

Towards a Sustainable Future: Innovations and Strategies for Responsible Business Practices

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Scripown Publications
New Delhi

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Edition: 1st

Publication Year: 2024

Pages: 209

ISBN: 978-93-94375-77-2

Scripown Publications

*2nd Floor, 304 and 305, Pocket - 4,
Sector - 22, Rohini, North West Delhi,
Delhi, 110086, India*

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RELATIONSHIP RICH EDUCATION: TOWARDS A SUSTAINABLE KNOWLEDGE ECONOMY

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Abstract

The effectiveness of teaching and learning is greatly influenced by student-educator relationships. The foundation of student-educator relationships is laid out through the day to day interactions that take place within and beyond the classroom. One defining feature of interactions is adaptation, that is how individuals adjust to one another's actions and reactions. The processes through which, in an interaction, communicators adjust their behavior to one another are referred to as interpersonal adaptation. To understand the intricacies of the teacher-student relation in the present scenario, the current study undertakes a primary survey. Students have been asked to fill in a semi-structured questionnaire consisting of strength, weakness, opportunities, and threat aspects of the existing relationship. Five-point Likert scale is used to measure the responses. The findings demonstrate that when unscheduled encounters occur, teacher-student relationships strengthen, whereas scheduled interactions are shunned by students. One of the objectives of NEP-2020 is to incorporate human values through strong teacher-student relationships. The study's conceptual frameworks and findings add to the existing body of knowledge on teacher- student interaction in the field of teacher professional development.

Introduction

As students an average person spends at least twenty years of their life undergoing training to become an employable being who is mentally capable to carry forward the functioning of this world. The average active span of a human is sixty years. This makes it clear that an average person spends one-third of their life under the influence of the classroom. Hence it seems absolutely imperative for this time spent to be as enlightening as possible along with the learning experience to be as accepting and done with an open mind as possible. For these requirements to be fulfilled the concern of a certain amount of comfort level between the teachers and the students come into picture. During the extended learning experience the students and teachers should not have mental walls and boundaries which block the flow of ideas. But on the other hand a certain amount of professionalism is also hugely required because bonding at a personal level is also problematic since it influences the creative thinking ability of the students and their ability to judge facts for themselves. Hence the comfort level between teachers and students is a very crucial topic for every educated individual because this is the factor which defines the receptive power and learning ability of an individual throughout life.

Objective

Primary data was collected through questionnaire method, from across India. A total of 116 respondents' data was analyzed after filtering. The Majority Respondents are from West Bengal, Odisha, Uttar Pradesh, Bihar and Jharkhand. The respondents were mostly male. A relatively sizable number of respondents are also from Maharashtra, Rajasthan. The objective of this study was to understand the interpersonal adaptability in student-educator relationships within and beyond the campus.

Literature Survey

Earlier researches have all found that interpersonal interaction is linked to higher levels of perceived knowledge, higher levels of student contentment with the course, higher levels of faculty contentment with the course, and higher levels of student academic accomplishment (Richardson & Swan, 2003; Sher, 2009; Swan, 2002; Fedynich, Bradley, & Bradley, 2015;

Khalid & Quick, 2016; Richardson & Swan, 2003; Sher, 2009; Swan, 2002; Su et al., 2005; Long et al., 2011). Martin and Collie (2019) stated that, “the enhancing properties of positive student-educator

relationships seem to outweigh the limiting (or narrowing) properties of negative teacher-student relationships. Further, there is cumulative engagement yield through increasing the number of positive teacher-student relationships across students' school subjects." Xie and Derakhshan (2021), pointed out "seven instances of positive teacher interpersonal communication behaviors, namely teacher care, clarity, credibility, rapport with students, stroke, immediacy, and confirmation, and expound how they positively predict academic outcomes such as motivation, learning, engagement, involvement, class attendance, willingness to communicate, performance, and success in students". The current study focused on three aspects of interpersonal relationships. Accordingly literature review was segregated into three categories:

Interpersonal Relationships within the Institution

Following positive beneficial intimate, and turning point events, students reported improved cognitive wisdom, affective knowledge, and student incentive. Furthermore, students who reported a restraint turning point event, the most widespread negative occasion type, reported lower cognitive wisdom, affective education, and motivation among learners (Morgan and Manusov, 2009). Students ranked 'teaching skill' first, followed by 'approachability' as the most demanding quality of a teacher (Sander et al, 2010). There is evidence that students who get to know even a single teacher well are more likely to be pleased with their academic experience and desire to advance in their academic careers (Rosenthal et al., 2000).

