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PERCEPTION OF COLLEGE TEACHERS AND PRINCIPALS REGARDING HUMAN RESOURCE MANAGEMENT IN PUBLIC AND PRIVATE COLLEGES

Abstract

This study was conducted to investigate the relationship between teacher and student and its impact on the learning atmosphere of student. This research exhibits the strategies that how to build solid relationships between teacher-student and particular elements of interactions that are deemed crucial for the student's learning atmosphere.The qualitative approaches taken for this case study from a constructivist perspective to understand teacher-student relationships. My objective behind launching this research was to highlight more particular examples based on practical findings for how teacher-understudy relations are developed. Spotting these elements related to teacher-student relationships could help in giving important data to an instructive learning community. Findings of present study were largely supported by current literature regarding teacher-student relationship
***Keyword: S**olid relationships, participants, learning.*

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INTRODUCTION

Professions are many, but teaching profession is far beyond of all. A well acknowledged fact, 'teaching is a prophetic profession', bears testimony of above statement. Teacher is an architect of student as a fruitful student is mostly the result of their efforts. Blankestein (2004) asserts that the teachers' relation with students is "core of successful learning communities and student success" (p.58). Simultaneously, Marzano (2003) illustrates it is a teacher whose good relationship with his students may be the foundation which permits the other phases to work well (p. 91). It's therefore teacher-student relationship is crucial for skilldevelopment of a student. However, with the passage of time, teaching methods keep on changing and these alterations impact on student learning. As declared in literature state "it is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes" (Jacobsen & Wilder, 2008). With this respect, this case research has planned to investigate the relationship of teacher-student since impact on the learning sphere of studentsin Government High School Tharimirwah, District Khairpur. Justification/Rationale of Study Traditionally, teacher-student relationship has occupied a horrible picture in our schools especially in government schools due to its traditional ways of teaching in which teacher is always found master and student as servant. Concerning this issue, the various reports on the positive teacher-student relationship have portrayed, but as usual to say, neither the factors nor the consequences have truly been explored nor

the problems that impact student's learning environment have practically analyzed yet. To sum up, no any specific efforts had been made in the past in order to discover the major problems which were related to this issue. Therefore, it was considered crucial that something should be done to know and understand the causes and effects of the problem which is understudy. This research would be the immense hope and path for school, college, university teachers along with education policy makers to figure out the practical factors that impact student learning environment. The statement of problem from bottom to the topschemes has mainly calculated teacher's credibility through standardized test scores. Numerous institutions have followed these schemes to judge the effectiveness of the teacher and learning atmosphere. According to published literature, "it is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes" (Rothstein, *et al*, 2008). However, Marzano (2003) illustrates the practices of an effective teacher by stating "an effective teacher-student relationship may be the keystone that allows the other aspects to work well". It is lucid   the relationships that tutors create with understudies play vital part in the academic accomplishments of student. In a similar context, Hallinan (2008) enlightens "learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized". Downey (2008) avers that the higher level of learning in a class is the output of the positive relationship between student and teacher.

Additionally, it is well said by Baker (2006) that one of the essential atmospheric components behind student's learning path is none other than a solid student-teacher relationships. The aim and object of this research is to trace out the atmospheric components that help in building teacher's solid relationship with students and improve their educational path. "The Study of Teacher-Student Relationship and its Impact on Student's Learning: A case study of Government High School Tharimirwah".

Following direction of Stake, I have employed both study participants' point of views with their actions and my own personal point of view in this chapter. Findings of present study were largely supported by current literature regarding teacher-student relationship.

LITERATURE REVIEW

There is a lot of literature which gives significant confirmation concerning strong relationship between teacher-student and thus it is a basic part to the sound academic advancement of all students in schools (Birch and Ladd, 1998; Hamre and Pianta, 2001; Pianta, 1999; Eccles and Wigfield, 2002). This review of literature includes numerous types of researches which have been carried out in the course of three decades examining the collaborations amongst teachers-students and what impact those connections/collaborations have on learning. There is trustworthy evidence that the nature and quality of instructors' connections with students significantly affects their learning (Brophy-Herb, Lee, Nievar, &Stollak, 2007; Curby,LoCasale-Crouch, Konold, Pianta, Howes, Burchinal, …Oscar 2009; Dickinson & Brady, 2006; Guo, Piasta, Justice, &Kaderavek, 2010; Howes, Burchinal, Pianta, Bryant, Early,

Clifford, & Oscar, 2008; Jackson, Larzelere, St. Clair, Corr, Fichter, &Egertson , 2006; Mashburn, Pianta, Hamre, Downer, Barbarin, Bryant, … Howes, 2008; McCartney, Dearing, Taylor, & Bub, 2007; Pianta, Barnett, Burchinal, & Thornburg, 2009). In this respect, educators, psychologists, social constructivists, and sociologists have also taken interest in targeting interventions toward development in the quality of teachers' interactions with students. In my opinion, there is an imperative role of teacher's quality and student's interaction about student learning. In a similar context, Good, Biddle, and Brophy (1976) aver that teachers are gifted to make difference. They accomplish this difference via the method of teaching. Great et al. extrapolates the worst record of student when he supposes a feeling of uselessness toward school. Moreover, these understudies require instructors who have faith and will to work with them. Great et al also refer to a few reviews of Aspy (1973) who exhibits the significance of instructors' affective conduct. Good et al has analysed that a teacher who cares his students by showing genuine feelings to listen them and comprehend their need totally and precisely, such students have been observed getting higher scores on a standardized exams - "the evidence was impressive" (p. 371). The following literature review will additionally uncover great proofs of the impact which teachers and students have on a student learning condition.

