

RELATIONS AT SCHOOL, STUDENTS AND TEACHERS ATTITUDE AND LEARNING QUALITY

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Abstract

Purpose

The main goal of this study is the reflection of the real situation and social relations generated in the classroom (learning process) in student-student, student-teacher and teacher-teacher relation, based on the attitudes of students and teachers and providing recommendations for enhancing these relations. There were the following research subjects:

1. What is the level of student-student, student-teacher and teacher-teacher relations in schools?
2. How often do teachers communicate with students?

Participants in this study there have been students and teachers from Gymnasium "Zenel Hajdini" in Gjilan. There were 100 students from grades 10 to 12 and 45 teachers of both sexes. The technique applied in this survey was the double questionnaire. There was one questionnaire for students and one for teachers. The survey results show that student-student and student-teacher relations are not at a satisfactory level due to the lack of a culture of cooperation and mutual respect, while teacher-teacher relations are at a the satisfactory level. Some of the conclusions drawn from the study include: Generally a positive climate prevails with an average level of cooperation. A small part of the teachers help students in the learning process. Interrelations among the teachers are good, but there are some recommendations advising school authorities to increase their capacity and make more efforts to enhance the quality of relationships. Students should be more stimulated and motivated at school. More debates and workshops should be organized in schools to raise awareness of students and teachers about the importance of their role in creating a positive environment in school that helps in learning quality.

Key words: *school atmosphere, attitudes, students, teachers,*

Introduction

Education (teaching and learning) quality is very much required nowadays and it may be achieved by creating a positive environment generally in the school. Considering the environment at schools, we should begin with the social relations and general relations among teachers at schools and relations established in the education process among students and teachers, which is the key element in schools. To study the mutual student-student, teacher-student and teacher-teacher relations requires a great zeal, because many researchers say that interrelations at schools are going down. In order to establish good and friendly relations at schools there are two key factors; students and teachers who coordinate and establish a positive environment at schools and achieve better results.

Establishing good relations comes as a result of mutual trust, respect, cooperation, communication and assistance provided in solving the problems created during the education process. "To carry out their duties, they should ensure a close cooperation, right relationship between their selves to help mutually each other. These relationships we see at two main fronts, in the learning process, i.e. Inside the classroom and outside aspects of this process which is actually a continuation of that, as well as in educational activities "(Kraja, 2009.261). Based on the social point of view and the education (teaching/learning) process, mutual relations among humans represent a bridge of unity that helps the development of a new culture and school spirit. "Based on the psychological point of view, teacher-student relations represent the main link that characterizes and shapes the overall image of the school environment "(Jashari, 2005.76). However, relations created between teachers have a direct impact on students and the entire society.

In this paper, we will present the researched results done in Gymnasium "Zejnel Hajdini" in Gjilan, where we evaluated students and teachers in the school. The evaluation results and students' attitudes will help us find the best possible ways to resolve this big issue and improve the quality of education.

1. Methodological access to the problem

1.1 Goal of the research

The goal of this research is to reflect the real situation of inter-social and educational relations between student-student, student-teacher and teacher-teacher based on students and teachers' point of views and to offer recommendation leading to an improvement in these relations.

1.2 Research questions

They are as follows:

1. What kind of student-student, student-teacher and teacher-teacher relations are there at school?
2. How often do teachers communicate with students?

1.3 Participants in the survey

Participants in this study were students and teachers of high school, Gymnasium "Zenel Hajdini" in Gjilan. The sample included a total of 100 students, among them 50 female and 50 male students. In grade 10, there were 32 students of whom 16 were female and 16 male students. In grade 11 there were 34 students of whom 17 were female and 17 male, and in grade 12 there were 34 students of whom 17 were female and 17 male. There were 45 teachers of both sexes; 22 women and 23 male.

