

ROLE OF TEACHER-STUDENT INTERACTION IN PROVIDING EMOTIONAL SECURITY TO SECONDARY SCHOOL STUDENTS, AIDING VALUE EDUCATION

Kavita Dahiya

Assistant professor

Rao Mohar Singh College of Education Behrampur, Gurgaon

Cavita008@gmail.com

Abstract

The present study deals with the two variables, Emotional Security-Insecurity and Teacher-Student Interaction. The researcher studied how these two variables are related to each other in connection with the secondary school students. Furthermore what role a teacher can play to provide emotional security to the students. The findings proved that there exists a relationship between Emotional Insecurity and Teacher-student interaction. Children who have high teacher-student interaction in secondary school are more emotionally secure than the children having lower teacher-student interaction.

Keywords: Emotional security-insecurity, teacher-student interaction, secondary school students

Introduction

The Indian education system is divided into four levels. They are pre-primary, elementary, secondary and university education. Education at pre-primary level is not compulsory. The Montessori system is especially popular at the pre-school level. First to eighth standard/class/grade (for six- to fourteen-year-olds) comes under elementary education. Then comes secondary education which is further divided into two levels. They are lower secondary and higher secondary. Ninth and tenth standard/class/grade (for 14- to 16-year-olds) comes under lower secondary and 11th and 12th standard/class/grade (for 16- to 17-year-olds) comes under higher secondary. And finally it is university education.

Secondary level of education is the education which is provided after elementary education and before the university education. Children usually go to secondary school between the ages of 14 and 17-18 years. The children of secondary school are all adolescents.

Adolescence is the period of life from puberty to adulthood characterized by marked physiological changes, efforts towards the construction of identity and progression from concrete to abstract thought. It is generally regarded as an emotionally intense and often stressful period. These children need more care and acceptance for what they are and a feeling of belongingness should be developed. These children need a caring and friendly relationship at home as well as at school. At home the parents, grandparents and elder siblings and at school the teachers, play a vital role in the lives of adolescents.

The recent rise in incidents involving aggression in adolescents and juvenile delinquency has made adolescent behaviour and thus value education a hot topic among academics at all levels.

The issue has been projected as one of national priority in the National Policy on Education (NPE), 1986. The policy declares "the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values".

The National policy on Education (With Modifications undertaken in 1992) in 'The 1968 Education Policy And After' 1.10 says **"In the Indian way of thinking, a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness, and care, coupled with dynamism. Each individual's growth presents a different range of problems and requirements at every stage from the womb to the tomb. The catalytic action of Education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity."**

According to national curriculum for primary and secondary education (1985), the crisis of values in our society is passing through "demands more explicit and deliberate educational efforts towards value development" the first term of reference for the national commission on teachers (1983) was **"to lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values"**. The working group to review teachers training programs in the light of the need for value orientation setup by the government of India in 1983 recommended for the inclusion of a value added education component in the teacher education programs besides spelling out of details of curriculum, methodology and teachers' role.

Dr.A.R. Seetharam, Ramakrishna Institute of Moral and Spiritual Education, Mysore, while discussing value education says, "Value education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetics and even religious training.

To some value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated.

Moral development of a child according to some, result automatically from the social life of the school. The child as a member of the group imbibes the attitudes, values and general behaviour of the group and continually tries to mould himself according to the group norms. Such adjustment to life constitutes his moral development. Value education is a process for adding the child in such adjustment. Such a view is contested on the ground that although children learn the rules of group living from the social life of the school. Such learning does not constitute value education. For morality, it is pointed out, is not concerned so much with ' what is' as with ' what ought to be' and 'what ought to be done'.

Value education according to one more view is essentially a matter of educating the feeling and emotion. It is the ' Training of the heart' and consists in developing the right feelings and emotion. It does not involve any cognitive abilities that can be trained. Like poetry it ' caught rather than taught. It is essentially a matter of

creating the right atmosphere, imitation and learning by example with nature or modelling oneself after an ideal. Such a view is countered by saying that mere imitation of a good person and modelling oneself after ideal does not confer any morality or an individual. "

While analysing the whole issue of desired behaviour, adolescents' problems, morality, value education, when we ponder on the topic of how can a teacher regardless of the subject she teaches, can be a better teacher of values in the limited interaction time she has with her students, we need to keep in mind the adolescent's need and that it is emotional insecurity that leads to behavioural problems.

