

## **Student- Teacher Human Relations as Perceived by University Female Students**

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### **Abstract:**

The present study aimed at investigating student-teacher human relations as perceived by college of Education, King Faisal University female students. The study sample consisted of (447) female college students responded to a questionnaire containing (38) items representing six teacher's behaviors. ANOVA and Tucky test indicated that student- teacher human relations as perceived by students differ from one academic section to the other. However, no significant differences were found in perceiving student -teacher human relations between high and low academic achievement students .The study recommends that the university should provide a human relation training program as a requirement for all university's new teachers.

### **Introduction and Review of Literature :**

Since God is the absolute and the sole master of men and the universe, he is the sovereign Lord, the Sustainer and Nourisher, the Merciful, whose mercy enshrines all beings. Since He has given each man human dignity and honor, and breathed into him of His own spirit, every human being is thereby related to all others and all become one community of brotherhood in their honorable and pleasant servitude to the most compassionate Lord of the Universe. In such a heavenly atmosphere the Islamic confession of the oneness of God stands dominant and central, and necessarily entails the concept of the oneness of humanity and the brotherhood of mankind (The Institute of Islamic Information and Education, no date).

Thus, Islam has laid down some universal fundamental rights for humanity as a whole, which are to be observed and respected under all circumstances. One of these circumstances is the teaching/ learning process that is the main concern of the present study.

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Nowadays education has started to pay great attention to student- teacher human relations at school and universities. These relations are considered by many authors as an essential condition for effective teaching and learning (Gaber et al, 1993; Richardson, 1997; Murray, 1997). Findings of previous research also revealed the importance of student- teacher relationship in faculties as a means of establishing identity within the classroom and the university (Beilke & Yssel, 1998).

Becoming a teacher from the viewpoint of many authors, means developing the art and skill of interacting with, motivating, inspiring and respecting others. The most successful teachers know how to bring together a unique combination of knowledge, experiences and attitudes to help youth to reach their potential and succeed in the classroom. They have an understanding of the cultural, economic and disability issues, which are a dynamic part of human interactions in every classroom. Through the interacting, teachers encourage children to grow individually and as part of a school community that understands and values each person (e.g. Bennett & Bennett, 1994; Stahlhut & Hawkes, 1994).

In defining good teaching Leblanc (1998) mentioned that good teaching is about being human, respecting others, and being professional at all times. He added that teachers should make innocuous jokes, so that ice breaks and students learn in a more relaxed atmosphere where teachers and students feel that they are human.

Sizer (1999) also described good teachers as those who know students' names, and calling them by name, greet students pleasantly, remember something that had earlier worried a student and ask about it and resist the sarcastic and hurtful rejoinder to a foolish comment a student has just made. He added that good teachers are never tolerating aggressive remarks among students, tell a student the unvarnished truth privately and exhibit friendliness and try to express personal annoyances. Murray (1997) also thinks that teachers should share a little bit of themselves with their students, because students need to feel that they are human.

Furthermore, Buskist and Saville (2001) mentioned that teaching reveals our humanity, how we choose to define ourselves in our work, and the

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manner in which we relate to our subject matter, to our students, and to the larger world around us. They added that if we are successful in building human relations with our students, we create an effective environment that is appropriate for teaching and learning.

In defining the standards expected from teachers, the Kentucky Education Professional Standards Board (1999) has mentioned creating and maintaining learning climate as a very important teachers' task. It declares that it is the teacher's main job to create a learning climate (through human relations) that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members and integrate knowledge.

In other words, human relations training is a requirement for all teachers to create awareness of the degree of congruency between stated beliefs and actual behavior and to internalize and translate such awareness into actions which result in more positive relationships within the teaching /learning environment (Stahlhut & Hawkey, 1994).

Many authors agree that student- teacher relationships have great potential for improving the academic and social / emotional environments of schools and universities. This refers to the fact that these relationships facilitate students readiness to learn and their active engagement in school (Teven & McCroskey, 1996; Abidin & Kmetz, 1997; Liu, 1997). The student- teacher relationship is very important for success in the classroom. Our students need to know that we as teachers care about their feelings and well – being. It is through modifying relations between teachers and students that the “treasure within each of us” can be revealed thus teachers should work more often in order to “break down the rigid walls of the classroom” (Richardson 1997).

