

## Golden Research Thoughts

### ABSTRACT:-

The human factors in school have great importance. The human factors include such as headmaster, teacher, student, parents and management body etc. The curriculum, textbooks, teaching aids are called only as means but the effectiveness of means depends upon the skill to use it. The human factors should be motivated to each other as a team with co-operation and activeness. The success of education process depends upon the maximum use of available physical factors. So it is essential to create lovely atmosphere to each other in school.



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## STUDY OF HUMAN RELATIONS IN SECONDARY SCHOOL



## 1. INTRODUCTION :

It is necessary to establish the loveable, friendly and faithful relations among various human factors in school. What types of relations are there among headmaster-teacher, teacher-teacher, teacher-student at school level? As a result, the researcher decided to study the relations among human factors at school level in the present research study.

## 2. STATEMENT OF AIM

Study of Human relations in secondary School.

## 3. OPERATIONAL DEFINITIONS :-

1) **Secondary School** - Education provided for 5th to 10th std.

2) **Human relations** - Human relations means attitude towards each other of teacher, student and headmaster and the effect of it on their mutual interactions.

3) **Study** - Study means an attempt to suggest remedies for healthy human relations through the data from headmaster, teacher and student in secondary school.

## 4. OBJECTIVES OF RESEARCH STUDY :-

- a) To study the relations of human factors in secondary school.
- b) To study the practices provided for making healthy human relations in secondary school.
- c) To suggest remedies for creating healthy human relations in secondary school.

## 5. NEED OF THE RESEARCH :-

1. The need of the present research study is to make awareness of healthy human relations in secondary school for the dynamic process.
2. The healthy human relations in secondary school create stress-free life in all human factors.
3. The healthy human relations pave the way for exchanging thoughts. There will be no conflict. It develops the attitude to co-operate each other. So it makes effective and motivational atmosphere in secondary school. It is necessary to provide such information to headmaster, teacher and student at secondary school.

## 6. SCOPE AND LIMITATIONS OF RESEARCH STUDY :-

- 1) The present research is related to the schools from 5th to 10th std in Barshi. It is not related to other city or town. It is also not related to primary schools and senior colleges.
- 2) The present research is related to only Marathi medium secondary schools. The other mediums are not included in it.
- 3) The present research study is related to the relations among headmaster, teacher and student in secondary school. The other aspects are not included in it.
- 4) The present research study is related to only grantable secondary schools. Non-grant, permanently non-grant, self-finance such types of schools are not included in it.

**I) Research methodology** - Survey method from descriptive research method is used to study present set up in the research study.

**II) Sampling** - All secondary schools in Barshi are selected as sampling for the present research. There are twelve secondary schools in Barshi. Total 12 headmasters were selected in the study. The total 120 teachers as ten teachers from each school were selected by lottery methods. The total 600 students were selected for group-interview by lottery method.

**III) Research Tools** - Questionnaire as a research tool is used in the present research study. The questionnaire was provided to headmaster and teachers. Interview technique was also used in the present research.

**IV) Research Procedure** - The research collected the list of secondary schools in Barshi. Questionnaire was prepared for the headmasters and teachers with reference to the relations among headmaster-teacher, headmaster-student. It was included with total 15 questions. The questionnaire prepared for teachers was also related to 15 questions. There were 10 questions included in interview scale. The researcher collected data from headmasters and teachers through questionnaire. The collected data was analyzed and interpreted with classification, tabular forms, as well as statistical tools such as percentage. The researcher stated the following major findings.

## Conclusions through the response of Headmasters :-

1. The 90% respondent headmasters stated that they try to include and participate teachers in the planning of teaching work in school.
2. The 100% headmasters responded that they try to participate teachers in the planning of school activities.
3. The 75% headmasters responded that they try to distribute work on the basis of proper work for proper person.

4. the 50% headmaster responded that the teachers are not interested for the planning of school activities.
5. The 75% headmasters responded that the opinions of teachers are not the opinions of teachers are not considered to the completion of physical factors of school.
6. The 50% headmasters responded that they try to organize general meetings for each month between teachers and headmaster. The fifty percentage headmasters responded that they try to conduct general meetings according to the necessity.
7. The hundred percentage headmaster responded that they follow the school work according to the rules.
8. All headmasters responded that the fixed time is provided to visit and meet students.
9. All headmasters responded that the various student-club are established in the school. There is active participate of students in students-club.
10. The 75% headmasters responded that there is less time to know the problems of students due to administrative work.
11. The 50% headmasters responded that they give freedom to students and teachers to organize alumni programme as well as parent meetings.

#### CONCLUSIONS THROUGH THE RESPONSE OF TEACHERS -

1. The 60% teachers responded that there are healthy relations between teachers and headmaster.
2. The 50% teachers responded that the headmasters do not provide school work to teachers on the basis of belief.
3. The 60% teachers responded that they have to work as per the statement of headmaster.
4. The 30% teachers responded that there is importance to their opinions in general meetings of school.
5. The 75% teachers responded that there is co-operation among teachers.
6. The 60% teachers responded that they have freedom to use teaching aids in school.
7. The 72% teachers responded that the headmaster give proper and equal treatment in school work.
8. The 60% teachers responded that the headmaster try to participate in sad or happy events of teachers.
9. The 50% teachers responded that the headmaster try to motivate teachers for professional growth.
10. The 60% teachers responded that there are subject clubs in schools.
11. The 90% teachers responded that they try to understand the problems of students.

#### CONCLUSIONS THROUGH THE RESPONSE OF STUDENTS.

1. The 50% students responded that they do not meet to headmasters.
2. The 60% students responded that the teachers from all subjects try to give personal guidance in school.
3. The 70% students responded that they like school atmosphere.
4. The 60% students responded that they are participated in school gatherings, sports competition, election competition etc.

#### 7. RECOMMENDATIONS :-

##### For Headmaster :-

1. It is not proper to be prejudice about teachers participation in school activities. Headmaster should motivate teachers through his own action.
2. For developing physical factors of a school, headmaster should consider the opinion of teachers.
3. Headmaster should follow the school-work according to rules. There should be emphasis on humanity also.
4. Headmaster should provide proper time to understand the problems of students.

##### For Teachers :-

1. Teacher should follow the principle in relation to headmaster i.e. Give respect, take respect. Teacher should give respect to headmaster.
2. Teacher should try to develop the attitude of headmasters with his any own work and action.
3. All teachers should try to participate students in co-curricular activities.

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