



RELATIONSHIP AMONG SCHOOL ENVIRONMENT, TEACHER-STUDENT RELATIONS AND VALUES

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ABSTRACT

The school is the most prominent agency for developing the personality of the child. The all round development of child depends on the environment of the school. The teaching learning process requires healthy, pleasant and encouraging school environment. It influence both teaching and learning behavior in the class – room. The destiny of the nation is built in the four – walls of the class – room. So, the better and positive school environment, positive teacher student relationship and positive value orientation among teachers is sure to mould the personality of the students.

The welfare of the nation does not depend on it's materialistic property but on the strength and character of it's citizens. The making of men and women of character and inner power solely depend on the school environment, Teacher – Student relationship and values.

The present paper investigates the present scenario and throws light on the fact that a strong relation should exist among school environment, teacher student relations and values. The healthy attitude of teacher and students towards the above mentioned elements shall produce quality citizens and make a great nation.

Key words: School Environment, Teacher – Student Relationship and values

Introduction:

Teacher as an incarnation of *satyam* (truth), *shivam* (goodness) and *sundaram* (beauty). Even today, these ideas are very much ingrained in the present school system and are not exactly eroded by the processes of globalization, privatization and liberalization in India.

Teachers play a vital role in shaping the learning environment of the school. Teachers' relations with students influence students' relations with teachers, fellow students and others in the community at large. Further, values among teachers are transmitted to students through teachers' behavior in shaping the personality of a student. Thus, a teacher controls both the process and product of the school, functioning as a nucleus of the system. Improving the education of teacher, so that they can better develop among pupils' behavior and values of solidarity and tolerance so as to prepare them to prevent and resolve conflicts peacefully and to respect cultural diversity; Changing the relationship between teacher and pupil to respond to the evolution of society.



Following World War II and the attainment of independence by many former colonial territories, the educational aspirations of common people the world over exploded. The dramatic worldwide educational expansion that followed stemmed directly from these aspirations. The expansion was also fuelled by the widely held conviction among educators, social scientists, and national leaders that universal education was the instrument that would enable any nation to bring about fundamental social change, including the eradication of long-standing inequalities and injustice.

In a poverty-ridden society education of the masses came into the socio-political agenda emerging as one of the most important and powerful instruments to create awareness among illiterate masses and to eradicate inequalities and injustice. The democratic aims of education in the society are to be realized by providing equal educational opportunities for all. But, one of the main contradictions observed in our country is that on one side the school education is widely spread and most of the villages in the rural-India are provided with a primary, upper-primary or high school and on the other, a large segment of children are left untouched by these schools at primary level. Besides, they dropped out at different levels due to various economic, socio-cultural and educational factors. Education suffers basically from the gap between its content and the living experiences of its pupils, between the systems of values that it preaches and the goals set up by society, between its ancient curricula and the modernity of science. The curricula and education provided by the State thus becomes a demotivating factor for the parents and children of poor economic background who struggle hard for their bread and butter every day. These schools failed to fulfill the needs of a category of people as they are far from their life and are not vocational or production oriented. This is a scene on one-side. On the other, the ideal school environment needed for education is different from the existing school environment which influences the whole of educational process at every level. Teacher-student relations and values among teachers are other important factors influencing the whole teaching learning process in the classroom situations.

These three dimensions - school environment teacher-student relations and value orientation among teachers' influence the whole educational process in classroom situations. School environment as an external factor and teacher-student relations as an internal, basically decide the process of teaching and learning. However, values among teachers decide and control both these external and internal factors.

Concept of the School Environment:

Child spends most of the time at the school interacting with the school environment. Hence, it stands as one of the basic factors of learning. Bertrand Russell (1984) says, "I have no doubt in my own mind that the ideal school is better than the ideal home ... because it allows more light and air, more freedom of movement, and more companionship of contemporaries. Thus, in any socio-



political system school stands as a sub-system and functionally works as socializing the individuals to develop commitments and capacities which are essential prerequisites of their future role-performance expected by the society. This sub-system exerts a strong unifying action. 'Education makes children into a coherent moral, intellectual and affective universe composed of sets of values, interpretations of the past and conceptions of the future. At the same time it provides a fundamental store of ideas and information, a common inheritance, and the more heterogeneous the society or national community, the more significant this will be. The school education, through the combined effects of the biological and social environment, has been the major instrument in the growth of man's awareness and intelligence.