Although human relationships between teachers and students are very important to the process of teaching and learning, some teachers think they are not. Those teachers think that human relations lead to trivial actions without positive or effective learning. They think that when they have good relationship with their students, they would not be able to teach. This belief

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refers to thinking of both teaching and practicing human relations as two completely separate entities. Yet practicing human relations is an essential component of the teaching and learning process (Tiberius, 1999). So, this misconception is completely untrue as human relations improve teaching/learning process (Goldstein & Berassi, 1994; Toombs, 1999).

Elsewhere Tiberius and Billson (1991) indicated that effective teachers form relationships that are trustful, open and scare, that involve a minimum of control, are cooperative, and are conducted in a reciprocal, interactive manner. They added that within such relationships learners are willing to disclose their lack of understanding rather than hide it from their teachers; learners are more attentive, ask more questions, are more actively engaged. Thus, the better the relationship the better the interaction; and the better the interaction, the better the learning.

Gaber, et al. (1993) think that teacher's knowledge of teaching methods and styles should be translated to situations from which he / she can recognize how his / her attitudes, emotions, values and behaviors affect every student in class. They also mention that teachers should be able to know how to deal with different students with different levels and abilities.

Student- teacher relationships have great potential for improving the academic and social-emotional environments of secondary schools (Liu, 1997). The goal of human relations is to improve the quality of life for our students, staff and universities. Human relations aim also at helping students and teachers to attain educational and professional goals in a congenial environment (Garko et al; 1994; Lynch & Cichetti, 1997; Human Relations Staff, 2000).

### **Problem of the Study:**

From the researchers' experience in teaching a number of courses and their interaction with female students in teaching practice in college of Education- King Faisal University, they have observed that college students face many problems concerning human relations with their teachers. Students usually complain that some teachers do not treat them properly and do not care about their problems. In other words the researchers feel that human relations between students and teachers may not be found in the

proper way in college of Education, King Faisal University. So, the problem of the present study can be summarized in the following questions:

- 1- Are there any significant differences in student- teacher human relations among academic sections of the college?
- 2- Are there any significant differences in student- teacher human relations between high academic achievement students and low ones?
- 3- How different are students' responses in the six teacher behaviors?

### **Aims of the Study:**

The overall aim of the present study was to investigate students' perception of student- teacher human relations. The particular objectives were to:

- 1- Examine the differences in students' perception of student- teacher human relations within academic specialists in College of Education, King Faisal University.
- 2- Examine the differences between high academic achievement and low ones in their perception of student- teacher human relations.
- 3- Examine teacher's behaviors associated with student- teacher human relations.

### **Variables of the Study:**

**Human Relations:** by human relations the present researchers mean the interpersonal relationship between students and teachers. Human relations is used in the present study to describe six teacher's behaviors that may affect students' academic achievement

### **Rational of the Study:**

Many authors focused on the importance of human relations in creating better learning environment. The success of the educational process depends ultimately upon the human relationships among students and teachers rather than any other factor (Morrison, 1985; Liu, 1997; Beike & Yssel, 1998, Smedley & VanRooy, 1996).

Moreover, many students need to feel that above all else, their instructors care about them. Patience and acceptance are vital to student-teacher relationship. Communicating honestly with students and encouraging them to express their needs and attitudes is often necessary in

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avoiding or clearing up misunderstandings in the classroom. The ability to stimulate strong positive emotions in students separates the incompetent from the outstanding college teacher (Lowman, 1995). Thus, this study attempts hopefully, to show how university teachers treat their students and to what extent human relations are found between students and teachers.

**Related Studies:**

Whitman, et al. (1987) suggested some principals of stress reduction in study environment. They focused on the value of feedback, and teacher-student relationships on reducing stress.

Another review of research literature was conducted by Millington (1992) to develop a profile of a good teacher. Two questionnaires were used over a three- year period: one for teachers (n= 640) to determine their relationships with students, and another for students (n= 573) to determine what were essential characteristics of good teachers. The study concluded that students want teachers who are expert, experienced, and sympathetic.

