

Assessment of social relationship and teaching –learning of school

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■ **ABSTRACT** : A school with adequate facilities, collaborative decision making, and respectful interpersonal relations between students, staff, and parents, as well as other personnels can enhance academic achievement level in the schools. The present study was undertaken to study and compare the environment and safety of government and private schools. The sample comprised of 180 school students between the age group of 14 –15 years (class-IX) drawn from the Jorhat district of Assam. Data was collected from the respondents by using schedule to assess social relationship and to assess different aspects related to teaching and learning. It can be highlighted from the findings that all the private schools had high and average level of social relationship. In the aspect of teaching and learning the level was also found to be average. But in government schools the levels were found to be in average and low as far as social relationship and teaching – learning aspects are concerned. Statistical analysis (z-test) also showed a highly significant difference between government and private schools in the dimensions of social relationship and in the aspect of teaching and learning.

■ **KEY WORDS**: School environment, School Safety, Government school, Private school

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Education is very important in human life. The more educated the people of a society are, the more civilized and well disciplined the society will be. It helps people interpret things rightly and apply in real life. Education also gives knowledge of the things around them and helps in opening doors for career opportunities. According to Thaninayagam (2014) human interaction that takes place in the school plays an important role in achieving the goals of education as the school is a web of interaction among people who live and work together. Students who feel connected and accepted within the school community are more likely to experience

academic success and less likely to engage in risky behaviors (Blum, 2005). Bennett (2001) found that communication has helped to build relationships, and the extent to which students have liked and respected one another has been shown to impact the level of academic performance. Students who have been accepted by their peers and liked them in return, have felt better about being in the classroom. According to Ch (2006) study habits are determinants of academic performance and it has a positive effect on academic achievement. Soares *et al.* (2009) clarified that if educational systems aim to increase academic success in higher education

institutions, must focus on some kind of interventions directed towards learning strategies, study skills, and study habits. Teachers also play an important role in the trajectory of students throughout the formal schooling experience (Baker *et al.*, 2008). Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker *et al.*, 2008). Research shows that students who trust their teachers are more motivated and as a result perform better in school (Eamon, 2005). Teacher's experience is another indicator of student academic performance. Students who attend schools with a higher number of teachers with full credential tend to perform better and vice versa (Bali and Alvarez, 2003). According to Muleyi (2008), teachers do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment which teachers accord the students. Koran (1989) said that the areas which schools need to improve include increasing positive reinforcement and rewards for students, and ensuring students feeling of respect and dignity in their interactions with school personnel. Greenberg *et al.* (2003) reported that students who receive social-emotional support and prevention services achieve better academically in school. Children are more likely to have higher academic achievement levels and improved behaviour when families are involved in their education (Bryan, 2005). Ryan (2000) found that peer groups are influential regarding changes in students' intrinsic value for school (*i.e.* liking and enjoying) as well as achievement (*i.e.* report card grades). Crosnoe *et al.* (2004) suggested that school sector (public or private) and class size are two important structural components of the school. Kansal *et al.* (2015) found that private schools provided better services in comparison with government schools. Further, Joshee (1994) also discovered that the quality of education in the private school was better than the one in the public school. Eshetu (2015) found that students from private schools were highly satisfied with their school services. Student centered method of teaching and tutorial classes have been more applied in private schools. Parents' involvement in school related affairs are better in private schools. Time, discipline, punctuality, security etc are maintained at a greater level in private school. Teacher to student ratio is less in these schools, thereby, providing

very comfortable learning environment (Ali, 2013). A proper relationship and friendly interaction as well as adequate learning facilities in school is very much necessary for a successful learning. Especially the school should provide the necessary stimulation for learning experience as the child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques and relationship.

Objectives :

- To study and compare the social relationship of government and private schools
- To study and compare the teaching-learning aspect of government and private schools.

■ RESEARCH METHODS

The present study was conducted in Jorhat district of Assam. Three government and three private schools were selected for the study. A total sample of 180 students (Class IX) were selected for the study out of which, 90 were from private schools and 90 from government schools. Thirty students of class IX standard from each school were selected randomly to draw the required sample. Data was collected from the respondents by using an interview schedule to assess the social relationship and the teaching and learning aspect of the school. Data was collected during the calendar year 2014-2015. All the additional information along with few observations was recorded for the purpose of the study.