1.4 Applied techniques

The method applied was a questionnaire with two tests; one for students and one for teachers. The questionnaire composed questions dealing with social aspects coming from the educational process in the student-student, student-teacher and teacher-teacher relations, based on the book "Pedagogical"¹ of the professor Musa Kraja, "Methodology of pedagogical research"² of the professor Xheladin Murati and "Abandonment of education in middle professional education in Kosovo"³

2. Analysis and the research results

The database and the results obtained show that the mutual relations student-student and student-teacher are not at a satisfactory level due to the lack of cooperation and mutual respect; however relations among the teachers are at satisfactory level.

The following table shows students views towards student-student social relations. For practical reasons we will not present the analysis of all answers and the tables that show students number and percentage of both sexes of grades 10, 11 and 12. We will show only the common table where the entire number and percentage of the three aforementioned grades of students included in the questionnaire.

¹Kraja,M , " Pedagogical" ,Tiranë, 2009, pg . 255-296

²Murati,XH,"Methodology of pedagogical research",Tetov,2004,pg.304

³Pedagogical Institute of Kosovo, "Abandonment of education in middle professional education in Kosovo", Pristine 2011,pg.54,63

2.1. Social viewpoints of student-student relations

	1			2			3			4			5		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
1. There are good social relations in the classroom	0	2	2	20	17	37	21	16	37	7	9	16	2	6	8
	0%	4%	2%	40%	34%	37%	42%	32%	37%	14%	18%	16%	4%	12%	8%
2. Students behave well towards each other	0	0	0	18	15	33	23	20	43	5	10	15	4	5	9
	0%	0%	0%	36%	30%	33%	46%	40%	43%	10%	20%	15%	8%	10%	9%
3. I feel good among my school-friends	3	0	3	14	9	23	17	22	39	6	12	18	10	7	17
	6%	0%	3%	28%	18%	23%	34%	44%	39%	12%	24%	18%	20%	14%	17%
4. There are social differences in the classroom	9	22	31	12	16	28	19	12	31	7	0	7	3	0	3
	18%	44%	31%	24%	32%	28%	38%	24%	31%	14%	0%	7%	6%	0%	3%
5. My school-friends behave well with me and they respect me	4	2	6	9	4	13	24	19	43	8	12	20	5	13	18
	8%	4%	6%	18%	8%	13%	48%	38%	43%	16%	24%	20%	10%	26%	18%
6. We cooperate and assist each other to sort out any issues outside the classroom	34	31	65	0	0	0	12	15	27	0	0	0	4	4	8
	68%	62%	65%	0%	0%	0%	24%	30%	27%	0%	0%	0%	8%	8%	8%

Common table 2.1 Students' evaluation among social viewpoints Legend : F-female, M-male

Good relations among the students in the classroom are very helpful in terms of developing their personality and establishing a good environment in education and beyond it. Social relations among the students themselves have already been researched based on their social aspect as shown in table 1 above. Students were asked to evaluate with the mark between 1– 5. (1-very low ; 2- low ; 3- medium ; 4- high ; 5- very high) Due to practical reasons, we present the general number and percentage.

Answer to the question no.1: Based on the above-presented table 2 students or 2% of them have evaluated with the lowest level 1(very low), 37 of students or 37% of them evaluated with 2 (low), with level 3(medium) evaluated 37 students or 37% of them, with the level 4(high) evaluated 16% or 16 student, and with level 5 (very high) evaluated 8% or 8 students. Based on these evaluation results, we can freely say that the majority of the students say that real relations are considered to be low. Based on these results, it is clear that there are no real relations among the students.

Answer to the question no. 2: Based on the above-presented results none of the students have evaluated with the lowest level 1(very low), 33 students or 33% of them have evaluated with the level 2(low), 43 students or 43% of them have evaluated with level 3(medium), 15 students or 15% of them have evaluated with 4(high) and 9 students or 9% of them have evaluated with 5(very high). Based on these results the students do not behave well with each other due to the lack of mutual respect and communication. More outdoor activities are really necessary in and outside the school for them to approach and get to know each other better.

Answer to the question no. 4: Based on the table results, students, the social differences satisfaction level consider being low.