Williams and Graham (1992) designed a study to ascertain if a relationship exists between supervising teachers' personal attributes and professional backgrounds and the attitudes of their student teachers toward their field experiences. A rating scale and a personal background questionnaire were conducted on 123 elementary and secondary student teachers. The data revealed no significant differences in attitude mean scores of student teachers as related to the ages of their supervising teachers. The study also revealed that no significant difference existed between the attitude mean scores of student teachers when comparing their supervising teachers' educational attainment level.

A study in Australia used a model for interpersonal teacher behavior with two axes- dominance/ submission and cooperation/ opposition. Results focused on actual classroom behavior and students' perceptions of ideal teachers. A study in the Netherlands investigated interpersonal teacher behavior and its relationship to student achievement and attitudes. Conclusions from both studies showed that interpersonal teacher behavior is an important aspect of the learning environment, and is strongly related to student outcomes (Wubbels, 1993).

Holland (1993) examined the factors in doctoral programs that may potentially guide, motivate and influence African American doctoral students to pursue careers in higher education. Interviews with 42 participants, 23 current students and 19 former doctorate recipients, were conducted. The findings of the study indicated that African American doctoral students have a variety of relationships and involvement with their major faculty advisors. Of these relationships, the student-advisor relationship was identified by respondents as being the most non-satisfying of the various involvement. Of the five relationships studied, quasi-apprenticeship, academic mentoring, and career mentoring had the most significant impact on African American doctoral students seeking careers in higher education.

In a study of Garko, et al. (1994) undergraduate students (n= 64) were asked to describe the ideal student- professor relationship. Results indicate that students want to connect with professors. The desired relationship included equality, mutuality, and respect. Results did not support the commonly – held faculty belief that students want to be anonymous or want professors to be in control, entertain them, be paragons of virtue, or be buddies.

Bennett and Bennett (1994) examined the differences in male and female teachers' attributions and beliefs in relation to gender and success of their students. Subjects, 250 high school teachers, half-male and half-female, completed a 2-part survey to measure their attributions of student success or failure in relation to gender- associated behaviors. The teachers were also asked to identify the gender of students believed to be most successful within the teacher's content area. Findings indicated over half of the female teachers and a third of the male teachers reported female students to be more successful in their content area. Both male and female teachers reported boys to be most successful only in traditional male subjects, such as metal shop and woodworking, whereas female students were identified as most successful in all content area with the exception of these traditionally male dominant areas. The results implied that male and female students are receiving different educational experiences based upon a combination of their own ability and what their teachers believe to be appropriate gender – based behavior. It was recommended that educators should be made aware

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of any sex- biases that influence their behavior toward students. The authors also recommended that schools should provide students with a balance of male and female teachers.

In a survey study, Delucia (1994) examined assumptions, expectations, attitudes, and behaviors that hinder or enhance faculty- student relationships during students' first year in college. Findings indicated from 135 high school graduates enrolled in college summer basic skills program and from 66 faculty members revealed that high school students entered with preconceived expectations about professors.

Goldstein and Benassi (1994) conducted a study consisting of 64 university staff- members and 1,706 students on the relationship between teacher self- disclosure and student classroom participation. The findings of this study indicated that teacher self- disclosure is positively associated with students' willingness to participate in class discussions.

Williams (1995) conducted a study of student teachers and cooperating teachers' assessment of the student teachers' perceptions. A survey instrument in two versions, one for student teachers and one for cooperating teachers, was devised listing 54 specific student teacher performance items stated in corresponding terms. These were administered to 200 Middle Tennessee State University students and their 200 cooperative teachers twice, in the third week of the student teaching semester and in the ninth week. There were statistically significant differences between cooperating teachers and student teachers on 23 survey items. Only differences that emerged for the first time at the end of the semester posed a threat to the student teacher/ cooperating teacher relationship.

Moje (1996) found that the relationship established between a high school content- area teacher and her students motivated them to engage in literacy activities and encouraged students responded positively to the strategies she taught, although they did not transfer strategies to other content classes.