The theme of the teaching-learning environment highlighted the importance of nurturing, open, nonthreatening, and respectful attitudes in student-faculty interactions. Although most interactions with faculty take place in the proper classroom environment, students who have casual interactions with faculty are more motivated, occupied, and vigorously involved in the learning process (Thompson, 2001; Woodside, Wong, & Weist, 1999; Anderson and Falsa, 2010). Positive relationships can be promoted not only in out-of-class interactions, but also in the more official classroom setting by utilizing lively learning methods (Braxton et al 2000). As it obviously influences students' effective study progress, including elements like course contentment, retention, learning tactics, and achievement, educator-student relation should be seen as an important construct in higher education as well. It has been shown that the empirical support for the effects of educator-student relation on university professors is less complete and obvious (Hagenauer and Volet, 2014).

Educator-student relation must be understood as a mature relationship that is still intrinsically hierarchical (Karpouza & Emvalotis, 2019), with a power advantage in support of the educator. Educators and students have a wide scope of 'how to form the relationship as, generally, each relationship is characterized by mutuality'.

Interpersonal Relationships beyond the Institution

Most of the time, teachers who described successful partnerships began by emphasizing interpersonal interactions between them and their students or fellow teachers outside of the classroom. Teachers also acknowledged field trips as crucial occasions to develop and maintain relationships with students. Studies recoded that interactions with students outside of the classroom (went to concerts together or chance encounters) because their houses were close by. Teachers typically stand in the corridor or the classroom previous to or following the lesson, but they also realized that relationships might be established and maintained in other places, such as the hallway or the classroom before or after the lesson (Claessens et al, 2016). Personal tutors at a British institution found that despite their duty to provide both academic and social help; many students did not approach them. Because the tutors appeared to be "too busy," the students said that they dared not "take the tutors' time" (Connell and Hall, 2008).

The amount of power that is exercised in the actual classroom and during extracurricular interactions varies depending on the higher education teacher's perspective on the nature of teacher-student relations and learning partnerships as well as the students' perceptions or desires for this relationship (Hagenauer et al, 2022). It is hypothesized that students who communicate with teachers outside of class have relationships that are more interpersonal in nature. Control, trust, and intimacy are viewed as key dimensions of interpersonal relationships (Dobransky et al, 2009). According to teachers, utilizing online technologies can promote online debate among students outside of the typical classroom setting. Students can provide detailed information about themselves by updating their user profiles and customizing individual pages on our website and blogs. By looking into the students' profiles, the academics who are utilizing such technology in their classes will be able to learn much more about the pupils they instruct (Rahmi and Othman, 2013)

Methodology

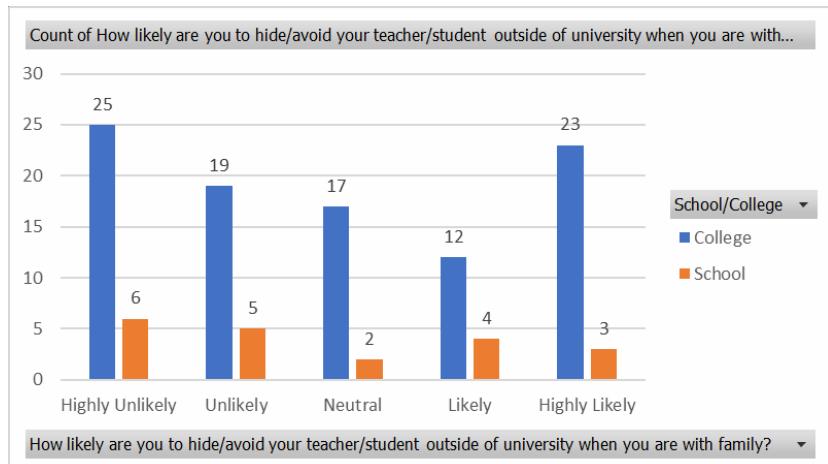
Primary data was collected from different educational institutions using snowball sampling techniques. Since the topic was sensitive in nature, a

high degree of reluctance was faced during the collection of data. With cooperation from various competent authorities and with the condition of absolute confidentiality the data was collected. The questionnaire was circulated in the month of January 2023. Based on literature review the variables that were considered for the current study are as follows-

