Interpersonal Relationship of Student-Teachers in Relation to their Academic Performance and Teaching Skills

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ABSTRACT

This study searched new directions to study B.Ed. final year student-teachers’ interpersonal relationships with school students, school teachers, school non-teaching staff, school principal, teacher educators and peers during internship period. The sample comprised of 204 B.Ed. final year student-teachers from Meerut district of Uttar Pradesh. A self-prepared and standardized Professional Inter personal Relationship Scale was used for the analysis and interpretation of data. Hypotheses were tested through Karl Pearson’s Product Moment Coefficient of Correlation. Results indicated that student-teachers’ interpersonal relationship of student-teachers positively correlated to their academic performance. It is interpreted that increase in the scores of Interpersonal relationship increases academic performance of student teachers also. It was also revealed that increase in the scores of Interpersonal relationship does not influence their teaching skills. There found no correlation between Interpersonal relationship and teaching skills. It means that teaching skills can be developed through practice and training.

Key words- Interpersonal Relationship, Academic Performance, Teaching Skills, Student-teachers.

INTRODUCTION

Man is a social animal and he develops interpersonal relationship to be able to belong to a social group because social dispossession results in maladaptive behaviour ranging from loneliness to mental illness and social isolation. Hence, individuals tend to spend their lifetime in groups to a great extent, specifically, when faced with threat or anxiety. Individuals adapt themselves to social groups with the motive to learn more about themselves by social comparison to learn more about one’s skills, perception, abilities and attitude or for support in reducing anxiety and seek information.

The concept of interpersonal relationship includes social associations, connections with strong, deep and close relationship between two or more persons. This association may be created on emotions like love and liking, regular business interactions, or some more type of social commitment. Interpersonal relationships take place in an abundant variety of contexts, such as friends, family, marriage, colleagues, clubs, neighborhoods, teaching profession etc.

The fundamental establishment of interpersonal relationship is started from child-parent relationship. The first interpersonal relationship is constructed by children’s interactions and connection with parents or guardians. After that children go to school and interact with teachers and other students.

In teaching profession, teaching is emphasized on methodological skills dealing with subject matter, but it is also an interpersonal relation. It involves reading, writing and understanding, attracting and cultivating minds of, mainly, young ones that would make the good citizens of a country. Thus, teachers play an active role in the society in transforming learners to survive in the society as good people. This is why soft skills have to be practiced by every prospective teacher as these skills are personality focused skills needed by a teacher to enhance the ability to interact effectively with students, other teachers and other professionals. To be successful in their profession, teachers need to practice and follow ethics with learners, other teachers and other professionals in the school or college environment. A teacher’s first and foremost interpersonal relationship lies with the students.

A study on ‘Interpersonal Relationship between Lecturers and Students of Technological and Vocational Education’ were conducted by Samsul Hadi and EffendieTanunniharja in 2017 with the objectives to find out the dimensions of interpersonal relationship between lecturers and the pupils of technology and vocational education. Under this study the survey method was used for random sampling of the population of all students of Faculty of Engineering Yogyakarta State University and 210 students were taken from each department. The results showed that the dimensions of significant interpersonal relationships between lecturer and pupil consist of leading, understanding, helpful, freedom, uncertain, and strict.

Another study was conducted by Mugisa Charles in 2017 on ‘Influence of interpersonal relationship on academic performance of learners with hearing impairments: a case of St. BernadetteTurkana county, Kenya’, Kenyatta university. The objective of this study was to find out the influence of interpersonal relationship on academic performance of students with Hearing Impairment, a case of St. Bernadette School for the deaf in the Turkana County. The researcher found that the interpersonal relationship amongst some students with hearing impairment, their parents and teachers. This caused improved performance through improved language of communication, discussion group attendance, freeness in teacher-pupil methods in deliberating on subject concepts and gifts from some parents and teachers. A reasonable percentage of students with hearing impairment, parents and teachers still
do not relate well which could be the cause of withdrawal, down performance and isolation of these students both at home and in the school settings.