Teven and McCroskey (1996) examined the construct of "perceived caring" in the instructional context which is believed to be related to the classical construct of "good will" in Aristotelian rhetorical theory as well as more contemporary social scientific views of "intent toward receiver" in conceptualizations of source credibility. The hypothesis used was that

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students who perceive their teachers as more caring will (1) evaluate those teachers more positively; (2) evaluate the course content more positively; (3) report that they have learned more in the course. Subjects were 235 students enrolled in communication classes at an eastern university. A 22-item bipolar scale was employed for measurement, including 6-item measures of competence and trustworthiness. Results indicated that support for all three facets of the hypothesis was strong. Findings revealed that student perceptions of caring on the part of their teachers were found to be substantially associated with the students' evaluation of their teachers, their affective learning, and their perceptions of their cognitive learning.

Girgoriu's study (1997) also considered how establishing and maintaining the student – teacher relationship can be epistemologically transforming for both college students and faculty. The paper draws on a constructivist- developmental theory of self and cognitive development, knowledge construction, and the author's own teaching experiences. First, underlying constructivist assumptions, such as humans as experiencing cognitive and emotional states of disequilibrium and equilibrium, are identified. The results revealed that to the co-construction by teacher and student of knowledge and meaning –making and the changing dynamics of the relationship between student and teacher, are closely related to student-teacher relationship.

Tom (1997) examined the power imbalance between university faculty and students in terms of the “deliberate relationship” (other types being ethnographer- subject and mother- child relationship). Critiques contemporary responses to this power differential: positions of distance or denial. He also discusses elements of the deliberate relationship that can help faculty teachers carry out their roles in an ethical and responsible manner and stresses the importance of student- teacher human relations in carrying out these roles.

Eineder and Bishop (1997) examined effects of a recently implemented block- scheduling arrangement on student achievement, behavior, and student- teacher relations. Results support other research: students earned higher grade point averages, more students attained the honor roll,

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disciplinary referrals were reduced, teacher- student relations were improved, and teachers and students preferred block scheduling.

Abidin and Kmetz (1997) examined teachers' perceptions of their relationships with specific students, their experience of stress in relation to those students, and whether those perceptions and experiences translate into observable differences in actual teacher behavior toward those students in the classroom. Specifically, the project explored the validity of two teacher-pupil relationship measures, the Index of Teaching Stress and the Student-Teacher Relationship Scale, for predicting observed teacher behavior toward pupils. Teachers (N=30) from two Virginia middle schools completed three questionnaires regarding their relationships with both a behaviorally challenging and a control student in their classroom. Data analysis revealed that teacher behavior toward the behaviorally challenged child involved more negative and neutral behaviors than toward the control child, while the amount of positive behavior toward each child was not significantly different. Teachers experienced more stress with the behaviorally challenging child than with the control child as stress increased, they tended to be less engaged with the behaviorally challenging child. Teachers also perceived greater warmth, less conflict, and more positive relations with the control child.

A recent study by Waldrip and Fisher (1999) examined differences in metropolitan, provincial, rural and meaning town students' perception of student- teacher interactions and their classroom learning environment. The study utilized a questionnaire, Cultural Learning Environment Questionnaire that had previously been validated to assess culturally-sensitive factors of science students' learning environments. The student-teacher interactions were measured with the instrument, Questionnaire of Teacher Interaction. With a sample of over 2.000secondary science students, the reliability of the CLEQ scales ranged from 0.70 to 0.84 and showed acceptable discrimination between the scales. Overall, the greatest differences in perceptions occurred between metropolitan and rural students. Results revealed that students gender affected these students' perceptions of their learning environment and teacher- student interactions.

Another study was designed by Toombs (1999) to investigate the effect of students/ teacher relationship building on students from high-risk

environment. Six subjects were chosen in an eighth grade science classroom. The researcher initiated one-on-one interactions several times a week to build a relationship with these students. The student's science grades were recorded prior to the study and compared with their post study scores. It was found that half of these students increased their science scores by 30% or more. All the students became more respectful of both the teacher and the course itself.

