

Effect of Interpersonal Relationship on Attitude of Teacher Educators – An Empirical Study

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Abstract- To communicate effectively with the students, colleagues or the superiors, strong Interpersonal skills are very much important for any teacher. Moreover, the zeal to get excellence in the profession requires a very strong positive attitude in the teachers. The degree to which teachers possess interpersonal skills could be pivotal in the creation of academic climate, students' performance along with several other initiatives for the betterment and smooth functioning of the academic activities at the institute, which are conducive to the overall success of the institute. Unfortunately, research findings are very limited in clarifying interpersonal relationship and its effect on the attitude of the teachers. Present paper conducts an empirical study on relationship between the interpersonal skills and the attitude of teachers. Study found that good interpersonal relationship impact positively on the attitude of the teacher educators. Therefore it is essential to have strong interpersonal relationship for the teachers especially teacher educators.

Keywords: Interpersonal Skills, Attitude, Teacher Educators

I. Introduction

Iniobong (2008), opined that the future of any nation depends on the quality of teachers. Quality education is a pre-requisite for national, regional and global development. The maxim that no educational system can rise above the quality of its teachers shows the role of the teacher and teacher education programs in national development. Knowledge acquired through education and its practical applications have always been a key factor for the overall growth.

For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system. Teachers are the persons who could develop and mould the students as good citizens. They should develop positive attitude towards their profession, excel in their academic performance and enhance life skills to face the in future. Moreover they should create a better learning environment that arouses students' curiosity to achieve higher goals.

The present paper explores the general concepts of interpersonal skills and attitude and conducts a study to find the relationship of interpersonal skills and attitude of teacher educators. The next section describes

a brief about these two factors and then next section conducts the empirical study by considering the appropriate tools and sample.

II. Attitude

Attitude are inner feeling or beliefs of an individual towards particular phenomena. One of the chief objectives of education is the development of desirable attitude in the individuals. Attitudes are an expression of inner feelings and beliefs that reflect whether a person is favorably or unfavorably pre-disposed to some phenomenon. It is also to be kept in view that education is required to develop several attitudes in the students; attitude towards self; attitude towards studies; attitudes towards others; an attitude towards certain ideals etc.

Le Roux (1994: 06) defines attitude to be a positive or negative emotional relationship with or predisposition toward an object, institution or person . Pointing to yet another definition, Brecker and Wiggins (1991: 137), defined Attitude as enduring non-verbal features of social and physical world, and they are acquired through experience and exert a directive influence on behavior. Both these definitions reveal that, an attitude can be understood as an emotion that has an influence on the behavior of human beings.

Chambers and Pettman (1986) have shown that both feelings and information are critical factors in the formation of attitudes, and that these are critical components of understanding.

Attitudes are closely related to opinions. A distinction made, however is that a person can state his opinion in word but may not be able to express his attitude by his action. Attitudes therefore have, according to Lord (1997:222) three elementary components:

- (1) The cognitive component,
- (2) The feeling or affective component and,
- (3) The actions or behavioral component.

Behavioral components consists of the tendency, to act or react to the object in certain way. Positive or favorable attitude decides the course of life.

Behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery, (2009) stated that “Behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment.” The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli (UNESCO, 1986); anything that an organism does that involves action and response to stimulation (UNESCO, 1986).

An attitude is a hypothetical construct that represents an individual’s degree of like or dislike for an item. Therefore attitude towards teaching means degree of like toward teaching. In education system the student teachers must possess excellence in all aspects of their conduct which is going to affect children’s behavior positively. Student teachers will be the future teachers and if their disposition is bored, it would also influence children’s living socially and morally upright. Good teachers are models of social and moral leadership which not only influence their students but also generate force for all-round growth of country.

III. Interpersonal Relationship

An interpersonal relationship is a mutual filling of needs. When two people have strong needs and each fills the other's needs, there is a powerful interpersonal relationship. When two people have weak needs and each fills the other's needs, there is a mild relationship. When either, person has strong needs and those needs are not being filled, there is a poor relationship. When either has weak needs and those needs are not being filled, there is a mild relationship, but one leaning more to the negative side than the positive. The key to good interpersonal relationships is simple once you understand the role that needs play in making a relationship weak, moderate, average, or strong.

The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement and institute's reputation. Several specific characteristics of teacher interpersonal skills and attitudes that contribute directly to effective teaching are listed for each of the following categories:

- The teacher as a person
- Classroom management and organization
- Organizing and orienting for instruction
- Implementing instructions
- Professionalism

Interpersonal relationship among teachers and principals are the basis for all educational administrative practices. They represent the foundation for productive work and every ones satisfaction. Positive interpersonal relationships at institute foster a variety of beneficial outcomes for teachers and organizations.

Reviewing the previous studies conducted both inside and outside India, it was found that the studies related to interpersonal relationship and attitude of Teachers are very few in number.

IV. Research Methodology

Objective of the Study

To identify the relationship between interpersonal skills and attitude of teachers.

Hypothesis

There is no significant relationship between interpersonal behavior and attitude of Teacher Educators.

Tools Used:

For this study, we used the following tools:

1. Teacher Attitude Inventory (TAI) by S P Ahluwalia
2. Behavior Orientation Scale (B O S) by Praveen Kumar Jha

Sample

In order to get data from the respondents through the above instruments, the researcher visited the sample institutions personally and administered the questionnaires to the sample teachers. The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and information collected will be used only for the purpose for it was collected.

The researcher personally visited 22 B.Ed. Colleges of CCS University under self-financed scheme and collected views of total 96 faculty members regarding interpersonal skills and attitude of teachers. The collected data were analyzed by using MS Excel software.

Delimitations

Only the self financed institutions from CCS University have been considered for the present study.

V. Result

The questionnaire filled by the faculty members was analyzed and Pearson Correlation Coefficient was calculated between the behavior and attitude data. The Correlation Coefficient obtained from the study is given in the table:

Tools used for Interpersonal Relationship	Behavior Orientation Scale by Praveen Kumar Jha
Tools used for Attitude	Teacher Assessment Inventory (TAI) by S P Ahluwalia
No. of Teacher Educator Institutions	22
No. of Faculty Members	96
Mean Value of Interpersonal Relationship	228.85
Mean Value of Attitude	240.176
Correlation Coefficient	0.43
Degree of Freedom (n-2)	94
Table Value at 0.05 Level of Significance	0.205 (which is less than 0.43)
Hypothesis is Rejected	

Positive correlation between interpersonal skills and attitude shows that persons (teacher educators) with good interpersonal relationship have a positive attitude. Hypothesis testing also further proves that, significant relationship exists between interpersonal behavior and attitude of Teacher Educators. It may be resulted better output in terms of quality teaching and other administrative responsibilities.

VI. Conclusion and Future Study

Present paper is an attempt to establish the relationship between interpersonal relationship and attitude of the teacher educators. Empirical work done in the present study shows that there is positive correlation between the two factors, which proves that a teacher educators with good communication skills shows a positive attitude towards the completion of assigned tasks to him/her. The result may conclude to provide a strong need and efforts to establish effective interpersonal relationship which may prove for strong coordination among teachers and will motivate them to work with strong positive attitude.

VII. References

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