



A STUDY OF THE INTER PERSONAL RELATIONSHIPS OF PROSPECTIVE TEACHERS

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Abstract

“Teachers are the real Nation builders”_ Nelson Mandela

Prospective teachers are the future goal setters. It is very important to monitoring how they are learning and acquiring the practical and theoretical knowledge for the future development and growth in the career profession. Simply learning and ignoring not at all a matter in the teacher profession, but it is essential to follow them up and make the interpersonal relationships as part of their life is necessary, because they can manage their profession in well respective manner and they will enter into shape the younger minds and they my put mark of behaviour in the young brains and really they will become the role models. This study needed to know the level of prospective teachers interpersonal relationships and will help to assess their quality of teaching learning. The objectives of the study were 1. To find out the level of interpersonal relationships of prospective teachers and to classify them. 2. To find out the influences of the certain variables on the interpersonal relationships of the prospective teachers. The sample of the present study was 150 prospective teachers and adopted Normative Survey Method.

Key words: *Inter personal relationships, prospective teachers*



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Introduction: Life skills are vitally important in all spheres of a teacher's role. An individual creates relationships for all sorts of reasons. A teacher establishes life skills at school, classroom at any place or in any activity where common interests bring people together. But sustaining a healthy bonding a teachers relationship depends largely on his interpersonal relationship skill. Teachers should be well versed with life skills capabilities to succeed in life and profession. They appear to posses pleasing and magnetic personalities, which is what makes them charismatic. Interpersonal life skills help a teacher to relate in positive ways with his/her family members and other around. This may mean being able to make and keep friendly relationship as well as being able to end relationships constructively. Everyone has many different types of relationships. Some relationships are with family members, some are with friends, some are business relationships and some are love relationships. Each relationship is different, and all relationships change over time as the

people within them grow and develop. Most relationships contain a combination of healthy and unhealthy characteristics.

Review of related literature: Previous Studies has been observed that Rao, K. Gnaneswara (2002) found that no significant relation was found between teacher effectiveness, and income of service of teacher significant relations were found between teacher effectiveness, creativity and interpersonal relationships and Significant difference was found between rural and urban teachers with reference to interpersonal relationships. Danili and Reid (2006) and Ozel (2007) found that teachers' personality traits do affect students' test performance. However, teacher personality is not the same as any other job related areas. It requires religious values, moral and teaching ethics which are bound by the mission and vision of the education philosophy.

Fareeha Nudrat, Muhammad Saeed Akhtar (2014) results that Leadership aspects of prospective teachers explored in the study included Leader Ethic, Emotional Stability, Interpersonal Skills, Teaching Proficiency, Learning Prowess, Collaboration, and Initiative-taking shows that Teaching Proficiency is the highest rated category, while Initiative-taking the lowest. Based on the above reviews the investigator also intends to study the interpersonal relationships of prospective teachers.

Need and importance of the study: Prospective teacher occupies a place of paramount importance in any system of education. Dr. Radha Krishnan has aptly remarked, "the teachers in society are of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning". Interpersonal relationships help a prospective teacher to make positive ways to relate with his surroundings. This may mean being able to make and keep friendly relationships as well as being able to end relationships constructively. Mutual trust and understanding, honesty, empathy, the ability to keep secrets, loyalty, and effective communication characterize healthy interpersonal relationships.

In the present scenario people are becoming very busy, more commercial and money minded. Many times they sacrifice the personal relationship in the passion for their career, money, name, and fame. Now – a – days so many people go abroad for developing their financial status. So many young educated are going abroad and their parents are left alone in the mother land without any help. The old parents problems though they can afford to see their

parents and other dependents many are not in a position to accept responsibilities. Here we see deterioration of human relationships and there by deterioration in the society. So, there is a need for developing the interpersonal relationships.