Findings

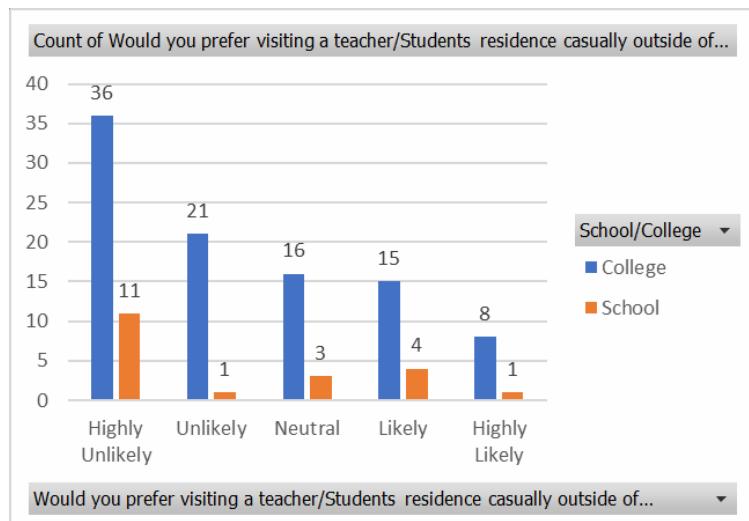
In the era of humanoid, human is missing. And along with it human to human relationship is missing. The present paper is trying to reexamine this missing link, and its need, through a series of thought provoking questions.

Q1- How likely are you to hide/avoid your teacher/student outside of university when you are with someone you are in a relationship with?



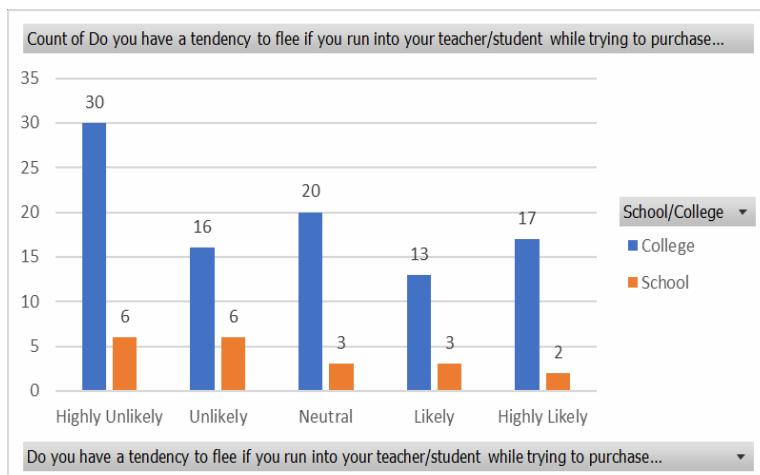
Here we can observe that the responses of College students are trending towards the Highly Unlikely side which means that students have an excellent comfort level with their faculty and do not hold the fear of being judged. But there are also a significant students who say otherwise. The Demographic analysis of the data will surely throw more light on the behaviour observed here. The School students seem to be employing a similar behaviour where a majority do not fear being judged but there is a sizable group which has feelings contrary to this. Since the school students have similar demographic profiles this is a classic case of diversity of opinions.

Q2- Would you prefer visiting a teacher/Student's residence casually outside of academics?