A research study was conducted in 2020 by H.C.A et.al. on ‘Interpersonal Relations and Achievement among University Upgrading (Grade V) Teacher Students.’ The study conducted to find out relationship between interpersonal relations and academic achievement among university upgrading (Grade V) teacher students in Ugandan universities. The results revealed that interpersonal relations was positively and significantly correlated to academic achievement (r = .23, p < .001). Qualitative findings indicated that group-work, team spirit and community relations were important aspects of interpersonal relations.

Researchers Cecilia Mendoza Alva, et.al. In 2021 conducted a research on ‘Interpersonal relationships and academic performance in high school fourth graders from a military educational institution in Peru’. The objective of research was defining relationship among the interpersonal relationships and academic performance of fourth graders in high school of the Military Public educational Institution. Results indicated that there is a moderate positive coefficient of correlation (r = 0.69) between interpersonal relationships and academic performance. A high positive correlation was observed by the researchers between simple social skills and academic performance in communication area in high school fourth graders. It was revealed a good social skills level corresponds to a good academic performance level.

A recent study conducted by the researchers Nisar Abid et.al in 2022 on ‘Students’ interpersonal skills and its association with their academic achievement in secondary school of Pakistan. The study was designed to examine students’ interpersonal skills and its association with their achievement. The results showed that students have a competent level of interpersonal skills. Moreover, a statistically significant difference was found in female and male students’ opinions about interpersonal skills, whereas female have more interpersonal skills than male. In addition, the interpersonal skills were not significantly related to their achievement (r = 0.031, p=0.081) It is recommended that teachers may promote interpersonal skills by integrating cooperative and collaborative learning approaches into their classrooms.

OBJECTIVES OF THE STUDY
1. To find out the relationship between Interpersonal Relationship and academic performance of student-teachers.
2. To find out the relationship between Interpersonal Relationship and teaching skills of student-teachers.

HYPOTHESIS OF THE STUDY
1. There is no significant relationship between Interpersonal Relationship and academic performance of student-teachers.
2. There is no significant relationship between Interpersonal Relationship and teaching skills of student-teachers.

RESEARCH METHODOLOGY
Survey Method was used for the present study.

POPULATION OF THE STUDY
All student-teachers of final year B.Ed. course from teacher-education institutes affiliated to Chaudhary Charan Singh University, Meerut, (Uttar Pradesh).

SAMPLE OF THE STUDY
Two hundred and four student-teachers formed the sample of the study.

SAMPLING METHOD ADOPTED
Random Sampling Method was used for the selection of the sample.

VARIABLES OF THE STUDY
The present study has three variables, namely,
1. Independent Variable- Interpersonal Relationship
2. Dependent Variables- Academic Performance & Teaching Skills

TOOLS USED
1. Professional Interpersonal Relationship scale - prepared and standardized by the researcher herself.
2. Academic Performance Scores- The scores obtained by the students in theory courses were used as academic performance scores.
3. Teaching Skills Scores- The scores obtained in the practical were used as the teaching skills scores of the students.

STATISTICAL TECHNIQUE USED
Karl Pearson’s Product Moment Coefficient of Correlation was used for the analysis the data.

RESULT AND DISCUSSION
Analysis of Coefficient of Correlation between Interpersonal Relationship and Academic Performance of Student-teachers
Table 1: Coefficient of Correlation between Interpersonal Relationship and Academic Performance Scores of Student-teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>$\Sigma X$</th>
<th>$\Sigma Y$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma Y^2$</th>
<th>$\Sigma XY$</th>
<th>Number of Observations (n)</th>
<th>Coefficient of Correlation (r)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal relationship (X)</td>
<td>50356</td>
<td>-</td>
<td>12511372</td>
<td>-</td>
<td>10434231</td>
<td>204</td>
<td>0.257</td>
<td>S</td>
</tr>
<tr>
<td>Academic performance (Y)</td>
<td>-</td>
<td>42194</td>
<td>-</td>
<td>8793768</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Fig 1: Graphical Representation of Coefficient of Correlation between Interpersonal Relationship and Academic Performance Scores of Student-teachers

$y = 0.2328x + 149.38$

$R^2 = 0.0661$
The table and figure 1 clearly shows that interpersonal relationship and academic performance scores of student-teachers are significantly and positively correlated with one another. Minimum significant correlation value between two variables should be 0.138 and 0.181 respectively at 0.05 level and 0.01 level of significance. Obtained coefficient of correlation value 0.257 in the present study is higher than minimum significant correlation value at 0.01 level which is significant at 0.01 level of significant. Therefore, it is interpreted that higher Interpersonal relationship scores of students predict higher academic performance of the student-teachers. More precisely, it can be said that a student with higher Interpersonal relationship scores exhibit higher educational performance scores and vice versa. It seems pertinent here to mention that Interpersonal relationship place important role in shaping academic performance of the student-teachers. Hence, the formulated null hypothesis 1, “There is no significant relationship between Interpersonal relationship and academic performance of student-teachers” is rejected at 0.01 level of significant.