Rousseau stated that education is received from three sources—Nature, men and things. Philip H. Coombs (1985) argues that the quality of education and learning achievement of students depend heavily on the competence, personality and dedication of the teacher and conditions under which the teacher and students are working - for example, on whether the size of the class is manageable and its atmosphere conducive to learning, and whether there is an ample supply of equipment, textbooks, and other learning materials. Not least of all, they depend on the characteristics of the students themselves - on whether they are well nourished, physically and mentally healthy, strongly motivated to learn and enjoy strong family support.

Present Scenario:

The phenomenal increase of the student number and escalation of prices year after year made little improvement in the school environment. The meager resources for quality inputs affected the effectiveness of school education. The capital Expenditure on buildings, libraries, equipment, furniture, etc., forms a very small proportion, 2 per cent, of total expenditure on elementary education. It is very discouraging to note that many primary schools are running in open space, 'kachcha' buildings, inadequate rooms, furniture, equipment etc., and it is a clear indication of under-investment in education. Of the total recurring expenditure on education, particularly primary education, teachers' salaries amount to more than 95 per cent and expenditure on the salaries of the non-teaching staff form the next largest proportion, 2 - 3 percent. All other items, including teaching learning material like apparatus, chemicals, books, games and sports materials, etc., receive the remaining "Eligible amounts. This bleak situation is a matter of concern as it directly influenced the availability of facilities in the schools, which in turn influenced the teaching-learning process and effectiveness of the schools.

Operation Blackboard and mass orientation of teachers are being pursued vigorously. Another thrust area, the *District Primary Education Programme*, takes a holistic view of elementary education, putting the stress on decentralised management and community mobilisation. In spite of this situation, something seems to be lacking in the drive towards quality improvement. However, it is



realized and in recent years great concern has been given to the concept of *Minimum Levels of Learning (MLL)*. But, still much is to be done in this area as some of the research findings in this area revealed that the primary schools still need reorientation in the direction.

Factors that influence the School Environment:

National policy on education (1986) recognized the importance of providing the minimum facilities in the schools. These include physical facilities - place, building, furniture, library, laboratory, playground, garden, water facilities, sanitation, fresh air, light and hygenity etc, material (teaching) and men (teachers). Besides, academic factors such as discipline, curricula and syllabi, evaluation procedures and commitment of the teachers towards their profession mainly influence the teaching-learning environment. Good and well *discipline* is related to obedience, balanced control, democratic manners, clearly stated rules and regulations that are consistent and fair, recognizing the responsibility etc. *Curricula and syllabi* are associated with relevance of the curriculum, competency in the subject, standard of text books, number of hours allotted, workload, importance of the subject in timetable etc. *Evaluation procedures* include relevance of examination system, means and procedures of examinations, conduct of examinations, award of marks and results etc. Teachers' *commitment towards profession* is related to interest in the profession, suitability in the profession, positiveness towards change of the society, opportunities provided, support, views about future etc.

Consequently, the present research has been undertaken to study school environment with regard to academic discipline and surrounding environment of the schools, availability of facilities in the schools, curricula, syllabi, evaluation procedures adopted in the schools and attitude of teachers towards teaching profession to assess the effectiveness of the schools.

Concept of Teacher-Student Relations:

Now let us understand the concept of teacher student relationship clearly. There can't be a school without a teacher and a teacher cannot be called a teacher if he doesn't touch school environment. One without the other has no meaning. Teacher plays an important role in dissemination of knowledge to the child, is also a model before the child as the teacher's behavior directly or indirectly influences most of the activities of the child. Because, students spend most of their working hours in the social arrangement, the classroom, listening to the words and king at the actions of the teacher. Further, the student tries to understand teaching situation and tries modify his or her behavior. Hence, teacher-student relations influencea lot, the teaching- learning process.

Over the past few decades, scholars and policymakers have been perplexed about why students learn so little in some schools. Many researchers and reformers totally claim that school effectiveness hinges on communal organization. They that



shared values and activities, positive adult social relations, positive student relations, and democratic governance enhance students' school engagement and their academic achievement. The processes and structures chosen to build in classrooms are very important factors influencing how a teacher develops and the norms established for social and academic learning, and leadership for building productive classroom environments is a critical executive function performed by teachers. Here, teacher-student relations are most to be considered which decides the actual teaching-learning process in the classroom and school situations.