The adolescents should be able to express themselves and share their problems freely. The adolescents should be handled with care as they are at a greater risk of school dropout, drug use, suicidal attempts and psychological disorders than other age groups. Therefore, teacher-student relationships and interaction in secondary school are important. Students become more concerned about getting along with their teachers and want teachers with whom they feel comfortable approaching with problems. To be successful in school and in life adolescents need trusting and caring relationships.

In secondary schools, teachers have more students and therefore often know them less well. Secondary teachers place more emphasis on teaching subject matter, and some tend to place less emphasis on serving as a coach, mentor, counsellor, or cultural mediator. By this study the researcher tries to show that the high and effective teacher-student interaction is of very much importance to develop emotional security in the children of secondary school level of education.

Previous studies on emotional security show that if students feel emotionally secure they behave properly and if they are emotionally insecure they become anxious, aggressive, fearful and jealous and suffer irritability, isolation, rejection. When students have a positive teacher-student relationship, they adjust to school more easily, view school as a positive experience, exhibit fewer behaviour difficulties, display better social skills, and demonstrate higher academic achievement (Buyse, 2009).

Teacher-student interaction is a broad term encompassing how teacher and students relate to each other. Teacher-student interaction encompasses communication skills, body language, tone, listening skills and any other verbal or non-verbal inter-communication. Teacher-student interaction is the way a teacher and a student communicate, deal and share information with each other in the classroom or outside. The teacher student relationship is very important for children. Children spend approximately five to seven hours a day with a teacher for almost ten months. We ask ourselves what is considered a good teacher. All of us have gone through schooling, and if fortunate had a favourite teacher. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communication, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding about the child's learning difficulties. Once the teacher becomes aware of the

problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem of every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that “academic achievement and student behaviour are influenced by the quality of the teacher and student relationship” (Jones, 1995). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

Children who are yelled at, feel rejected and frightened because a teacher shouts at them. The reasons for children to be yelled at, vary from teacher to teacher, but shouting should not be the solution for children who find education a difficult process or simply lack of learning experiences, but sometimes teachers find yelling at the child as the only quick solution.

Therefore, those teachers who demonstrate respect towards their students automatically win favour by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should assert that they should also be treated with respect and their responsibilities to ensure that students treat each other with kindness. According to Jones, “teachers are encouraged to blend their warmth and firmness towards the students in their classroom, but with realistic limits.”

Understanding the child’s problem, fear, or confusion will give the teacher a better understanding about the child’s learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom. The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that “academic achievement and student behaviour are influenced by the quality of the teacher and student relationship” (Jones, 1995). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected (Stipek, 2002). According to Stipek many of the children who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more this relationship is weakened. If they are constantly reprimanded in class, the environment and the teacher-student relationship begin to hold negative associations. In her research, Stipek found that students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system.

Researchers Westhuizen and et al, (2005) suggest that an effective organizational culture can enhance academic achievement and lead to reduce student drop out and failure rates, effective discipline, and regular attendance. Students who have positive teacher relationships demonstrate positive adaptation to school, regardless of their gender or grade level.

Griffin (1998) conducted a year-long qualitative research study using survey, field notes, and informal interviews. The purpose of her study was to explore how teachers built community in their classrooms by creating positive teacher-student relationships. Griffin believed that the characteristics of positive teacher-student relationships were: (a) high expectations, (b) networking, (c) dialogue, (d) practice, (e) appropriate self-disclosure, and (f) using rituals and traditions within the classroom. She further suggested these positive teacher-student relationships had positive effects on the school and the students.

Numerous studies on interaction between teacher and students show that positive interaction has positive effects on students. Epp (1995) indicated that positive teacher-student relationships affect students in a positive way. The effects of positive teacher-student relationships will be framed by Epp's study of teacher and student perceptions of caring teachers. Epp found that there are five effects of positive teacher-student relationships have on students: (a) improved self-concept, (b) increased motivation to learn, (c) increased desire for others well-being, (d) increased feeling of security and attachment, and (e) increased desire to improve society.

Emotional security is the measure of the stability of an individual's emotional state. A person who is susceptible to bouts of depression being triggered by minor setbacks is said to be less "emotionally secure". A person whose general happiness is not very shaken even by major disturbances in the pattern or fabric of life might be said to be extremely emotionally secure. Emotional security is a feeling of belongingness, when one feels that in the times of crises he has someone whom he can approach and can avail guidance and support from. According to Abraham Maslow an insecure person is a person who "perceives the world as a threatening jungle and most human beings as dangerous and selfish; feels rejected and isolated person, anxious and hostile; is generally pessimistic and unhappy; shows signs of tension and conflict, tends to turn inward; is troubled by guilt-feelings, has one on another disturbance of self-esteem; tends to be neurotic; and is generally selfish and egocentric." (Maslow, 1942) He viewed in every insecure person a continual, never dying, longing for security.