**Analysis of Coefficient of Correlation between Interpersonal Relationship and Teaching Skills of B.Ed. Student-teachers**

**Table 2**: Coefficient of Correlation between Interpersonal Relationship and Teaching Skills Scores of student-teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>ΣX</th>
<th>ΣY</th>
<th>ΣX²</th>
<th>ΣY²</th>
<th>ΣXY</th>
<th>Number of Observations(n)</th>
<th>Coefficient of Correlation (r)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal relationship (X)</td>
<td>50356</td>
<td>-</td>
<td>12511372</td>
<td>-</td>
<td>12442053</td>
<td>204</td>
<td>0.118</td>
<td>NS</td>
</tr>
<tr>
<td>Teaching skills (Y)</td>
<td>-</td>
<td>50374</td>
<td>-</td>
<td>12489300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS- indicates not significant

The table and figure 2 clearly shows that interpersonal relationship and teaching skills scores of student-teachers are not correlated with one another. Minimum significant correlation value between two variables should be 0.138 and 0.181 respectively at 0.05 level and 0.01 level of significance. Obtained coefficient of correlation value 0.118 in the present study is lesser than minimum significant correlation value at 0.05 level of significant. Therefore, it is interpreted that Interpersonal relationship scores of students-teachers are not correlated with teaching skills scores of the student-teachers. More precisely, it can be said that a student with higher Interpersonal relationship scores exhibit does not affect teaching skills scores. It seems pertinent here to mention that Interpersonal relationship does not place an important role in shaping teaching skills of the student-teachers. Hence, the formulated null hypothesis 2, “There is no significant relationship between Interpersonal relationship and teaching skills of student-teachers” is accepted.
DELIMITATIONS OF THE STUDY
The study is delimited to the following –
- The study is delimited to three variables, namely, interpersonal relationship, academic performance and teaching skills.
- The study is delimited to only student-teachers of B.Ed. colleges affiliated to the C.C.S. University, Meerut metropolitan city of Uttar Pradesh.
- Interpersonal relationship will be delimited to interpersonal professional relationship.
- Teaching skills is delimited to teaching skills included in B.Ed. curriculum of C.C.S. University Meerut.
- The study is delimited to survey method of research.
- The study is delimited to all B.Ed. final year student-teachers and institutions located in Meerut District.

EDUCATIONAL IMPLICATIONS OF THE STUDY
It is of great importance for teachers to be prepared with interpersonal relationship skills to allow them to function effectively as teachers. This is because it is noted that having this ability helps teachers to not only perform academically as teacher trainees but also best in their career when they embark into the teaching profession. This entirely has some implications on the teacher preparation programs in terms of curricular design and the emphasis on inculcating and developing these skills among the student teachers through activities and modules. So, pre-service teachers have a crucial need to acquire interpersonal relationship and communication competence. Relating this to a local scenario, it is amazing to note that the need of interpersonal relationship has not been addressed formally in the teacher training curriculum in C.C.S. University, Meerut. Therefore, it is about time for the student teacher education programs in higher learning institutions to start inculcating elements of interpersonal relationship in its curriculum including activities and modules that would help the student teachers to develop these vital skills. These can be achieved by encouraging future teachers to practice communicating, perceiving, understanding and regulating their emotions and strong bonding with others in carrying out their task as a teacher.

CONCLUSION
The present study revealed positive correlation between Interpersonal Relations and academic performances. Relationship also positively impacts students’ motivation, engagement, and accomplishment by way of its positive influences on other self-processes significant result of academic performances. This study also revealed no positive correlation between Interpersonal Relations and teaching skills. Every skill demand practice, teaching skills are also developed through practice and training.

REFERENCES –