Title of the study: “ A study of interpersonal relationships of prospective teachers”

Objectives of the study:

1. To find out the level of interpersonal relationships of prospective teachers and to classify them.
2. To find out the influences of the following variables on the interpersonal relationships of the prospective teachers.
 - Gender (Male/Female)
 - Locality (Rural / Urban)
 - Marital Status (Married/Unmarried)
 - Professional Qualification (D.Ed / B.Ed)

Hypotheses of the study:

1. Prospective Teachers differ in their levels of Interpersonal Relationships.
2. There is no significant difference between male and female prospective teachers on their Interpersonal Relationships.
3. There is no significant difference between Rural and Urban prospective teachers on their Interpersonal Relationships.
4. There is no significant difference between Married and Unmarried prospective teachers on their Interpersonal Relationships.
5. There is no significant difference between different professional qualifications of prospective teachers on their Interpersonal Relationships.

Methodology: The researcher used Normative Survey Method and stratified random sampling.

Sample of the study: 150 prospective teachers were selected for the sample in and around the Krishna District

Tool of the study: Questionnaire designed to comprise of total 50 items and those are under the 10 areas those are Empathy, Sympathy’ Sensitivity, Tolerance, Etiquette, Positive attitude, Accepting others as they are, Healthy distance, Effective Communication, Reciprocity. Each area covers 5 items in the questionnaire.

Scoring procedure: Interpersonal Relationships scale was a self reporting three point scale. All these items are given a score from 3 to 1 those are Agree, Neutral, Disagree. Therefore the higher score on the scale stronger the degree of Interpersonal Relationships.

DATA ANALYSIS:

OBJECTIVE-1 To find out the level of interpersonal relationships of prospective teachers and to classify them.

Table 1: The Mean, Percentage Of Mean, SD And 1/5th Of Mean Of The Total Sample Of The Interpersonal Relationship Of The Prospective Teachers.

N	Mean	% of mean	SD	1/5 th of mean
100	125.11	83.41	9.27	25.02

Interpretation: From the above observation as the 1/5th of the mean is greater than SD. So that the result is homogeneous.

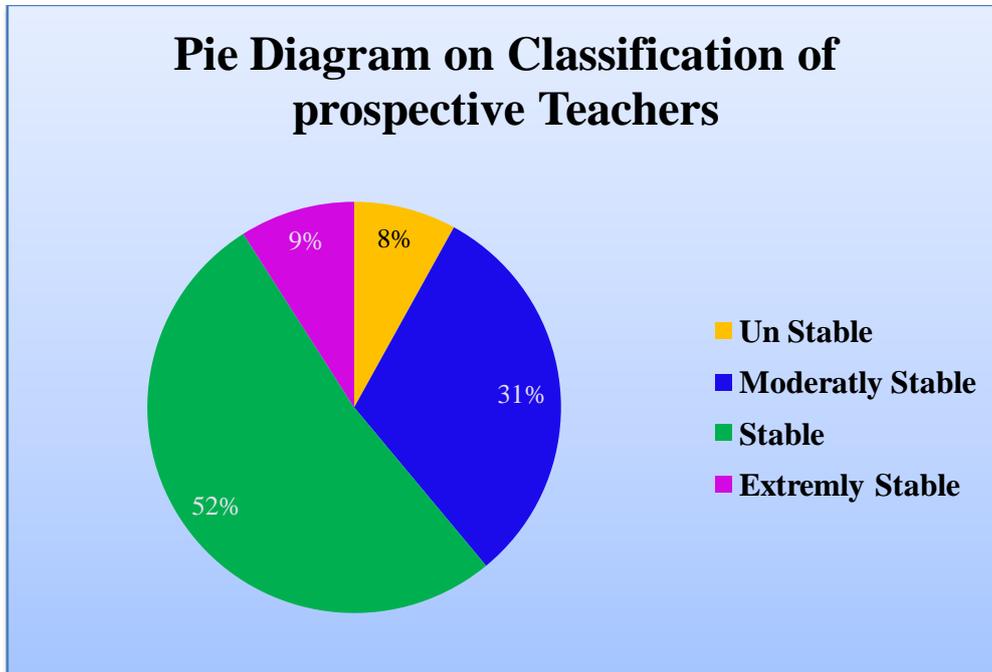
Classification of interpersonal relationships:

It is done on the basis of the level of the interpersonal relationships of prospective teachers. The minimum possible score is 98, the maximum possible score is 145. The range is 47. It is divided into 4 classes starting with unstable, moderate, stable, and ending with extremely stable. Each Here the class has the interval has some variance as like for the first 3 classes it's be of 12 but for the last it has been like 10 for the sake of not exceeding of the higher score to avoid the miscellaneous in the result.