Emotional security is not to be confused with humility, which involves recognizing one's shortcomings but still maintaining a healthy dose of self-confidence. Insecurity is not an objective evaluation of one's ability but an emotional interpretation, as two people with the same capabilities may have entirely different levels of insecurity.

A person who is insecure lacks confidence in their own value, and one or more of their capabilities, lacks trust in themselves or others, or has fears that a present positive state is temporary, and will let them down and cause them loss or distress by "going wrong" in the future. This is a common trait, which only differs in degree between people. Insecurity may contribute to the development of shyness, paranoia and social withdrawal, or alternatively it may encourage compensatory behaviours such as arrogance, aggression, or bullying, in some cases. Insecurity has many effects in a person's life. The greater the insecurity, the higher the degree of isolation becomes. Insecurity is often rooted in a person's childhood years.

Insecurity can be overcome. It takes time, patience and a gradual realization that one's own worth is purely a matter of perspective (or subjective opinion of oneself), and so while it may be true that insecurity can follow from concerns relating to objective reality, this is by no means a necessity, but more a tendency. The first of Erikson's stages of psychosocial [HYPERLINK](#)

"http://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development" development details the challenge of finding security and learning to trust oneself and one's environment.

Emotional security is the protection against emotional problems, such as sadness, depression, anxiety, fear, jealousy etc. Emotional security is the assurance of constant love, support and care. It is the assurance that someone is there for them, not just when the going is good, but through thick and thin, good times and bad. Emotional security fosters openness and trust, allowing personal growth in an environment of acceptance.

A person's level of emotional security describes the ability to deal with negative life situations in healthy, expected, and acceptable ways. Emotionally secure people can cope with major and minor life events without experiencing severe and life-altering depression or other mental health problems. Typically, this is in contrast to emotionally insecure people, who don't have the psychological resilience to "bounce back" from tough circumstances. Though it's common for people to cultivate emotional security or insecurity early in life, it's possible to develop such stability or instability during adulthood. Regardless of a person's level of psychological resilience, though, he might need professional help dealing with certain life events.

On the other hand, a person who suffers from emotional insecurity might have a low self-esteem and lack self-confidence. Often, such a person doesn't know how to cope in healthy ways with situations that leave her feeling vulnerable. She might react to situations like job loss and ended relationships with drastic levels of grief, depression, and despair. Such levels affect her day-to-day life, and can even hinder her ability to plan and look forward to the future. Even minor setbacks, such as a close friend moving to another city, can devastate a person who suffers from emotional insecurity.

Nowadays there is a surge in cases of adolescent aggressive behaviour which seems to be a result of adolescent emotional and thus social maladjustment. The study tries to gauge the role of a teacher in the present scenario. It tries to find the extent to which teacher-student interaction can cater to an adolescent's emotional needs and provide him emotional security.

The adolescents go through many emotional problems. It is generally regarded as an emotionally intense and often stressful period. They are in great need of acceptance, sense of belongingness and care. There go a lot of emotional upheavals. So when they feel emotionally insecure they behave inappropriately. Positive teacher-student relationships have extensive effect on students. Stancato (2003) asserted positive teacher-student relationships have positive effect on students, including making students feel confident and accepted. Smith and Sandhu (2004) said students who feel confident and accepted are happier, are more focused on learning, and are more apt to exhibit "pro-social" behaviour. So it all depends on the teacher student interaction in the classroom. The way a teacher interacts with the students, talks to them, respects them as individuals and cares for them, it all helps in developing emotional security. When the teacher student interaction is high and positive, it develops emotional security in the children. The children feel that whenever they will have any problem there is someone whom they can approach and can share their problems and feelings. Children must be made to feel that they are liked and accepted for what they are. This kind of acceptance fosters an independence and confidence, which the child needs in order to grow emotionally.

High and positive teacher-student interaction develops emotional security in children which improves children's academic performance. Smith and Sandhu (2004) noted that students who have positive teacher-student relationships are happier and are more committed to their academics than those students who do not have these positive relationships. Hallinan (2008) states that when students' need of to be valued and respected are met, their attachment to school increases.

Contemplating the above discussion following problems should be taken into consideration:-Problems of emotional disturbance among adolescents: like aggressiveness, anxiety, fear, jealousy, etc., drug abuse and alcoholism, behavioural problems, maladjustment at school and society, poor academic performance.

Descriptive survey method was used for the present study. Descriptive method uses quantitative methods to describe what is, describing, recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non manipulated variables. This method is used to get information about the current status phenomena.

