Level of Interpersonal Relationship among the Women Student-Teachers in Iraq

Dr. Vinnaras Nithyanantham

Abstract--- *The student-teachers are key stones that formulate the holistic development of children. It moulds the physical, emotional, intellectual and social development among students. They must be adopting this interpersonal relationship better than others because they will be working in school with deferent types of socialize children. Teaching is a profession that demands human relations. To teach effectively, a teacher needs a good interpersonal relationship. This training must be given to all the student-teacher so the level of interpersonal relationship among them to be studied. The investigator had employed descriptive method using survey as a technique to study the Interpersonal relationship among Student-teachers. The population of the study consisted of students from the college of Education and Languages, Lebanese French University, Erbil, Kurdistan, Iraq. The investigator had randomly selected 187 Student-teachers from College of Education and Languages. The sample consists of 87 women from General Education Department and 100 women from English Language Department Student-teachers. The findings of the present study project that the General Education Department and English Language Department Women student-teachers of Lebanese French University do not show any difference in their inter-personal relationship. From the present study revealed that the General Education Department Women Student-teachers of Lebanese French University have better Interpersonal relationship than the English Language Department Women Student-teachers of Lebanese French University*

Keywords--- *Interpersonal Relationship, Student-teachers, Profession, Pedagogical Training, Ethnicities.*

I. INTRODUCTION

In the present world has provided lot of opportunity among the students and the teachers to inculcate their better relationship in the modern social life (Davis, 2003). They are sharing ideas and aspects in deferent ways of communicational availability and developing their interpersonal skills. Interpersonal relationship is defined within the educational background as the connection that is collective between the teacher and the student (Hughes & Kwok, 2007). It remains a centre ingredient of the knowledge surroundings in the empowerment and inspiration of students to learn (Cornelius-White, 2007; Geeta & Tyagi. (2011)). The Women student-teachers are key stones that formulate the holistic development of children. It moulds the physical, emotional, intellectual and social development among students (Fujino, 2005). They must be adopting this interpersonal relationship better than others because they will be working in school with deferent types of socialize children. In this modern world they are going to face lot of challenges in their teaching and learning process (Michiyo, 2010). The teachers play an important key role in forming the student's future at all walks of life (Katja, Gregor & Sonja, 2007). Hence, it is imperative that the teachers equip themselves to create an atmosphere which engages effective teaching learning process.

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II. Important Of Interpersonal Relationships Of Student-Teachers

People are social beings. They are dependent on other human beings and animals. They cannot live in isolation. They are always interdependent on each other (John Paul at.al, 2010). They live together in their family, work place and society. Sometimes, they face crisis situations and are stranded alone (Paolo, 2004). When they work alone, they are stressed. So, they start to get frustrated. The interdependent relationships help them create bonds in the family, workplace and society. These bonds help them face stress and overcome problematic situations. Teaching is a profession that demands human relations (Akintayo & Faniran, 2011). Teachers are always interacting with the students and fellow-teachers. They discuss ideas and innovative techniques with their colleagues. They implement the same in the classrooms. In the case of student-teachers, they have to interact with the students and teacher fraternity. They have to equip themselves with communication for better understanding (Katja, Gregor & Sonja, 2007).

III. Background Of The Study

Rubina Bhatti (2009) conducted a study on the Interpersonal Relationships: Students, Teachers and Librarians in the University Libraries of Pakistan. The objective of the study was to assess interpersonal relationships between students, teachers and librarians. It also discussed students' attitudes towards Library Staff, Library services and digital programmes in the University Libraries of Pakistan. The review of related literature suggested that there was no interpersonal relationship between students, teachers and librarians in the University Libraries of Pakistan. The dimensions like Professional training, collaboration and satisfactory working conditions had a negative impact on the variable.

William L. Cook (2010) conducted a study on the comparative study of interpersonal relationships. The objective of the study was to find out the differences between the types of interpersonal relationships. It also focuses on the comparison of relationships through Actor-Partner Interdependence Model. It distinguishes between one and many relationships. The study developed a theory to explain the different relationships.

Lauri A. Jensen-Campbell, Kenya T. Malcolm (2007) conducted a study on the importance of conscientiousness in the adolescent interpersonal relationships. The objective of this study was to find out the relationship between conscientiousness and adolescent interpersonal relationships. The sample of the study was 256 students from grade 5 to 8. The tools used for the present study was Personality, Peer Relationship and Victimization Measures. Peers, parents and teachers were also taken as samples. The findings of the study suggested that adolescents with high conscientiousness had better peer acceptance, good friendships and faced less victimization. The influence of Conscientiousness facilitated better interpersonal relationships. It also suggested self-control for developing and maintaining relationships.

Ridwan Maulana, Marie-Christine Opdenakkar, Perry den Brok &Roel Bosker (2011) conducted a study on the Interpersonal relationships among Student-teachers in Indonesia. It focuses on the need for the teacher to motivate her students in her classroom. The objective of the study was to find out the influence of teacher interpersonal behavior on the learning motivation and the perceptions of students. The sample of the study was 1900 secondary school students from grade 7 to 9 at the public schools in Indonesia. The findings of the study were that there was a

cordial relationship between teacher interpersonal behavior and the learning motivation of students. Both the dimensions, Influence and Proximity have an association with the learning motivation.

