	504	24.96	4.421	1.408	NS
	Female	496	25.37	4.704		
Self security	Male	504	59.33	10.038	2.013	S
	Female	496	60.66	10.767		
Feeling of security in total	Male	504	110.23	16.059	2.192	S
	Female	496	112.57	17.604		

There is significant difference between the mean scores of feeling of security of adolescents and its dimensions such as school security, self security and feeling of security in total with respect to gender. Comparing the mean scores female adolescents felt more security than the male adolescents. But there is no significant difference between the mean scores of feeling of security of adolescents dimension peer group security with respect to gender.

Table - 3
Correlation between Teacher – Pupil Relationship and its dimensions reported by Adolescents and Feeling of Security of Adolescents with reference to Total Sample

Dimension	count	table value	'r' value	R
Classroom	1000	0.062	0.378	S
School environment	1000	0.062	0.410	S
Discipline	1000	0.062	0.388	S
Guidance & Counselling	1000	0.062	0.421	S
Co-curricular activities	1000	0.062	0.285	S
Teacher – Pupil relationship in total	1000	0.062	0.449	S

It is inferred from the above table the calculated 'r' values are greater than the table value. Hence there is significant positive correlation between teacher – pupil relationship reported by adolescents and its dimensions and feeling of security of adolescents with respect to total sample.

Discussion

Significant difference is found between male and female students in their perception of teacher-pupil relationship and its dimensions except co-curricular activities. While comparing the mean value it is found that female students perceive a better teacher-pupil relationship. This may be due to the fact that female students are open minded in nature. The female students need guidance in many aspects and females naturally crave for elders care and affection; female students take disciplining in a positive sense.

Significant difference is found between male and female students in their perception of feeling of security in schools. The result shows that female students feel more secured than male students. The reason may be that mostly female teachers are appointed in the schools. So female students can easily approach their teachers and share their naivety without any hesitation.

Positive significant relationship is found between the perception of teacher-pupil relationship and its dimensions and feeling of security of adolescents. This may be due to the reason that teachers are liked by students, shared their joy and sorrow with the teachers, giving effective feedback and encouraging tenacity when work becomes challenging; these traits help the students to feel secured inside the school.

Conclusion

The teachers must have the responsibility in providing a secure environment as well as guidance to the adolescents as patterns of development during adolescence will greatly influence their adult role. From the observation of the present study it is found that there is a significant difference found in the perception of feeling of security among adolescence in schools with respect to gender and also there is significant difference found in the teacher-pupil

relationship as reported by adolescents with respect to gender. The correlation coefficient results states that there is a positive relationship between the teacher-pupil relationship and feeling of security of adolescents.

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"I Want to be that teacher that when my children look back on this education they feel love in their hearts, have a smile on their face and can truly say they know that I cared".

Teacher with heart

"No Significant learning occurs without a significant relationship"

Dr.James Comir