Thus many authors engaged themselves with examining student - teacher human relations at schools and universities. Educational studies of college teaching support the view that the frequency and quality of teachers' behaviors with students inside and outside the classroom affect students' learning in different ways. Previous studies also stressed the importance of student-teacher human relations in creating a positive learning environment.

Up to the knowledge of the present researchers, no study was conducted to investigate student - teacher human relations in College of Education King Faisal University.

### **Methodology:**

#### **Material and Procedures:**

The researchers designed a questionnaire to examine student- teacher human relations among female students at College of Education, at King Faisal University according to their experience and related studies. The questionnaire consists of (38) items representing six types of teacher behaviors as follows:

- 1- Dealing with students' problems (6 items).
- 2- The procedures of carrying out the lecture (6 items).
- 3- Testing (6 items).
- 4- Caring about students as individuals (8 items).
- 5- Psychological side in dealing with students (7 items).
- 6- Dealing with students outside the class (5 items).

The questionnaire was first administered to (91) female students, in order to get:

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**1. Reliability of the Questionnaire:**

By using Alpha Reliability Coefficient, the value of using Alpha Coefficient was (0.94), and this means that the reliability coefficient is high.

**2. Items Reliability:**

By using Alpha Reliability Coefficient too, the reliability coefficients of items were between (0.941) for item No. (1), and (0.946) for item No. (7). And this means that the reliability coefficients of items are high.

**3. Internal Consistency:**

By computing the correlation coefficients between the degree of each one of the six teacher behaviors and the total degree of the questionnaire.

**Table (1)**  
correlation coefficients between the degree of each one  
of teacher behaviors and the total degree of the questionnaire.

Teacher behaviors	1	2	3	4	5	6
<b>1</b>	-					
<b>2</b>	0.689**	-				
<b>3</b>	0.630**	0.573**	-			
<b>4</b>	0.652**	0.652**	0.765**	-		
<b>5</b>	0.589**	0.502**	0.624**	0.790**	-	
<b>6</b>	0.734**	0.638**	0.656**	0.754**	0.610**	-
<b>Total</b>	0.844**	0.775**	0.826**	0.922**	0.838**	0.855**

\*\* Significant at 0.01 level

Table (1) shows that all the correlation coefficients between each one of the six teacher behaviors and the total degree of the questionnaire are high and significant at level of 0.01. This proves the internal consistency of the questionnaire.

**4- Factorial Validity:**

To investigate the validity of the questionnaire, the researchers used the factor validity using the Principal Component Method, Varimax Rotation and Kaiser Normalization that accepts the factors that their Eigen values is more than one.

One factor of 4.376 Eigen value and percent of variance 72.931% has appeared. The following table shows the results of the factor analysis.

**Table (2)**  
the results of the questionnaire 's factorial analysis.

Teacher behavior	Factor 1	Extraction
Dealing with students' problems	0.852	0.725
The procedures of carrying out the lecture	0.782	0.611
Testing	0.852	0.727
Caring about students as individuals	0.909	0.826
Psychological side in dealing with students	0.863	0.744
Dealing with students outside the class	0.861	0.742
<b>Eigen value</b>	<b>4.376</b>	<b>4.376</b>
<b>Percent of variance</b>	<b>72.931%</b>	

Table (2) reveals that the items of the questionnaire are all loaded on one general factor that can be called "Human Relations". Thus the questionnaire is valid as it measures what it is supposed to measure.

### Participants:

The present study involved 447 fourth year female students from all academic sections in College of Education, King Faisal University as follows:

Table (3)  
The participants according to their academic section

Academic sections	No.	%
Arabic and Islamic	61	13.65%
English	94	21.02%
Sociology	86	19.24%
History	78	17.45%
Mathematics	53	11.86%
Physics	35	7.83%
Biology	40	8.95%
<b>Total</b>	<b>447</b>	<b>100%</b>

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**Statistical Techniques:**

To investigate the results of the study, the present researchers used the following statistical techniques:

- 1- One- way analysis of variance (ANOVA).
- 2- Tukey Test.

**Results:**

As for the first question which says “Are there any significant differences in student- teacher human relations among academic sections in college of Education- King Faisal University? ”. The researchers used one way analysis of variance (ANOVA) to count the differences in human relations within the seven academic sections in the college and table (4) shows the results.