Following are the research questions for this study:

- Which components are essential to help in constructing good relationship between teacher-student interactions?
- What is the environment of class room and its impact on the students learning?

- What is the status situation of interaction between teacher and students in the class room?

RESEARCH MYTHODOLOGY

As far as research methodology is concerned, it is qualitative research. The answer of research questions were investigated through literature review and interview.

Population

The setting of this study may be a large Government Boys High School Tharimirwah Taluka Tharimirwah, district Khairpur. It has approximately 1500 students and 38 teachers. The registered students' level is from 6th to 10th. Additionally, the classes contain diversification of students from lower to higher economical and religious background.

Sampling, Sample and Sample Size

For the present study illuminative case was used for purposeful sampling, observing the school and interviewing the head teacher who possesses highly effective teaching plans. In the school under study, teachers are working from years by using latest techniques as well as instructional models. "Find interviewees, with the relevant first-hand experience is critical in making your results convincing" (Rubin & Rubin, 2005). It is stated that for building a theory having wider propositions; interviews must be chosen for assuring confidence in enhancing findings ahead of instant research surroundings.

- One (01) Head Teacher of Government High School Tharimirwah.
- Thirty five (35) teachers of Government High School Tharimirwah.

- One thousand and eighty five (1585) Government High School Tharimirwah.

Research tools

Following research tools were designed for the proposed study:

- A general interview guide was utilized with semi-structured questions to get data from the head teacher. The questions for the interview guide was intended to be interpretive and drawn from a literature review.

- The observation sheet was set to observe teaching and learning process by utilizing the Marzano Observational (1999) and the Teacher Expectations for Student Achievement (TESA) Protocol to assemble additional proof/evidence to certify interview acquired data. These observations were taken place during different content areas and at various circumstances of the day.

- Researcher contacted with the parents of students in order to collect their opinions regarding student performance.

Pilot Study

Pilot study tool was carried out in order to maintain validity and reliability of the tools. The help and guideline for this research was taken from study experts, faculty members, senior researchers and colleagues. Their suggestions and alterations were welcomed and implemented into the research.

Data Collection

Data was collected and examined utilizing the practices and sources suggested by Yin (2009) and Stake (2010).

1. Interviews: interview procedure sheet was made depending upon present research topic by using approachable model of meeting. The purpose of approachable interview model was powerful as well as profound perceptive regarding research work. For getting

present deepness, more questions were asked.

2. Direct Observation: Direct observation was among the other applied sources. For this observation sheet was prepared that highlights on proceedings took place constantly during field visits. Therefore, observation protocol was used for point by point notes, observations and photos obtained and protected by using time date as well as setting.

3). *Member Checking:* Through this a right of checking was given to the interviewee/member to maintain accuracy of interpretation and correction if necessary by providing a copy of the data acquired from the interviews and observations. The member evaluated the information, and the interpretation of the analyst.

4) *Data triangulation*: evidence of the topic under study may be supported by above mentioned sources which generate a chain of evidences for the conclusion of research. It is indicated by researchers that evidence is a mannerism of results, through which conviction as well as comprehension is helped (Stake, 2010). Therefore, it should be valuable and appropriate.

Data Analysis

Data was examined as suggested by Rubin (2005) for Responsive Interviewing Analysis procedures:

1). *Recognition*: ideas, themes, events, and topical markers in interviews were traced.

2). *Clarify and Synthesize*: To understand the general narrative via systematic examination of the diverse interviews.

3). *Elaboration*: new ideas and concepts after clarification and synthesis were produced.

4). *Coding*: Systematically naming ideas, themes, events, and topical markers. It means to give a short name to each and afterward highlight interview content/text where they were found.

5) *Sorting:* after it data was sorted into units and positioning them; building connections toward a hypothesis.

Limitations of the Study

It is difficult for analyst to launch a comparative study of this school with other schools due to limited time and resources. This research was limited to head teacher and its relationship with his students.

Variables

This research study was conducted on the base of following variables;

Area: Urban and Rural

Designation: Primary school students and head teacher

Research Design

As far as this research was concerned, researcher has tried to investigate the effective domain of teacher's effectiveness. This is a qualitative research where a researcher investigates a real life as well as up to date limited method over a time via detailed data collection (Creswell, 2013). Researcher asserts by stating research has its own unique quality to manage a full variety of proofs, for example, documents, observations and interviews which may be accessible in different kind of qualitative method (Yin, 2009). It is illustrated that using of qualitative analysis method with particular position where questions like "how" or "why" are investigated regarding existing occasion. This research technique permits researchers to retain important qualities regarding real-life circumstances (Yin, 2009). As Yen

explains "qualitative study research involves study in a real life context or setting". It may be highlighted "often the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative)" (Creswell, 2009). The main purpose of this study is to utilize qualitative method of study to observe a teacher's emotional insight rather than examining him by his students' test scores.