Answer to the question no. 6: 65 students or 65% of them evaluated with level1, none of them evaluated with level 2 and 4, with level 3 evaluated 27 students or 27% of them and with level 5

evaluated 8 students or 8% of them. Based on the results shown above we can say that the students' cooperation and assistance is estimated to be at a low level.

2.2 Viewpoints created during the education process among the students

	1			Total	2			Total	3			Total	4			Total	5			Total
	F	M		F	M		F	M		F	M		F	M		F	M			
1. We cooperate with each other in the classroom	36 72%	32 64%	68 68%	14 28%	18 36%	32 32%	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. We help our friends if they face any difficulties in learning.	42 84%	39 78%	81 81%	8 16%	11 22%	19 19%	0	0	0	0	0	0	0	0	0	0	0	0	0	
3. Bashkëpunimi gjatë procesit mësimorë sjell cilësi në mësim	0	0	0	0	0	0	18 36%	25 50%	43 43%	0	0	0	32 64%	25 50%	57 57%	0	0	0	0	
3. Cooperation in learning releases our studies and brings a better quality.	6 12%	13 26%	19 19%	16 32%	10 20%	26 26%	20 40%	16 32%	36 36%	8 16%	11 22%	19 19%	0	0	0	0	0	0	0	
5. We include difficult students in the group.	35 70%	40 80%	75 75%	12 24%	8 16%	20 20%	3 6%	1 2%	5 5%	0	0	0	0	0	0	0	0	0	0	

Common table 2.2 Evaluation level of created viewpoints during the education among the students

Answer to the question no.2: Based on the table shown above, 81 students or 81% of them evaluated with level 1(very low), 19 students or 19% of them evaluated with level 2(low), while none of the students evaluated with level 3, 4, 5. A high percentage at the lower level is a matter of concern and more efforts are needed in this aspect. Supporting and assisting less successful students and those who have difficulties in learning is a key problem which needs to be sorted out and this support motivates and encourages students for their further studying.

Answer to the question no. 5: Based on results of this question, we have come to the conclusion that the number of difficult students included in this issue is low.

Here we present a common table of social views and an evaluation of educational aspects between the teachers and the students. Due to practical reasons we are not able to present the tables separately for teachers and separately for students.

2.3 Social viewpoints in student-teacher relation and the other way around.

	1(very low)		2(low)		3(media)		4(high)		5(very high)	
	S	T	S	T	S	T	S	T	S	T
1.Teachers behave well with us	3%	0	42%	0	34%	0	16%	0	5%	100%
2. We have good relations with our teachers	2%	0	52%	0	36%	47%	0	53%	10%	0
3. Teachers help us even outside our regular lessons	73%	44%	23%	0	4%	36%	0	0	0	20%
4. Teachers organize outdoor activities	85%	82%	15%	0	0	18%	0	0	0	0
5. Teachers listen to our problems advice and instruct us about other issues not related to our lessons	75%	0	21%	0	4%	64%	0	0	0	16%

Table 2.3 Students and teachers evaluation of social viewpoints

Legend: S-student; T-teacher

Answer to the question no. 1. Teachers behave well towards students

Comparing students and teachers’ evaluation process, we see there is a great difference in evaluation. Three percent of students have been evaluated with 1; 42% with a mark of 2, 34% with mark 3, 16% with mark 4 and 10% with a mark of 5, but 100% of students evaluated their behavior with the best mark of 5. However, we can come to the conclusion that students’ opinion is quite different from teachers’ opinion, because students said their teacher behaves very badly towards them and they evaluated their behavior with a very low mark. However, teachers’ good behave may have an impact on students personality and intellectual development.

Answer to the question no.3: Teachers help us even outside our regular lessons.- We help students even outside regular lessons.

Considering both results, it turns out that students have different evaluations and opinions comparing to their teachers’. It is understood that there is a lack of support and assistance by teachers to their students outside their regular lessons.

Answer to the question no.4: Teachers organize outdoor activities.- we organize outdoor activities.

Based on aforementioned results in the table, 85% of students evaluated this issue with a mark of 1 and 15% with a mark of 2. Eighty two percent of teachers evaluated this issue with a mark of 1 and 18% with a mark of 3. However, in this point we have an approximation of results where both parties think there is a lack of outdoor activities which should be carried out by the teachers.