Table (4)  
the results of ANOVA of human relations within  
the seven academic sections

Variance Source	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	30061.79	6	5010.298	13.454	0.01
Within groups	163852.2	440	372.391		
Total	193914.0	446			

It is obvious from table (4) that there are significant differences at the level of 0.01 in student- teacher human relations among college academic sections. To investigate direction and significance of these differences, the researchers used Tukey Test as shown in the following table:

**Table (5)**  
**The direction and significance of the**  
**differences within academic sections in human relations**

Academic sections	Math 102.113	Biology 104.825	Physics 109.057	Arabic 112.557	History 113.628	English 114.404	Sociology 128.547
Math 102.113	-	2.712	6.944	10.444	11.515*	12.291**	26.433**
Biology 104.825		-	4.232	7.732	8.803	9.579	23.722**
Physics 109.057			-	3.500	4.571	5.347	19.489**
Arabic 112.557				-	1.171	1.847	15.989**
History 113.628					-	0.776	14.918**
English 114.404						-	14.142**
Sociology 128.547							-

Table (5) shows that:

- 1- There are significant differences at the level of 0.01 in student- teacher human relations between students of Sociology section and students of all other academic sections in favor of the former.
- 2- There are significant differences at the level of 0.01 in student- teacher human relations between students of English language section and those of Mathematics section in favor of the former.
- 3- There are significant differences at the level of 0.05 in student- teacher human relations between students of History section and those of Mathematics section in favor of the former.
- 4- There are no significant differences in student- teacher human relations among all other academic sections.
- 5- Human relations among college academic sections can be arranged from the highest to the lowest in perceiving student- teacher human relations

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as follows: Sociology, English language, History, Arabic language and Islamic studies, Physics, Biology and Mathematics.

It is obvious from these results that human relations between students and teachers in sociology section is the highest (the most effective) among other academic sections. This may refer to the teachers of that section who recognize (as specialists in Sociology) the importance of human relations in the learning process. As specialists in sociology, they know very well that student- teacher human relations affect students' learning environment positively.

On the other hand student- teacher human relations proved to be the lowest among Mathematics, Biology and Physics sections. This result may refer to the nature of the scientific courses that do not usually care about student- teacher human relations. However, teaching in these three sections in King Faisal University is different as it depends most of the time on the indirect teaching (male teachers teach female students through TV net). Moreover these sections also allow male teachers to teach male students (directly) and female students (indirectly) together at the same class time . This of course does not enable teachers to be aware of female students, consequently the chance to practice or improve student- teacher human relations is not provided. This result is consistent with Bennett's and Bennett's study (1994) which revealed the importance of having female and male university teachers for achieving good human relations.

As for the second question which says, "Are there any significant differences in student- teacher human relations between high academic achievement students and low ones". The researchers used one way analysis of variance (ANOVA) to count the differences between high academic achievement students (the highest 25% in academic achievement) and low academic achievement students (The lowest 25% in academic achievement)<sup>(1)</sup> in perceiving student- teacher human relations. Table (6) shows the results.

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<sup>(1)</sup> The remained 50% of the study sample was excluded in that analysis to get the differences between the highest and the lowest.

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Table (6)  
the results of ANOVA between high academic achievement students and low ones in human relations.

Variance Source	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	1284.361	1	1284.361	2.920	N. S.
Within groups	98092.95	223	439.879		
Total	99377.32	224			

From table (6) it is obvious that there are no significant differences in perceiving student- teacher human relations between the high academic achievement students and low ones.

This result may relate to the fact that “human relations” is a variable that may improve classroom climate, affect social and emotional environment (Goldstein & Benassi, 1994; Garko et al., 1994; Liu, 1997) but shouldn't necessarily affect achievement. Students also may study hard and achieve well even if they are not satisfied with human relations between themselves and their teachers.

This result is consistent with the result of the previous question that revealed that human relations are low within Math, Biology and Physics students although these students are the highest academic achievement students in the college. However this result is not consistent with some previous studies that found out a positive relationship between student-teacher human relations and academic achievement (Wubbels, 1993; Goldstein & Benassi, 1994; Toombs, 1999).