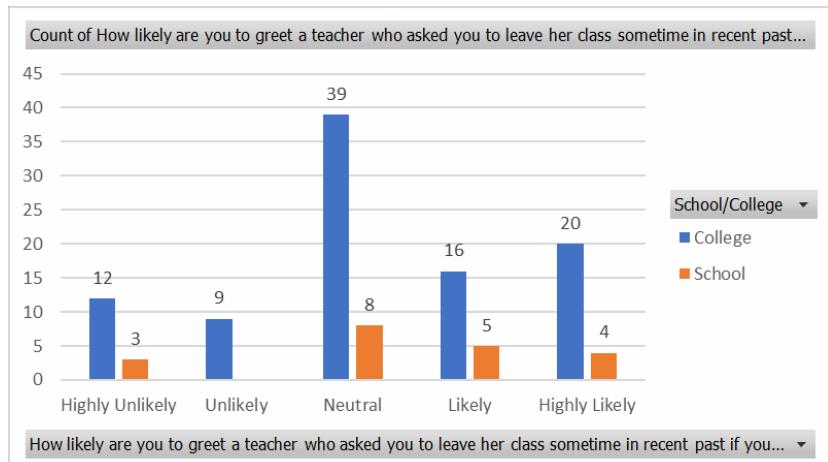
The results here seem to be pretty straightforward here. Neither College nor school students (as a sizable majority of opinions) prefer visiting their faculties' residences casually. Here we are observing a boundary to the teacher student relationship. There might be a comfort level to an extent but it is not enough to extend to a guest-host situation while there is an ongoing teacher-student relationship.

Q3- Do you have a tendency to flee if you run into your teacher/student while trying to purchase something personal/seemingly embarrassing?



Here it is observed that clearly neither school nor college students are affected by the fact that their faculty notices them purchasing something personal or something which is usually not preferred to be purchased openly. This approach simply confirms our earlier observation that a majority of students from the selected school and college do not have the fear of being judged. The answer to these extreme confidence levels surely lie in the demography of our responders. Not to ignore the sizable number of responders who do have the tendency to flee among the college students. Again this shift in behaviour from the majority responders in this case can be answered by observing the demography of the responders.

Q4- How likely are you to greet a teacher who asked you to leave her class sometime in the recent past if you run into them outside of the institute.(For student). How likely are you to acknowledge the presence of a student who is an inherent troublemaker if you run into them outside of institute. (For Teacher)

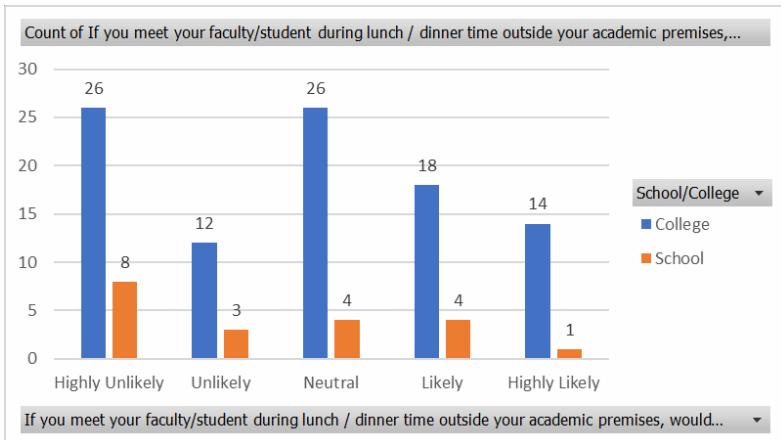


The true observation of this question lies in the neutral column. The absolute majority of our respondents chose to stay neutral on this question. Now there can be two reasons for this sort of a response. Either they are genuinely neutral and are not affected by the situation presented which when tested on a group of students revealed to be a flawed interpretation. Or the other valid explanation could be that our responders do have a problem with being nice to someone who hasn't been so to them but of course even when promised anonymity even students choose to keep their personal opinions to themselves. This being said since this is a simple yes/no matter. There are a relatively sizable group who chose to take the seemingly higher road and

have no problem in being nice. This contradicts the behaviour we saw above in a very different way. Through this question we do observe the fear of being judged but not by their faculty.