2.4 Created viewpoints during the educational process student-teacher relation

	1 (very low)		2 (low)		3 (medium)		4 (high)		5(Excellent)	
	S	T	S	T	S	T	S	T	S	T
1. Teachers are ready to assist while lecturing at school	11%	0	24%	0	34%	0	15%	0	16%	100%
2. Teachers make differences when choosing students to be involved in learning activities	0	91%	0	0	18%	9%	32%	0	50%	0
3. Teachers pay particular attention to the students who are less active	61%	0	28%	0	11%	49%	0	0	0	51%
4. Teachers pay particular attention to the advanced students	0	0	2%	0	16%	100%	38%	0	44%	0
5. Teachers help students to overcome the obstacles and barrier in learning	32%	0	6%	0	40%	0	0	0	22%	100%
6. Teachers apply new methods and techniques to attract cooperation and learning	57%	0	25%	0	18%	73%	0	0	0	27%
7. Teachers evaluate students openly	0	0	0	0	4%	0	23%	0	73%	100%
8. Teachers evaluate the students based on sympathy, social status and whether they attend their private courses or not	7%	100%	23%	0	14%	0	0	0	56%	0

Table 2.4 .Evaluation of created viewpoints during the education among the students Legend: S-student; T-teacher

Answer to the question no.1: Teachers are ready to support us with the lessons – we are ready to support during the lessons: eleven percent of student evaluated with a mark of 1, 24% with 2, 34% with 3, 15% with 4 and 16% with 5, while 100% of teachers evaluated this issue with 5.

When focusing on these results, we come to the conclusion that there is a big difference in the evaluation and there is very high levels of dissatisfaction of students with the teachers in terms of receiving support from them, while on the other side, 100% of teachers say they are ready to assist them.

Answer to the question no. 2: Teachers make differences (discrimination) during the lessons when including students in different school activities.- Do you make differences during lessons when including students in different school activities. Based on the table, students haven't evaluated with level 1 and 2, 18% of students evaluated with level 3, 32% of them evaluated with level 4 and 50% of students evaluated with level 5. On the other hand 91% of teachers evaluated with level 1, with level 3 evaluated 9% of them, while none of them evaluated with level 2, 4, 5.

Despite the teachers, students say their teachers make differences while choosing students in different school activities, but the teachers say the opposite.

Answer to the question no.3: Teachers pay particular attention to the students who have problems and difficulties with their lessons. – We pay particular attention to the students who have problems and difficulties with their lessons.

Based on the results, 61% of the students evaluate this issue with a mark of 1, 28% with a mark of 2, 11% with a mark of 3 and none of the students evaluated this with a mark of 4 or 5. On the other side, 49% of teachers evaluated this with a mark of 3 and 51% of them with 5. However, the results show that students' dissatisfaction is much lower than the teachers'.

Answer to the question no.7: Teachers evaluate their students openly (in the presence of all students) and transparently- We evaluate students in presence of all students.

Four percent of the students evaluated this issue with a mark of 3, 23% with a mark of 4 and 73% of them with the mark of 5, while on the other hand, 100% of teachers evaluated this issue with a mark of 5. It means that teachers evaluated this issue very highly.

Answer to the question no. 8 : Teachers evaluate the students based on sympathy, social status and whether they attend their private courses or not – Do you evaluate the students based on sympathy, social status and whether they attend their private courses or not.

Seven percent of the students evaluated with the lowest level 1, 23% of them evaluated with level 2, 14% of the students evaluated with level 3, none of them evaluated with level 4, and with level 5 evaluated 56% of students. While the teachers, evaluated 100% with level 1, which means that all teachers contradict students' thoughts.