■ RESEARCH FINDINGS AND DISCUSSION

The results (Table 1) regarding the distribution of schools in the variable of social relationship showed that in each variable of social relationship *i.e.* student-student, student-teacher, teacher-teacher, teacher-parent and other personnel-student-teacher relationship the government schools were found to be in low and average level while the private schools were found to be in high and average level. It is a known fact that all the private schools enroll the students at an early stage of the life for which it becomes easier for the teachers to mould the students as per the standards and norms of the concerned school. Maintenance of records for all round development of each and every student is a must for the teachers of private schools. Conducting parent teacher meeting in each session is also a regular feature of private

schools. Because of this congenial environment students experience a close knitted relationship with everyone at school and the parents also have a reciprocal relationship with the teachers of the school. Unlike private schools, the students of government schools cannot be moulded properly as they are enrolled comparatively in a later stage. Moreover, they do not get the opportunity to have one to one relationship due to large number of students. School authority also seemed to fulfil only the mandated criteria imposed by the government and thus caring less about maintaining a healthy relationship with all concerned.

The differences in the variables of social relationship of government and private schools were statistically analysed. The results were found to be highly significant as the calculated z values (student- student relationship, student-teacher relationship, teacher-teacher relationship, teacher-parent relationship, and other personnel-student-teacher relationship) were greater than that of table value. It is because in private schools the students get experience in a confined and well disciplined environment where the relationship among all are obvious and also valued significantly. Thus it became the foundation for habit formation and thereby encouraged quality living and

Table 1 : Distribution of schools according to social relationship

Variables	Type of school	No. of schools in different levels of social relationship (n=06)			Mean score	SD	Z - Value
		High	Average	low			
		N	N	N			
Student – student relationship	Government	-	1	2	26.23	1.35	2.8**
	Private	1	2	-	26.73	1.07	
Student – teacher relationship	Government	-	2	1	35.8	2.1	3.02**
	Private	1	2	-	36.9	2.6	
Teacher – teacher relationship	Government	-	1	2	14.8	1.1	3.9**
	Private	1	2	-	15.4	1.1	
Teacher – parent relationship	Government	-	3	-	15.04	1.3	8.17**
	Private	1	2	-	16.62	1.2	
Other personnel – student- teacher relationship	Government	-	2	1	6.7	1.29	3.01**
	Private	1	2	-	7.9	0.91	

** indicates significance of value at P= 0.01 probability level

Table 2 : Distribution of schools according to teaching and learning

Variables	Type of school	No of schools in different level of teaching-learning aspect (n=06)			Mean score	SD	Z - Value
		High	Average	low			
		N	N	N			
Teaching practices	Government	-	1	2	119.6	4.24	5.83**
	Private	1	2	-	122.7	2.68	
Teacher’s Expectation	Government	-	2	1	13.77	0.90	4.78**
	Private	1	2	-	14.48	1.08	

**indicates significance of value at P= 0.01 probability level

Table 3 : Differences in agreements of respondents between private and government schools in the dimension of social relationship

Statements	Private school (Respondents) (n=90)					Government school (Respondents) (n=90)				
	SA	A	U	D	SD	SA	A	U	D	SD
Get a substitute teacher in the absence of another teacher	-	90 (100)	-	-	-	-	-	-	90 (100)	-
Teacher inform parents about their child’s success	25 (27.78)	65 (72.22)	-	-	-	-	-	-	90 (100)	-

Figures within bracket indicate the percentage to the total
SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree

academic success which was not usually seen in case of government schools. This can be supported by the study conducted by Cataldi *et al.* (2009) who had also found that a positive teacher-student relationships are associated with positive academic and social outcomes for high school students.

The overview of the results (Table 2) of teaching and learning depicted that 1 government school had average level and the other 2 had low level of teaching practices *viz.*, methods of teaching, monitoring student's progress, paying attention to students and reporting the results to students and parents and helping the students to clarify doubts and encouragement for studies. But in private schools 1 had adopted high level and other 2 had adopted average level of teaching practices for their students. It was also seen that 2 government schools' teachers had average level of expectation from the students and the teachers of remaining school (1) had low level of expectation. Whereas in private schools it was found that 1 school had high level and other 2 schools had average level of expectation on the part of the teachers. It was observed that majority of the students of government schools belong to the disadvantaged group of society who cannot afford to take admission in private schools. They cannot show good performance in school due to lack of stimulation at home and parent's ignorance. As a result the teachers get fed up and give up the task of encouraging the students and do not have any high expectations from them. However, the teachers of government schools are trying hard to teach and motivate the students only by regular teaching methods without giving excess homework, project work and other related activities. Whereas in private schools, the students usually come from families where the parents are very concerned about their child's progress and try to optimize their development through various exposures resulting in more

number of better students with better achievement motivation. Hence, the teachers of private schools have high expectations from the students as they get full support from the majority of parents in imparting education and putting effort to bring out the potentialities of every student.