Table 2: Classification Of Prospective Teachers On The Basis Of Their Level Of Interpersonal Relationships.

Category	Score Scale	No. of prospective teachers	Percentage
Un stable	98 – 110	8	8%
Moderately stable	111 – 123	31	31%
Stable	124 – 135	52	52%
Extremely Stable	136 - 145	9	9%

GRAPH-1: PIE-DIAGRAM SHOWS ON THE LEVELS OF INTERPERSONAL RELATIONSHIPS OF PROSPECTIVE TEACHERS



Discussion: The prospective teachers found to be stable in their interpersonal relationships. They may manage their professional and personal life in balance to mould the young citizens in their hands.

OBJECTIVE - 2

To find out the influences of the following variables on the interpersonal relationships of the prospective teachers.

- Gender (Male/Female)
- Locality (Rural / Urban)
- Marital Status (Married/Unmarried)
- Professional Qualification (D.Ed / B.Ed)

TABLE:3 Table showing the variable wise distribution mean, S.D. and t-value for the interpersonal relationships of prospective teachers.

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Male	60	125.5	9.55	0.30 NS
		Female	40	124.53	8.913	

2	Locality	Rural	64	124.73	10.02	0.28 NS
		Urban	36	125.78	7.84	
3	Marital status	Married	18	123.94	11.36	0.31 NS
		Unmarried	82	126.9	9.95	
4	Professional qualifications	D.Ed	50	126.16	8.64	0.13 NS
		B.Ed				
			50	124.06	9.83	

NS: Not Significant

Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Interpretation: There is no significant difference between male and female, rural and urban, married and unmarried and D.Ed & B.Ed qualifications of prospective teachers on their interpersonal relationships.

Discussion and conclusion: In the society equity in the gender is rarely exist in this study there is no significant difference between male and female prospective teachers on their interpersonal relationships. As their means differs slightly they differ in their interpersonal relationships. Facilities comfort the needs and life fulfilment which tends to improve quality of life which exposes the quality maintenance of interpersonal relations ships. In this respect prospective teachers from both rural and urban found no significant difference. Personal life issues like marriage responsibilities, special relations maintenance must the need the best art of managing interpersonal relationships which includes basic life skills development. Such kind of developments must possess through the prospective teachers to sculpture the young citizen mind in their lives. Professional life mainly impact on the life style which includes the art of maintaining interpersonal relationships.

The present study reveals that all the selected perspective teachers have stable interpersonal relationships. Respective perspective teacher's interpersonal relationships under different variables like, gender, locality, marital status, professional qualification have no significant differences in their interpersonal relationships and differs in all the above variables. So in this way the investigator concludes that prospective teachers must learn to enhance the interpersonal relationships for their own professional as well society well wish.

Educational Implications:

1. Prospective teachers can help their pupils to develop life skills by sensitizing them to the need.
2. The prospective teachers with better inter personal relationships can also inculcate and regulate their other life skills. The prosperity in their personalities can also develop the life skills among their pupils.
3. The prospective teachers with healthy interpersonal relationships can also have the ability to enrich the relationships of their students and develop their personalities in different dimensions.
4. The prospective teachers with good personality characteristics can develop the sensitivity, sympathy, empathy, reciprocity, etc components among the students.
5. The prospective teachers can have the ability to nourish their pupil's feelings, attitudes, aptitudes, nature, behaviour, responsibility and all other characteristics.

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