The Dynamic Process of Teacher-Student Relations:

Although there are many different sources of social influence within the classroom, the teacher's behavior tends to establish the keynote of this "social climate". The teacher, like any other person, has a complex personality. Teacher's psychological needs, attitudes, prejudices, conflicts, and personal-social values are translated into behavior patterns, which become potent influences on student's behavior. The students respond to the teacher's presence and behavior in terms of their own needs, values, and previous experiences. These varying behavior patterns become social stimuli to which the teacher in turn responds as sources of satisfaction and as sources of personal frustration. Thus, the dynamic process of teacher-student interaction changes from moment to moment in somewhat unpredictable ways. However, during the school year both teachers and students develop fairly stable attitudes toward each other which serve as behavioral guides in many of the interactions. The teacher tends to label his students in various ways, e.g., bright, dumb, compliant, obstreperous, eager, disinterested, and the like. The students also tend to label the teacher as kind, vicious, attractive, unattractive, interesting, dull, reasonable, unreasonable, and the like. These attitudes condition the feeling tone of all teacher-student interactions, and determine the large extent the social-stimulus values of both teacher and students for satisfying each other's psychological needs.

Concept of Values:

Now let us understand the true meaning of values. They are the hidden roots in the human personality, which decide every activity of an individual. Education for values is an unending and thrilling quest for the social and cultural development on one side and individual personality development on the other. It enables a person to synchronize all essence and excellence desirable for advancement of learning and march of man towards *Sathyam, Shivam and Sundaram* (Truth, Goodness and Beauty).

The Upanishad says: "Lead me from the unreal to the real; lead me from darkness to light; lead me from death to immortality". Mahabharata says that our inner self is the judge. Buddha insists that reason based on evidence is our only guide to truth. Gandhi used to say that Truth is God and not God is Truth. This statement is a commentary on the Upanishad text, *tape brahma*. Rabindranath Tagore (1988) says: "All our knowledge of things is knowing them in their relation



to the universe, in that relation which is truth". Vivekananda stresses on encountering habits good and bad as education for values. Radhakrishnan (1984) says: "No religious dogma or political doctrine should interfere with the pursuit of truth". Kant bases his theistic conviction on the nature of human conscience and Hegel on the nature of human knowledge. Paulo Freire said that education is an act of love, and thus an act of courage. It cannot fear the analysis of reality or, under pain of revealing itself as a farce, avoid creative discussion.

The Various Perspectives of Values:

The values have different perspectives, let us understand the various perspectives in detail. Philosophical perspective of education for values is education of the being best harmonized in education for having and loving. This also accentuates the fact that all values identified, analyzed, practiced and evaluated either individually or in group is meant for excellence and ascent of man. Essence of love is the essence of education. Without love and affection towards the students the teachers will not realize the real value of education.

The psychological perspectives of education for values include dissemination of value that brings about desirable changes of behavior among learners especially personal and social life. A study of the learner in terms of values that are closely related to impulses, incentives, tastes, temperaments, attitudes, interests, aptitudes, and trends of analysis and appreciation to values either with regard to himself or in association with others at home outside reveals significant aspects of values in theory and practice. Moreover, habits, desires and motivations directed towards value- naming and value-practice are important contributors to the nature and role of values in education.

Value is a relationship between subject and object. It is a source of motivation and influences behavior. It is personal as well as social and cultural. All values introduced and exercised in the schools are meant for social and cultural development in which individual development co-exists. Socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations. Education for exercise and restoration of worthwhile values in the society demands a global approach right from the early stage of learning in schools. Changing the behavior of an individual learner to acquire and exercise social and cultural values should take place not from outside agencies by force but consciously by the individual through self - realization for which the environment should provide a facility. This will assure a genuine interest on part of the learner to evolve new respects and possibilities of values as practically existent and operative in the society. The indigenous social and cultural values act and react with alien ones and the resultant factors are more or less guided by social attitudes, social temperaments, social interests and social trends. However, State will influence a lot on social and cultural values, which either upgrades or downgrades these values based on its own interest. It is not middle class culture but the dominant hegemonic



ideology, which is being transmitted in schools. The hegemonic ideology contains elements not simply from the bourgeois class, but also from the landed aristocracy, and reconstituted and incorporated elements from the ideology of subordinate classes. "In the schools catering to the lower income groups, the disparity stands out. Not much thought goes into being overly sensitive to the child's needs. In some schools it is a harsh d. The rod is used and the youngsters get de-sensitized and tough. This, probably, hardens them as human beings, with a proclivity to violence as they see g wrong in raising their hand when they see their teacher doing the same".

All social and cultural values await a transmission in the right pattern and towards right perspectives. Society needs its value-carriers, the people with courage the people with new ideas, the great teachers, the heroic youth, the classless nonconformists, the intellectuals and the creators, young and old, who influence value patterns democratically but not with authority. Hence, a great deal of patience is required for a teacher to uphold right values and fight against false values to protect the interests of the majority.