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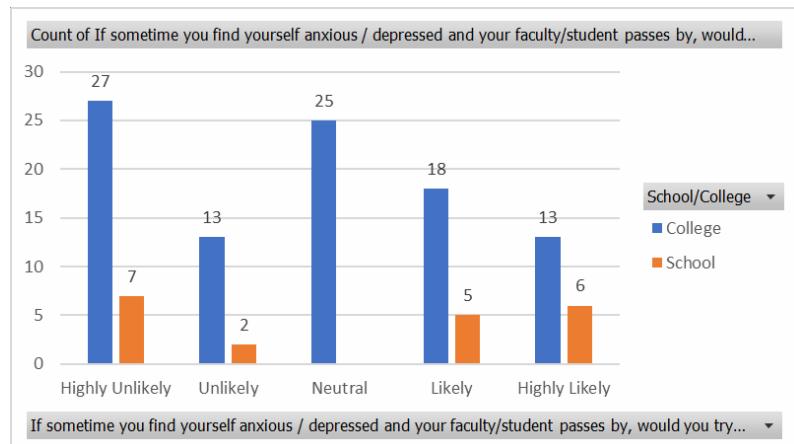
Q5- If you meet your faculty/student during lunch / dinner time outside your academic premises, would you be comfortable enough to invite/join him/her for lunch/dinner together?



Here we observe another supposed boundary for a majority of college and school students towards their faculties. A majority of students do not seem to be comfortable enough to share an eating together kind of closeness towards their faculties. A sizable majority opted neutral which also emphasizes discomfort while assessing the situation in question.

There is a relatively sizable group who appears to be comfortable enough to invite their faculties over to have lunch/ dinner together. We suspect the explanation to this behaviour to be in the demographic data of the respondents or merely personal opinion. Further analysis will answer this question.

Q6- If sometime you find yourself anxious / depressed and your faculty/student passes by, would you try to seek help from them, considering that they're mature and frank enough to get you through this?

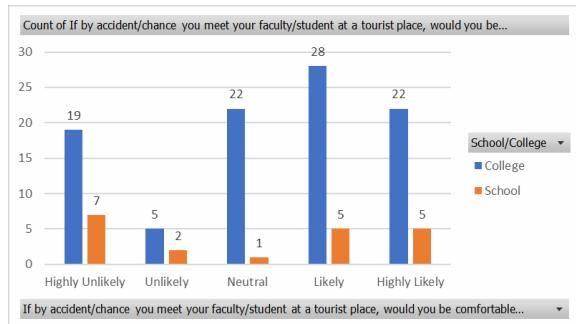


In this observation we see a difference in opinions among the college and school students.

The college students show a certain reluctance to opening up to their faculties as a majority claim to not be likely to share and a sizable number of respondents choose to play neutral again portraying discomfort in sharing an opinion which bends towards the unlikely side of events. Again there is a relatively small group of students who portray openness and closeness in a way of being capable of sharing, this might be due to a personal touch or their respective demographics. The answer to this question is not straightforward.

On the other hand the school students have a majority claiming to be open and close enough to share their hearts out with their faculty. Here we have an observation which was expected and previously known to be verified that faculties of school students play a very integral role in even the emotional building up of their students. Even here we have a group of school students who don't consider themselves to be open enough but we can consider them as the accepted number of introvert personalities present among a group of school students.

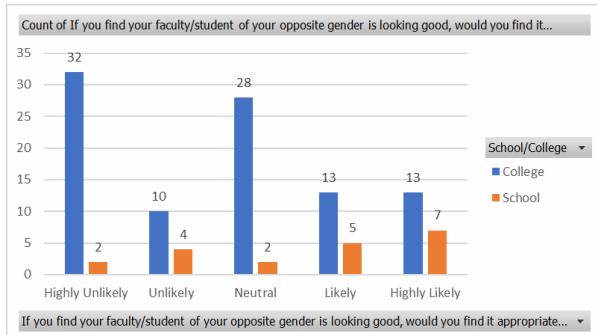
Q7- If by accident/chance you meet your faculty/student at a tourist place, would you be comfortable asking him for a selfie with your family?



In this particular observation we have probably reached the defining boundaries of the comfort level between teachers and students. A visible and clear majority of college students would absolutely choose to create memories with their faculties. Here we are observing a positive towards the comfort level of students towards their faculties, the kind which is needed as a positive to impact higher education. There are a relatively sizable number of respondents who are not comfortable and do not want to reveal their opinions both of whose behaviour can be totally assessed through the demographic analysis of these respondents,

The responses of school students seem to be equally distributed among the likely and unlikely fields. But considering the age and maturity of school students it is not expected that they show such bold behaviour as seen in previous observations conducted by researchers and generic behavioral expectations from school students.

Q8- If you find your faculty/student of your opposite gender is looking good, would you find it appropriate to let him/her know this (ofcourse in a purely subtle way of merely complimenting)?



