



A STUDY OF THE EFFECT OF HUMAN RELATIONS IN SCHOOL ORGANIZATION

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Abstract

Human relation in an institute exists in varied form. The human resources comprises of the student, teacher, principal, administrative staff, management and authorities in an institute. There exists teacher-student, teacher-teacher, principal-teacher, teaching-non-teaching, management-teacher and management-staff relationship that tends to bear key effect on the prevailing school environment. In the present study human relation means the ability and potential of the human resource to achieve the school goals and develop the healthy school environment. The present study is restricted to the teachers of Ahmedabad district. The objectives of the study comprised to know the effect of the relationship amongst the human resources on the school environment. 50 teachers from ten different schools were selected by purposive sampling from Ahmedabad district. The survey was used to administer the self made tool on the teachers. The raw data was then grouped and percentage was used to do the analysis and interpretation. The study concluded that the positive student-teacher, teacher-teacher, principal-teacher, teaching-non teaching staff, Management-Principal relationship and Management-staff relationship lead to the strong and healthy school environment.

Keywords : Management, Human Management, School Organization.

Introduction

Human relations work a lot. It exists in varied form. In the school also it exists in varied form. The school comprises of the infrastructure, instructional facility and human resources. The human resources comprises of the student, teacher, principal, administrative staff, management and school authorities. Thus the human relations amongst these exist. Human relations in the school means investing the human resource with the right to participate in the determination of school goals and policies and to exercise professional judgment about what to do and how to do to empower the school environment. Human relation in the school means the ability of the human resource to judge what and how to do and developing a harmonious relationship within the school environment. Thus the human relation means the power of the human resource to exercise his judgement of what, why, how, when and why to do and insists on developing a harmonious relationship within the school environment along with the right to participate in the determination of school and educational goals. It exists in the form of teacher-student, teacher-teacher, principal-teacher, teaching-non teaching staff, management-teacher and management-staff relationship. Human relations in the school organizations have key effect on the prevailing school environment. Hence it is necessary to know the effect of these relations on the school environment. In the present study human relation means the ability and potential of the human resource to achieve the school goals and develop the healthy school environment. The present study is a try to understand the effect of these relations on the school environment. It is restricted to the teacher-student, teacher-teacher, principal-teacher, teaching-non teaching staff, management-teacher and management-staff relationship and the teachers of Ahmedabad district.

Objectives

The objectives of the present study comprised to know the effect of the teacher-student, teacher-teacher, principal-teacher, teaching-non teaching staff relationship, management-principal relationship and the management and the staff relationship on the school environment.

Research Design

From the review of related literature it was seen that studies conducted by Mishra (2007) reports that performance appraisal is must for the organisational upliftment. Soni (2008) suggested that human resource should be appropriately oriented for the organisational upliftment. Suresh (2005) reported that teacher attitude towards the students developed the teacher student relationship. Singh (2000) reported that the school environment is the result of the relationship amongst the man power. 50 teachers from ten different schools were selected by purposive sampling from Ahmedabad district. The survey being economical, monetarily and time wise was used in the study. A self made tool with seven questions was administered on the teachers. The raw data was then grouped and percentage was used to do the analysis and interpretation.

Results and Discussion

From the data analysis it was found that 94% of teachers suggested that the teacher-student relationship had deep impact on the school environment. The positive attitude developed strong and healthy relations between the student-teacher which in its turn provided a healthy and positive school environment. The negative attitude spoil the relations of the teacher-student and a poor school environment configured with fear was created.

It was found that 90% of teachers suggested that the teacher-teacher relationship also had deep impact on the school environment. The positive attitude and co-



operation amongst them developed strong and healthy school environment by which the students also were benefitted but the negative attitude and non co-operation spoilt the school environment and the students as well other teachers had to suffer.

It was found that 65% of teachers suggested that the principal-teacher relationship also had deep impact on the school environment. The positive attitude of the principal and co-operation empowered a strong and healthy school environment by which the students and teachers were benefitted but the negative attitude and non co-operation spoilt the school environment and the students as well other teachers had to suffer. 35% of teachers suggested that the principal-teacher relationship can never be good and that it had negative impact on the school environment and the teachers as well other staff.

It was found that 90% of teachers suggested that the teaching-non teaching staff relationship also had deep impact on the school environment. The positive relationship supported the school environment. 10% suggested that it had no impact on the school environment.

It was found that 90% of teachers suggested that the Management-Principal relationship had deep impact on the school environment. The positive relations empowered a strong and healthy school environment by which the students and teachers and the institution were benefitted but the negative relations spoilt the school environment.

It was found that 40% of teachers suggested that the management-staff relationship did not have good effect on the school environment rather endangered the same. 30% of them suggested that relations empowered a strong and healthy school environment whereas others believed that it had no impact on the school environment.

Conclusion

From the results and discussion it could be concluded that the positive attitude developed strong and healthy student-teacher relations and hence a healthy and positive school environment. The negative attitude spoilt the relations of the teacher-student and a poor school environment configured with fear was created. The positive attitude and co-operation amongst the teachers developed strong and healthy school environment by which the students also were benefitted but the negative attitude and non co-operation spoilt the school environment and the students as well other teachers had to suffer. The principal-teacher positive relationship also had positive impact on the school environment. The positive attitude of the principal and co-operation empowered a strong and healthy school environment but the negative attitude and non co-operation spoilt the school environment. The positive teaching-non teaching staff

relationship supported the school environment. The positive Management-Principal relationship empowered a strong and healthy school environment. The Management-staff relationship had did not have good effect on the School Environment rather endangered the same.

Suggestions

1. To develop the positive student - teacher relationship.
2. To avoid biasness, negativity and the negative attitude towards the students.
3. To develop the positive attitude and feeling of co-operation amongst the teachers.
4. To develop the positive principal-teacher relationship. Rules and regulations should be appropriately followed. Principal should respect the teachers and the same should be done by the teachers.
5. To develop the positive teaching-non teaching staff relationship, Management-Principal relationship and Management-staff relationship.
6. Collaborative social structures, including self-managed teams should be developed to achieve better school environment.

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