The data was analysed statistically by using z-test and highly significant differences were found in the variables of teaching practices and teacher's expectation between government and private schools. It reflects the picture of complete educational environment of private schools where the compatibility needs of students and teachers are met through teaching, learning, project work, course work and also by keeping high hopes from the students.

It is worth mentioning that (Table 3) cent per cent (100%) respondents of private schools agreed on the fact of having substitute teacher in the absence of another teacher, while the respondents of government schools showed the reverse result in which cent per cent respondents (100%) disagreed with the statement. It may be because in private schools the students are not left unattended and all the courses are completed as per the lesson plans of the subject. Therefore, the substitute teacher plays the role of the actual teacher as the rules and regulations set for the teachers of private schools are always maintained strictly and consistently. Whereas in government schools there may not be enough teachers to look after the unattended students and they try to manage those classes with extra assignments or homework. The findings of the study are in the same line with the study done by Bhat (2015), who had also found that the maximum post in government schools remain vacant where the para-teachers are being engaged on academic arrangement. It was seen that in case of private schools, majority of the respondents

Table 4 : Differences in agreements of respondents between private and government schools in the dimension of teaching and learning

Statements	Private School (Respondents) (n=90)					Government School (Respondents) (n=90)				
	SA	A	U	D	SD	SA	A	U	D	SD
Students complete homework even when it is not interesting	40 (44.44)	50 (55.56)	-	-	-	-	-	-	85 (94.45)	05 (5.55)
All the courses are completed on time as per time schedule	-	90 (100)	-	-	-	-	-	-	90 (100)	-
There is an opportunity for students to get counselling regarding their career in school	-	-	-	-	90 (100)	-	-	-	-	90 (100)

Figures within bracket indicate the percentage to the total

SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree

(72.22%) agreed upon the statement that the teachers inform parents about their child's success in school while in government schools cent per cent (100%) respondents did not agree with the statement. It can be inferred that in private schools, teachers have a regular meeting with the parents where they discuss about the success and failure of their students. The problems faced by the students in acquiring the knowledge of the subject are also discussed and put collective effort to help the students to minimize the problem. But in government schools there are no such rules and due to less number of progressive students the teachers do not feel encouraged to call and inform the parents.

Results regarding the differences in agreements (Table 4) in the area of teaching and learning demonstrated that more than half of the respondents (55.56%) agreed and remaining respondents (44.44%) strongly agreed with the statement that the students complete homework even when it is not interesting while in government schools it was found that majority of the respondents (94.45%) disagreed with the same. It was noticed that in private schools students are engaged in such a way that they were compelled to complete their regular homework and submit the assigned work. Regular checking and monitoring of these assigned work were also strictly maintained. So, students cannot ignore the homework assignments and also are motivated to follow the system. But in government schools it was observed that most of the students are not motivated to do their homework due to ignorance, non-stimulating lifestyle, inadequate understanding, negative attitude and liberal system of completing homework assignments. It is noteworthy to mention that cent per cent respondents (100%) of private schools agreed with the statement of completion of course while in government schools cent per cent respondents (100%) disagreed with the statement. In private schools it is mandatory to complete the syllabus at the end of the year and prepare the students for final examination. But the government schools are unable to complete the course may be due to non-availability of subject teachers, not maintaining the student-teacher ratio properly, not filling up the vacant post, engaging the teachers in different government assignments, less motivation from overall environment, less job satisfaction, insignificant changes in students and systems etc. It was surprising to note that in both the private and government schools all the respondents

disagreed with the fact that there is an opportunity for the students in the school to get counselling regarding their career. It indicated that none of the schools had counselling facilities for the students particularly for the students appearing HSLC examination. It discloses the fact that the students of both the private and government schools did not have any exposure of career counselling. The reason behind this may be the educational systems of both the government and private sector have not yet realised the significance of career counselling in particular and the counselling programme in general which can contribute directly to student's success in the classroom, beyond the classroom and throughout the life.

Conclusion :

A school is a place where interaction among students, teachers, parents and other adults in school takes place. The achievement level of the child is determined to a large extent by the varied and dynamic role of teachers and the facilities and services provided in the school. Hence, Mutual understanding, effective interaction as well as providing adequate learning facilities is important in school to enhance the academic achievement level of students.

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