Statistical Techniques Used

The Co-efficient of Co-relation and T-Test Statistical techniques were used for the study. T-test was used because relation cannot be found between the variables in correlation.

Population

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. For the present study the researcher wanted to study secondary school students to discover principles that have universal application, but to study the entire population to arrive at generalizations would be impractical, if not possible. That's why a district (Gurgaon) was considered as the universe and the people living in Gurgaon as the entire population. All the secondary school children of Gurgaon district of Haryana were constituted for the present study.

Sample

According to the feasibility of the researcher 260 secondary school children were selected by employing simple random sampling techniques from the population. Equal number of students was drawn from each school by the help of randomization techniques.

Tools Used

According to the nature of the study researcher has used two tools. The tool used by the researcher to measure the emotional security-insecurity of the children is Emotional Security-Insecurity Scale. It is adapted by the researcher herself in 2013.

The other tool used to measure the Teacher-Student interaction is called QTI (Questionnaire on Teacher Interaction) developed by Wubbels in 1993. In the present study it is used after translating in Hindi language by the researcher.

After following the above said procedures the researcher concluded that the co-relation between Teacher-Student Interaction and Emotional insecurity is -0.66. It reveals that significant negative relation exists between two variables. So, hypothesis made earlier is accepted. So, it may be concluded that Teacher-Student interaction of Secondary School Students have felt Emotional Insecurity.

The tool, Questionnaire on teacher interaction (QTI) has eight scales which represents the types of behaviour a teacher shows during her interaction with the students in the classroom. They are Leadership, Helping/Friendly, Understanding, Student Responsibility or Freedom, Uncertain, Dissatisfied, Admonishing and Strict.

Mean difference between high teacher student interaction and low teacher student interaction was found to be 7.39 and needed value to be significant at 0.01 level and 0.05 level are 1.96 and 2.58 respectively. So, calculated value is more than the table value at both the levels of significance. It means there is significant difference between High Teacher-Student Interaction and Low Teacher Interaction. It may be concluded that students who have High Teacher-Student Interaction are less Emotionally Insecure than the students who have low teacher student interaction.

Teacher-student Interaction is very important for the student's emotional security. This research has proved that when the interaction between the teacher and student decreases the feeling of insecurity increases. So, if a teacher pays attention towards the emotional needs of the students, it will help in the following ways: It will improve the climate of the classroom

It will solve the emotional and behavioural problems of the students. Students will develop socially. It will lower the student's dropout rate. It will help in improving the academic scores of the students. Students will enjoy the activities and the environment of the class will be pleasant.

Further studies could be undertaken at different grade levels: the elementary level and the university level. The study could determine if there would be differences in younger and older grade levels of students with regards to creating positive teacher-students interaction and their effects on students. Further studies determining whether gender is a factor in teacher-student interactions could be undertaken. Differences in how female and male students interact to female and male teachers could be studied.

Whether there is a difference between lower economic communities versus higher economic communities in terms of how students respond to positive teacher-student relationships could be studied. This study used a sample of 260 students, which is not a large population. A small population is not a basis for generalization, while a larger population could be. Perhaps further studies could be undertaken with a larger sample of students. A study could be done to determine whether there are differences between the approaches of highly experienced and inexperienced teachers in creating positive teacher-student interaction. Further studies could be undertaken using a sample of teachers to gain understanding of their point of view on positive teacher-student interactions and their effects.

Conclusion

The children of secondary school are all adolescents. Adolescence is the period of life from puberty to adulthood characterized by marked physiological changes, efforts towards the construction of identity and progression from concrete to abstract thought. It is generally regarded as an emotionally intense and often stressful period. These children need more care and acceptance for what they are and a feeling of belongingness should be developed. These children need a caring and friendly relationship at home as well as at school. At home the parents, grandparents and elder siblings and at school the teachers, play a vital role in the lives of adolescents. The teacher student relationship is very important for children. Children spend approximately five to seven hours a day with a teacher for almost ten months. Teacher-student interaction is the way a teacher and a student

communicate, deal and share information with each other in the classroom or outside. It has been found that the students who have positive and high teacher-student interaction are more emotionally secure than the students who have low and negative interaction with their teachers. Exploring these and other findings could provide teachers, administrators, and researchers with some understanding of positive teacher-student interaction and their effects on students and the school. Hopefully, this understanding of positive teacher-student interaction can help secondary school teachers to develop positive connections with their students, thus providing students with a sense of belonging, improving student's motivation to learn, decreasing student misbehaviour, and improving the school environment.

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