2.5 Evaluation of intercommunication between students and teachers

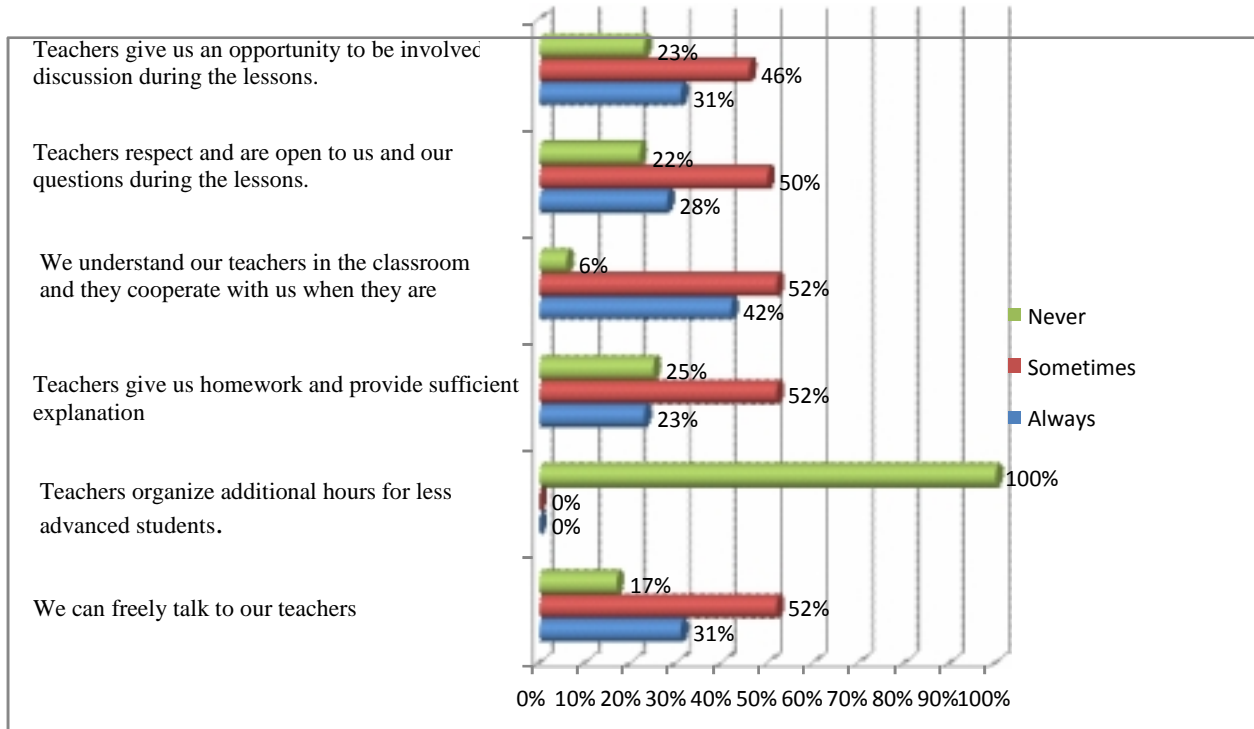


Diagram 2.1. Evaluation of students' communication with teachers

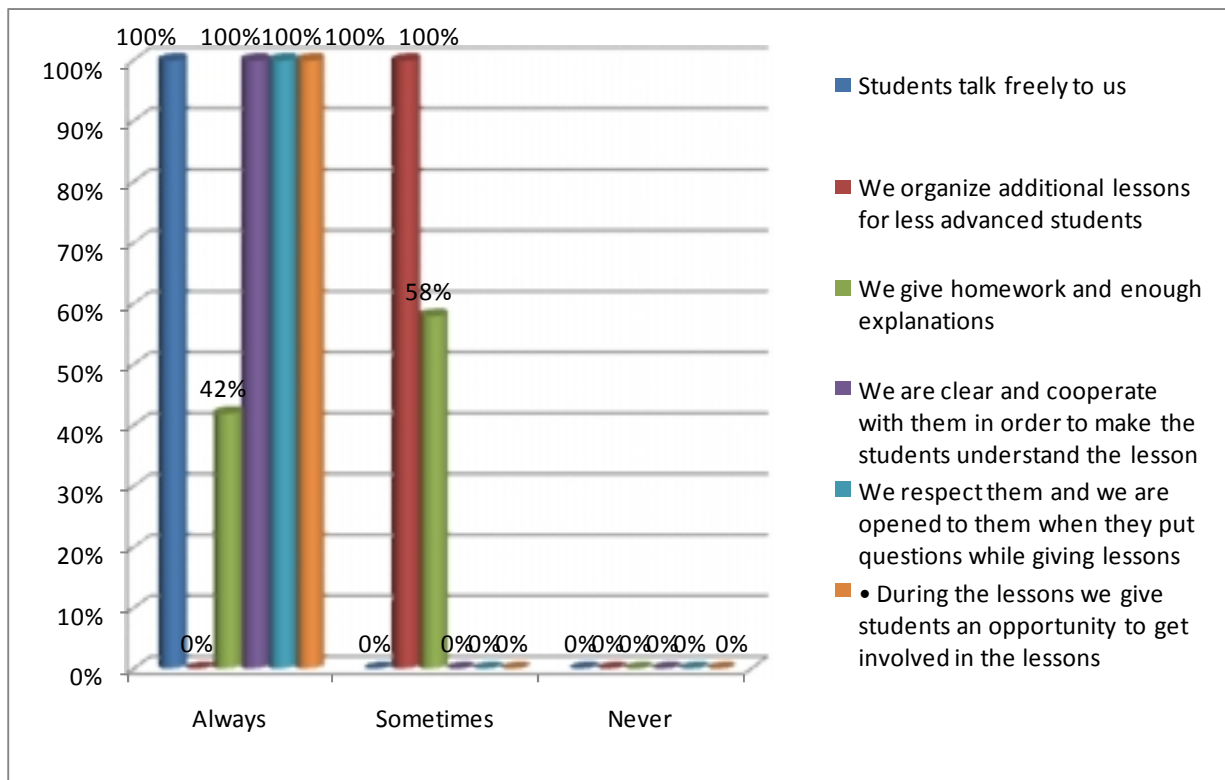


Diagram 2.2. Evaluation of teachers' communication with students

Diagrams 2.1 and 2.2 as shown above represent students and teachers' evaluations in terms of student-teacher communication.

Question 1: We can freely talk with the teachers – students may talk freely to us.

Fifty two percent of the students said sometimes, 31% said every time, 17% said never, and 100% of teachers said every time.

Question 2: Teachers organize additional lessons for less advanced students. We organize additional lessons for less advanced students

One hundred percent of students said that their teachers never organize additional lessons for less advanced students, while on the other hand, 100% of teachers said sometimes to this question.

Question 6: Teachers give us an opportunity to get involved (put questions) and discuss during the lessons

Forty six percent of students answered with sometimes, 31% of them said every time, and 23% of them said never. However, 100 % of teachers said every time. The survey shows that there is a big difference in evaluation of the same question by students and teachers and the results show that teachers do not communicate enough with their students.