Kenny, Rachel (2013) conducted a study on the Interpersonal relationships and emotional distress in Adolescence. The findings of the study suggest that girl students have more significant qualities in their relationships with parents than other older students. It was found that the level of support and disclosure was directly connected to the emotional distress of students.

Cammarota, Julio; Moll (2012) conducted a study about the Socio-cultural perspectives on the Interpersonal relationships in Schools. Association of Mexican-American Educators (AMAE) Journal ©2012, Volume 6, Issue 3 The findings of the study denote that a positive educational environment fosters better cultural practices among students, staff and parents. It facilitates higher academic achievement among students.

Wan Har Chong Vivien S Huan (2012) conducted a study on Teacher-Student Relationship. It focused on the influence of Teacher's Interpersonal Behaviours and Perceived Beliefs about Teachers on the School Adjustment of Low Achieving Students in Asian Middle Schools. The method employed was Cluster analysis. It differentiated the two sub-groups based on their teacher-student relationship and teacher behaviours in the classroom. The findings of the study suggest that a strong student-teacher relationship correlates with the teacher behaviours and gives high academic results.

Sabrina Ricci (2009) conducted a study on the Interpersonal relationships among College Students. The findings of the study were that women students maintained a better relationship than men. They were more sociable than men.

IV. SIGNIFICANCE OF STUDY

Students of this era are highly complicated in the classroom and school premises. The students must be directed in all the ways possible regarding their academic and co-academic activities. In order to make this guidance effective, the teacher must have good relationship with the students (Beckman and Mandrekar, 2005). Nowadays, it is not easy for a teacher to maintain good rapport with the students. Teachers handle students from diverse backgrounds. The students belong to different race, religion and ethnic backgrounds. They have to furnish to the educational needs of students from various communities. To teach effectively, a teacher needs a good interpersonal relationship. This training must be given to all the Women student-teacher so the level of interpersonal relationship among them to be studied. The result of the study may be helpful to strengthen the Women student-teachers training to foster positive interpersonal relationship and interactions.

V. OBJECTIVES

- To find out the level of interpersonal relationship among the Women student-teachers of Lebanese French University in terms of Department.
- To find out the level of interpersonal relationship among the Women student-teachers of Lebanese French University in terms of Age.

- To find out the level of interpersonal relationship among the Women student-teachers of Lebanese French University in terms of Residence.

VI. NULL HYPOTHESES

- There is no significant difference between Women Student-teachers of Lebanese French University in their level of Interpersonal Relationship with reference to their Department and its dimensions.
- There is no significant difference between Women Student-teachers of Lebanese French University in their level of Interpersonal Relationship with reference to their Age and its dimensions.
- There is no significant difference between Women Student-teachers of Lebanese French University in their level of Interpersonal Relationship with reference to their Residence and its dimensions.

VII. METHODOLOGY

The investigators had employed descriptive method using survey as a technique to study the Interpersonal relationship among Student-teachers. The population of the study consisted of students from the college department of General Education and Languages, Lebanese French University, Erbil. FIRO-B scale developed by Shuts (1978) was used for collecting data. The investigators had randomly selected 187 Student-teachers from College of General Education. The sample consists of 87 General Education Department and 100 English Language Department Women Student-teachers. The statistical techniques used to analyse the data were Mean, Standard deviation and t-test.

VIII. ANALYSIS

Table 1.1: Difference between Women Student-teachers of LFU in their level of Interpersonal Relationship with reference to their Department and its dimensions

Dimensions	Variable	Category	count	Mean	S.D	't' – value	Result
Expressed inclusion	Gender	GED	87	2.4138	1.15690	1.135	NS
		ELD	100	2.6000	1.07309		
Expressed Affection		GED	87	3.7586	1.66332	1.637	NS
		ELD	100	3.3400	1.83248		
Expressed control		GED	87	3.9770	1.59925	0.617	NS
		ELD	100	3.8300	1.65178		
Wanted control		GED	87	4.2414	0.93964	2.458	S
		ELD	100	3.8400	1.28488		
Wanted inclusion		GED	87	4.8276	2.59340	0.505	NS
		ELD	100	4.6400	2.45986		
Wanted Affection		GED	87	2.8276	1.69271	1.109	NS
		ELD	100	2.5600	1.5911 4		

(At 0.05% degrees of freedom, the 't' value is 1.96)

It is evident that the Women Student-teachers of Lebanese French University significantly differ in their level of Interpersonal Relationship in the dimension of wanted control with respect to their Department. And comparing the

mean values the General education women student-teachers seems to have better in their level of Interpersonal Relationship than the English Language Department women student-teachers in the dimension 'wanted control'.