As for the third question which says that “how students' responses are different to the six teacher behaviors?” Table (7) shows these six teacher behaviors and their percentages from the students' viewpoints.

Table (7)  
the teacher behaviors of the questionnaire and their percentages

No.	Teacher behaviors	Percentage
1	The procedures of carrying out the lecture	82.78 %
2	Testing	80.93 %
3	Dealing with students outside the class	77.65 %
4	Caring about students as individuals	72.78 %
5	Dealing with students' problems	70.35 %
6	Psychological side in dealing with students	67.90%

Table (7) shows that most students agree that “the procedures of carrying out the lecture” is the highest behavior that college teachers care about. “Testing” comes as the second behavior, and “dealing with the students outside the class” comes as the third. On the other hand, student-teacher human relations are shown to be low in “caring about students as individuals”, “dealing with students’ problems”, and the “psychological side in dealing with students”.

This result may be interpreted through the misconception about good human relation between students and teachers that they do not go with good teaching and that teachers who practice good human relations with students cannot teach well. Moreover, some university teachers feel that their role is confined to “teaching” and nothing else. It is also obvious from the results that student- teacher human relations are low in dealing with students as individuals, dealing with students’ problems and psychological side in dealing with students. This reflects the impression that found among many people that these things are not basic in the teaching process. Many teachers also think that caring about student- teacher human relations is opposite to being firm and respectable (Tiberius, 1999). The reason behind this result may be that we have inherited misconception about the teaching process is that it takes place only inside the classroom.

### **Conclusion:**

Student- teacher human relations are investigated in this study to determine their role in the teaching / learning process. Findings of the study revealed that human relations as perceived by students differ from one academic section to the other. In other words, not all students College of Education, King Faisal University feel the same towards human relations.

Results of the present study also showed that there are no significant differences in human relations between high academic achievement students and low ones. Although this result is consistent with some previous studies, it is not consistent with many other studies.

The present study also revealed that there are differences among the six teacher's behaviors associated with student- teacher human relations. The highest behaviors perceived by students were the procedures of "carrying out the lecture", "testing" and "dealing with students outside the class". The lowest behaviors were the "psychological sides in dealing with students", "dealing with students' problems" and "caring about students as individuals". This of course proves the existence of the problem of the study that most university teachers do not care about students.

### **Recommendations:**

- 1- The university should provide female students with female teachers to create an effective learning environment.
- 2- The administration of the college should encourage the teachers to participate in different college student's activities, so that they feel close to each other.
- 3- The university should provide a human relation training program as a requirement for all university's new teachers

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## استبانة العلاقات الإنسانية بين الأستاذ الجامعي والطالبة

من وجهة نظر طالبات جامعة الملك فيصل

عزيزتي الطالبة ...

السلام عليكم ورحمة الله وبركاته.. وبعد

فيما يلي عدد من العبارات التي تتعلق ببعض مواقف الدراسة بكلية التربية - جامعة الملك فيصل، يرجى منك قراءة هذه العبارات بدقة وتقرير مدى انطباق هذه العبارات عليك باختيار إجابة واحدة من الإجابات التالية : يحدث دائماً، يحدث أحياناً، يحدث نادراً ، لا يحدث أبداً، مع مراعاة الآتي:

١ - أنه لا توجد إجابة صحيحة وأخرى خاطئة، فالإجابة صحيحة طالما أنها تعبر عن وجهة نظرك.

٢ - عدم ترك أي عبارات دون إجابة.

شاكرين حسن تعاونكن.