2.6 Interrelations among the teachers

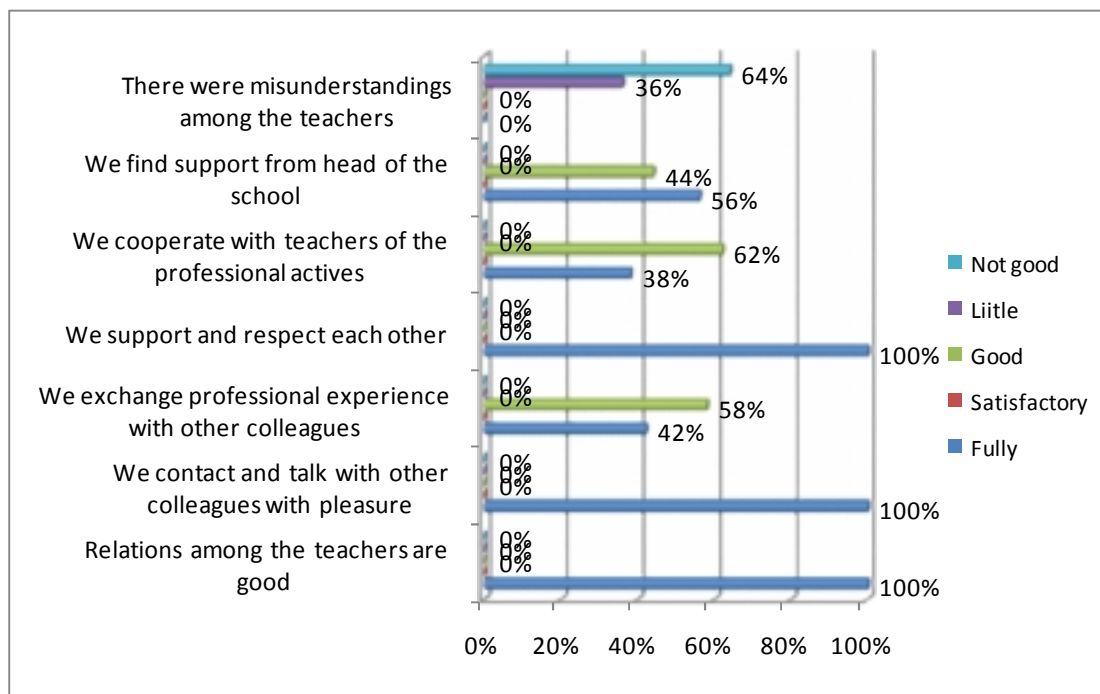


Diagram 2.3 Evaluation of interrelations among the teachers

Interrelations among the teachers play an important role in the school and have a direct impact on the students.

Question 1: Teachers have evaluated their interrelations to be 100 % good among themselves and the results show they are happy with that.

Question 2: We have contacted the other colleagues and they also say they have evaluated their relations to be very positive.

Question 4: We assist and respect each other, 100 % of them said they were satisfied. Based on this overview and evaluation report of the teachers, we can freely say that there are good relations among the teachers (they get on well with each other).

3. Findings and Conclusions

Some of the conclusions coming from this research are:

We can here say that relations between teachers and students and among the students themselves are not at a satisfactory level for a good environment in the school. Relations among the teachers prove to be good and it has a positive impact on overall situation at school particularly on the students themselves. Social relations among the students and created relations in school are not satisfactory.

Considering relations among the students and teachers the results prove that the teachers highly evaluate their assistance, marking system, behavior and cooperation with their students, while on the other hand students' results prove the opposite.

Students are not happy with the teachers' care and the support which is supposed to be given to the students in need and less advanced in and outside the classroom. There is a lack of outdoor activities and the students evaluate this kind of issue with the very bad mark. We have noticed that there is the lack of motivation and the students can be hardly included in groups. We are very concerned that some of the teachers evaluate their students based on sympathy, social status and whether they attend their private lessons or not.

Based on overall evaluation and students' opinion we have come to the conclusion that teachers failed to apply new teaching methods and techniques with their students, and only few teachers give support to their students during the lessons. Based on final results, it dominates a good medium cooperation in general.

We cannot say that interrelations between the teachers and the students is the key issue to have an impact on learning quality, but these relations have an impact on overall environment in schools and learning quality. Considering the students' attitude we can freely say that there is a gap in relations, which should be filled as soon as possible in order to have a cooperative and a good environment.

4. Recommendations

Further recommendations are based on the conclusion coming from the research.

- Teachers should make more effort to increase their teaching quality. They should organize more debates and different workshops at schools, increase students and teachers' awareness and make more progress on these relations.
- Teachers should organize additional lessons for less advanced students.
- More outdoor activities should be organized such as; sports events, human activities, and scientific weeks for students, etc for them to be closer to each other and feel better.
- Daily trips related to their lessons and more should be organized.

- New teaching techniques and methods are needed more than ever before and teachers should be aware that these new measures enhance students' intellectual potential, create new circumstances between the two relevant factors in education and increases the learning quality.
- New ways of communication should be opened and create a desirable environment in schools, which would increase the quality of education.

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