Table 1.2: Difference between Women Student-teachers of LFU in their level of Interpersonal Relationship with reference to their age and its dimensions

Dimensions	Variable	Category	Count	Mean	S.D	t' – value	Result
Expressed inclusion	Age	Above 30	85	2.4353	1.1385	0.871	NS
		Below 30	102	2.5784	1.0939		
Expressed Affection		Above 30	85	3.4235	1.7346	0.789	NS
		Below 30	102	3.6275	1.7906		
Expressed control		Above 30	85	3.7529	1.6395	1.116	NS
		Below 30	102	4.0196	1.6104		
Wanted control		Above 30	85	4.1294	1.0887	1.123	NS
		Below 30	102	3.9412	1.2008		
Wanted inclusion		Above 30	85	4.4000	2.4553	1.635	NS
		Below 30	102	5.0000	2.5485		
Wanted Affection		Above 30	85	2.4941	1.7086	1.442	NS
		Below 30	102	2.8431	1.5716		

(At 0.05% degrees of freedom, the 't' value is 1.96)

It is evident that the women Student-teachers of Lebanese French University are not significantly differs in their level of Interpersonal Relationship and its dimensions with respect to Age.

Table 1.3: Difference between Women Student-teachers of LFU in their level of Interpersonal Relationship with reference to their residence and its dimensions

Dimensions	Variable	Category	Count	Mean	S.D	t'– value	Result
Expressed inclusion	Residence	Outside the city	92	2.5326	1.14307	0.232	NS
		Inside the city	95	2.4947	1.09032		
Expressed Affection		Outside the city	92	3.7174	1.7436	1.398	NS
		Inside the city	95	3.3579	1.7740		
Expressed control		Outside the city	92	4.1848	1.7220	2.396	S
		Inside the city	95	3.6211	1.4816		
Wanted control		Outside the city	92	4.2174	1.0775	2.255	S
		Inside the city	95	3.8421	1.1967		
Wanted inclusion		Outside the city	92	5.0870	2.7562	1.930	NS
		Inside the city	95	4.3789	2.22261		
Wanted Affection		Outside the city	92	2.9239	1.6787	1.978	S
		Inside the city	95	2.4526	1.5762		

(At 0.05% degrees of freedom, the 't' value is 1.96)

It is evident that the women Student-teachers of Lebanese French University significantly differ in their level of Interpersonal Relationship with respect to Residence. Comparing the mean values of the student-teachers coming

from outside the city seems to have better level of Interpersonal Relationship than the women student-teachers coming from inside the city in the dimensions such as Expressed control, wanted control and Wanted affection.

IX. INTERPRETATION AND DISCUSSION

The analysis of the data revealed that General Education Department Women Student-teachers of Lebanese French University have better Interpersonal relationship than English Language Department Women Student-teachers of Lebanese French University. As far as General Education Department Student-teachers of Lebanese French University is concerned, they have natural tendency to socialize easily moreover it found commonly they have more friends to English Language Department Student-teachers of Lebanese French University. The same time Kurdish women has lot of freedom even though some of the genders discrimination of the society leads English Language Department than General Education Department in interpersonal relationship in the society.

The age 30 years above and below of the Women Student-teachers of Lebanese French University are not different in their level of Interpersonal Relationship, because the inclusive education system and age relaxation is followed in the Kurdistan higher education. It leads the mutual sharing of knowledge and curriculum during their training in the university.

The women Student-teachers of Lebanese French University coming from outside the city have better Interpersonal relationship than the women Student-teachers of Lebanese French University coming from inside the city. These shows the women Student-teachers of Lebanese French University coming from outside the city have better social movement to others. The Women Student-teachers of Lebanese French University coming from outside the city have more attachment with their friends as they have no other option to mingle with their family and relatives. They have more opportunities to see more friends coming from different background. The findings of the present study project that the General Education Department and English Language Department women student-teachers of Lebanese French University do not show any difference in their inter-personal relationship.

X. RECOMMENDATIONS

- Interpersonal relationship increases the rapport, connectivity, knowledge explosion, communication and relationships among women student-teachers.
- It develops team building among the faculty enabling a vibrant interpersonal relationship and better communication to the student-teachers.
- It widens the scope for creating bridges and builds relationships between people of different ethnicities.
- It instills problem solving abilities among student-teachers to solve problems and ignore unwanted situations.
- It mobilizes opportunities for the other student-teachers to reach out to the resources through their peers.
- It increases the opportunities for social awareness, involvement and bonding among the women student-teachers.

XI. CONCLUSION

Majority of the people are foremost like a machine life in the present globalized world. In this, situation, it is impossible for the parents to be a role model for their wards in moulding the behaviour of their children (Annaraja & Joseph, 2007). Hence, it is the responsibility of teacher educators to provide awareness for the women student-teachers to develop desirable interpersonal relationship in their teaching and training. So we need to observe and understand the level of interpersonal relationship among the women student-teachers in every aspects of pedagogical training. From the present study revealed that the General Education Department Women Student-teachers of Lebanese French University have better Interpersonal relationship than the English Language Department Women Student-teachers of Lebanese French University and the Women Student-teachers coming from outside the city of Lebanese French University have better Interpersonal relationship than the Women Student-teachers coming from inside the city. The curriculum of the teacher training program must be designed in such a way to incorporate the interpersonal relationship for the Women Student-teachers to survive batter in their social life.

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