Schooling and education for inculcation of values should be directed towards freedom, democracy and socialism. Teachers should orient their behavior towards these concepts while dealing with the children. They should also feel responsible towards the profession of teaching and should take up the responsibility of transmission of all social and cultural values to the coming generation and should accept the new order of values with the change of social order and relations.

The morality of our day is much concerned with all the people in the world. Our society needs a kind of morality that is in consonance with the problems of this atomic, nuclear and computer age. Today it seems fairly obvious that no country by itself can hope to survive the pressure and threats unless we pool our resources, our energies and most important of all, our loyalties. Fortunately, loyalty, like love, is not rationed.

Moral values are assumed to have an interpersonal focus and would include such modes of conduct as behaving honestly and responsibly towards others. Love, sympathy and helping nature are the essential components in teaching. Competence values, on the other hand, are assumed to have a personal focus. They would include such modes of conduct as behaving logically and intellectually. When they are violated, the outcome is likely to be a feeling of shame or disappointment about one's personal inadequacy rather than pangs of conscience. Moral values and competence values may conflict. Thus a person may experience conflict between being honest and being polite, or between being ambitious and being helpful and so on. Moral values are generally accepted by the society and humanity looks at objectivity, reality and majority interests. While, competence values are self-



centered may or may not be accepted by the society and humanity because of its subjectivity, unreality and personal interests.

Moral education should not be mistaken for religious education. Morality is humanistic and secular concept and a part of Indian Constitution. A UNESCO sponsored joint study seminar on "Moral Education" conducted by NCERT in 1981, in which sixteen countries of Asia participated has come to the conclusion that moral education should be defined so as to help children in becoming better human beings. Is this possible in a society where there exists a gap between precepts and practice, between moral teaching and the moral climate of a school and society? Is it not the domain of education to resolve this dichotomy? In this context, it is desirable to incorporate moral values in school education and teacher education as well.

Class room teaching without aesthetic appreciation affects little on children. Classroom itself should be designed with aesthetic approach. Krishnamurti says "Love of beauty may express itself in a song, in a smile, or in silence". Teaching should look into music, song, drawing, painting, modeling, poetry, drama and the like for its effectiveness. A teacher himself should maintain handsomeness, neatness and attractive manners for himself in the classroom to impress upon the children with Ms pleasant manners. One of the primary functions of the schools is to preserve, transmit and interpret the aesthetic values of our culture and natural environment. A study found that a positive correlation between aesthetic scores and chronological age, indicating increasing "aesthetic maturity" with psychological growth in the boys and girls of the age group between seven and eighteen. Another study found orange, pink, red, purple and blue were some of the most popular preferred by the children between three and six years of age group. Hence, aesthetic sense always motivates and accelerates the learning process. Aesthetic approach refines teaching. For this reason, the teacher has to inculcate aesthetic appreciation in his classroom behavior to impress upon the students.

Functions of Values:

Values serve as to provide standards that guide behavior in various ways. For instance, values may influence our attitudes and commitment to particular political or religious ideologies. Values may also be used as standards to guide the way in which we present ourselves to other people, and as a basis for judging our own conduct and the behavior of others. They are central to study the social comparison processes because comparison of self with others in regard to other competence and morality presupposes some standards on which comparisons can be based. Moreover, values serve as standards in the persuasion process and in social influence generally since they provide a basis for determining what is worth arguing about or whether it is worth trying to influence others in order to effect a change in their opinions. Finally, values serve an important function in the way one rationalizes -"thoughts and actions that would otherwise be personally and socially unacceptable, so that one's feelings of competence and morality can be unaffected



and one's self- esteem maintained or even enhanced. Hence, in these ways values provide a basic set of standards that guide one's thought and actions or in other ways, decide the personality of an individual. Today, globalization of trade, privatization of education and computerization institutions (challenging life) is extending on one end. But, the commitment this teaching profession is declining on the other end with deterioration of values in the society. The present need is know the value orientation among the teachers, which seriously influence the teacher-student relations and their commitment towards school, community and society at large.

Hence, this study has been undertaken to know the teachers' orientation towards instrumental values (means) and terminal values (ends). The instrumental values include ambitious, broadminded, capable, courageous, forgiving, helpful, honest, independent, intellectual, obedient, polite and responsible. Terminal values include a comfortable life, an exciting life, a world at peace, equality, family security, freedom, happiness, pleasure, self-respect, social recognition, true friendship and wisdom.

Conclusion:

In above discussion reveals that the school environment influences the Teacher – Students relations. The strong and healthy bonds between Teacher – Student will generate healthy values among students. The strong value System mould the character of students and the main aim of Education as envisaged by Swami Vivekananda i.e character making process will be fulfilled.

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