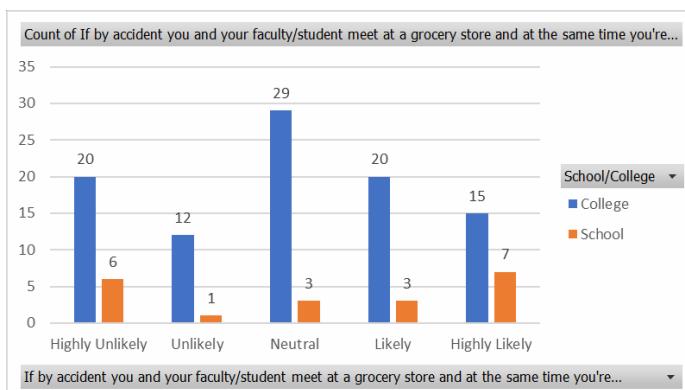
This scenario ultimately draws the line between the comfort level, age factor and the extreme difference in the mindset of a school student and college student.

For a college student, it is visibly extremely inappropriate for a vast majority of respondents to complement their faculty even though there is a relatively smaller group who do not see anything wrong there.

On the other hand we have our school student respondents who find it absolutely appropriate and also find it imperative to complement their faculties when they feel that they are looking good.

Here we observe that a majority of college students portray a fear of being judged in this particular scenario while no such fear is observed among the school students.

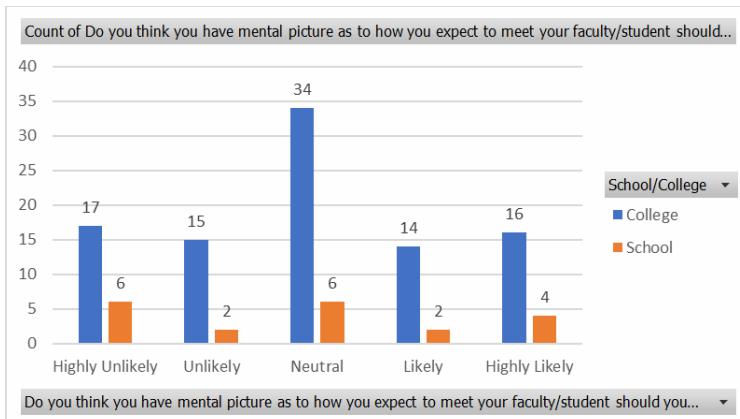
Q9- If by accident you and your faculty/student meet at a grocery store and at the same time you're falling short of money, would you try to seek help from the other ?(promising to return it back soon ofcourse)



Here we get to observe another aspect of positive teacher-student comfort levels. For both college and school students we see a very spread out opinions but the majority marginally bends towards the side where students feel comfortable asking for financial help from their faculties. This portrays a certain level of healthy closeness and also portrays a good relationship in the classroom to result into this level of closeness. Among the college students an extreme majority of students have expressed extreme discomfort while asking for financial help by opting neutral. It is understandable that college students hold a mindset of being independent. But that is a very fine line since college is the institution post which financial independence begins. Hence the reluctance in asking for financial help. Among school students

this reluctance can be absolutely explained through the demographic profile of the respondents.

Q10- Do you think you have a mental picture as to how you expect to meet your faculty/student should you ever cross paths with them outside of university?



In this scenario we observe that a majority of college students have opted out neutral. The explanation to which seems to be simple and straightforward. They don't expect to meet their faculties outside of institute. The responses to this situation might explain the behaviour of the respondents in a few other scenarios as well where we deal with student teacher interactions outside of university.

School students clearly express a majority where they do not expect to cross paths with their teacher other than at school.

Conclusion

It is possible to conclude that relationship rich education lead to a favorable classroom environment and experience. In conclusion, relationship rich education creates a friendly environment and result in success for both the student and the educator. Relationship rich education, education, in particular, is essential to the short-term and long-term education of students. In the short term, the student-teacher relationship is essential to fostering a dynamic classroom environment, helping develop student self-esteem, and improving student mental health. Likewise, these positive relationships can reduce behavioral problems and enhance long-term academic success. The connection between students and teachers contributes to the overall academic achievement of children.

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