Theoretical Framework
Social Constructivist
(Stake, 1995) has a view that the most of his contemporary qualitative analysts believed that learning is built or constructed as opposed to found. Simultaneously, (Stake, 1995, 2010; Creswell, 2009) have an opinion that social constructivists look for accepting of the globe utilizing undefined queries therefore research member may develop the purpose of a circumstance. The most important opinion a constructivist analyst is to observe the methods of communication to persons, highlighting at especial context where individuals survive as well work. The objective of the analyst is to comprehend rather translate regarding the world (Creswell, p. 8). From constructivist perspective, qualitative technique is taken in present research. According to the belief of scholar, someone needs to submerge themselves in a circumstance so as to recognize what is occurring over there (Blumer, 1978).

- **General Characteristics of the Participants**
  The teachers in this research were mostly found sincere, regular and intelligent possessing distinctive quality. This distinction means that they had especial command over their

respective fields which they taught. They were also very kind-hearted and cooperative. Moreover, it was observed that the teacher and understudies of this research were used to having people in their classroom observing them, because they could stay busy in schooling as well as seemed astoundingly unchanged outer observes in class.

Direct Observation:

Another applied source was found as direct observation. An examination procedure was made that spotlight on proceedings happening continuously during field visits.

In this regard, points by point notes, photos, and remarks were secured on the surveillance practice with the setting, time as well as date.

The gained information have further been arranged, implied as well as re-evaluated for significance. For this study method, it is opted and utilized hybrid of study research methods given in literature (Rubin, 2005: Yin, 2003, 2005; Stake, 1995, 2010)

Interview and Observation

As far as interview and observation of this study was concerned, researcher met and interviewed participant on three different times. The goal behind the first interview was to ask teacher to illustrate the procedure for building an association with their understudies and share any evidence that they needed to bolster what they were stating. This first interview was conducted with a class study where field notes were taken relating to vocal as well as corporal associations the educator having their understudies, and the physical format of the class. I observed and utilized this data as a component of my triangulating procedure. The second

interview was intense and in detail, in which I was listened them very carefully and to elucidate perceptible/observable information. I noted key thoughts, words, or developing ideas that were vital to my study questions. Moreover, I utilized this interview to test for importance to pick up lucidity and accuracy in my elucidation of the information being accumulated.

Analysis of Data

It is stated in the literature that, "data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 2003). It is recommended that each examination ought to have a general explanatory methodology to guide decision method. I opted Rubin (2005) and his analytic methodologies for examining my data.

Graph: 20. Contextual Category-4: Delivering Instructions (Class X)
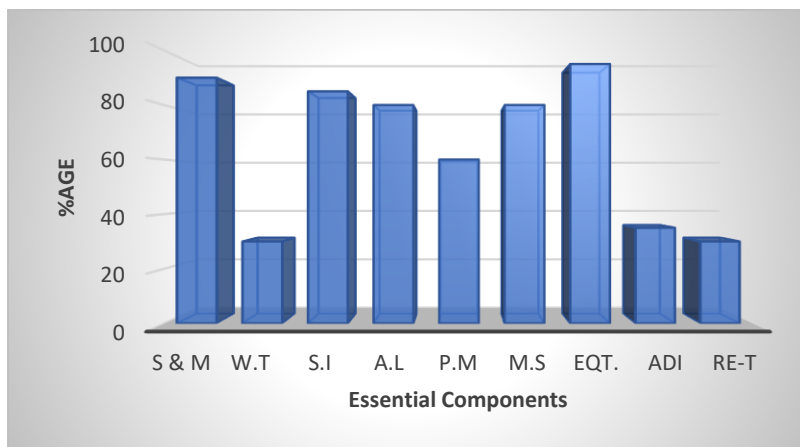
1. **Key**
2. S & M = Scanning and Monitoring, W.T = Wait Time, S.I = Student Interests, A.L = Active Listening P.M = Physical Movement, M.S = Motivating Student, Eqt. = Equitability, ADI = Animated Delivery of Instruction, Re-T = Re-Teaching

3. **Class X: -**Strongly satisfactory levels for contextual category-4 were observed for Scanning and Monitoring (S & M), Active Listening (A.L) and Motivating Student (M.S) respectively, whereas the highest level of 95% Equitability (Eqt.). Since the lower level 30% for Wait Time (W.T) and Re-Teaching (Re-T) respectively was found unsatisfactory. For the Animated Delivery of Instruction (ADI) the lower level of 35% was observed in Class X.

    Conclusion

    The findings show a sketch of practices and processes which conduct the improvement as well as continuation of student-teacher relations. In response to study question one, there were four main types developed by assisting components that were essential element for every group as mentioned in the part of the chapter. On the contrary, in the support of respond against query number 2, there were primary 4 processes that the researcher follows so as to build relations with their students every year. Moreover, Chapter Number 5 illustrated the examination and suggestion for the learning atmosphere.

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