الباحثتان

وفيما يلي البيانات الشخصية:

الاسم (اختياري): \_\_\_\_\_ التخصص: \_\_\_\_\_

المعدل التراكمي: \_\_\_\_\_

م	العبارات	الاختيارات			
		يحدث دائماً	يحدث أحياناً	يحدث نادراً	لا يحدث أبداً
عضو هيئة التدريس:					
١	تستمع إلى مشكلات الطالبات الدراسية.				
٢	تستمع إلى مشكلات الطالبات الاجتماعية.				
٣	تستمع إلى مشكلات الطالبات الخاصة.				
٤	تسخر من مشكلات الطالبات الخاصة.				
٥	تفشي مشكلات الطالبات أمام زميلاتها .				
٦	تستهزئ بالطالبة أو توبخها عندما تخطئ.				
٧	تهتم بحضور الطالبات للمحاضرات				
٨	تستفسر عن أسباب الغياب أو التأخير.				
٩	تقبل أذكار الطالبات التي تقتنع بها.				
١٠	تستفسر عن أسباب التأخير في تقديم أو عدم تقديم التعيينات (واجبات، أبحاث ...).				
١١	تسأل عن صحة الطالبة إذا لاحظت ظهور أعراض مرضية عليها أو تغييرها بشكل متكرر.				
١٢	تناقش مواعيد الاختبارات مع الطالبات لمراعاة ظروفهن.				
١٣	تسأل عن سبب تغيب الطالبة لأي من الاختبارات (الشهرية - الدورية- الفصلية).				
١٤	تناقش إجراءات سير المحاضرة مع الطالبات والتأكد من فهمهن لهذه الإجراءات وموافقاتهن عليها.				
١٥	تعمل على تطبيق القواعد الإنسانية لسير المحاضرة والمحافظة على الانضباط في القاعة.				
١٦	تسمح للطالبات بالمناقشة في أثناء المحاضرة.				
١٧	تشجع الطالبات على النقد البناء.				



م	العبارات	الاختيارات			
		يحدث دائماً	يحدث أحياناً	يحدث نادراً	لا يحدث أبداً
١٨	تتناقش أخطاء الطالبات في الاختبارات وتعلق عليها.				
١٩	تقبل وجهات نظر الطالبات بطريقة وروح ودية.				
٢٠	تشجع الطالبات على الأسئلة و المناقشة والتعليق.				
٢١	تظهر روح الود والصدقة والتقبل للطالبات في أثناء المحاضرة وخارجها.				
٢٢	تبدي رغبتها في مشاركة الطالبات في حل مشكلاتهن.				
٢٣	تحترم الطالبات وتتعامل معهن بروح طيبة.				
٢٤	تعطي الطالبات قدراً من الثقة بالنفس.				
٢٥	تسخر من آراء وأفكار الطالبات عندما تكون غير صحيحة.				
٢٦	تفرق بين الطالبات في التعامل معهن.				
٢٧	تشجع الطالبات ذوات التحصيل المنخفض وتحاول مساعدتهن.				
٢٨	تتواجد بانتظام في مكتبها في الساعات المكتنية.				
٢٩	تقابل الطالبات و تتعامل معهن بود في الساعات المكتنية.				
٣٠	تستمع للطالبات وتتقبل ما يقالنه لمساعدتهن.				
٣١	تهتم بمشكلات الطالبات وتحاول حلها.				
٣٢	تشجع الطالبات على الإبداع والابتكار.				
٣٣	تحترم قدرات الطالبات المختلفة.				
٣٤	تراعي مبدأ الفروق الفردية في تعاملها مع الطالبات.				
٣٥	تساعد الطالبة لاكتساب العادات والاتجاهات والقيم الاجتماعية الإيجابية.				
٣٦	تشارك الطالبات في أنشطتهن الخاصة.				
٣٧	تقبل دعوات الطالبات لحضور الأنشطة الطلابية المختلفة.				
٣٨	تحترم ميول الطالبات وحاجتهن وتحاول إشباعها من خلال الأنشطة المناسبة.				

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## العلاقات الإنسانية بين الأستاذ والطالب كما تدركها طالبات جامعة الملك فيصل

إيمان محمد عبدالحق و الجوهرة إبراهيم بوبشيت

كلية التربية - جامعة الملك فيصل

الأحساء - المملكة العربية السعودية

### الملخص :

بينت نتائج هذه الدراسة أهمية العلاقات الإنسانية كعنصر أساسي في الحياة الجامعية . وقد هدفت هذه الدراسة إلى فحص العلاقات الإنسانية بين الأستاذ الجامعي والطالب كما تدركها طالبات كلية التربية بجامعة الملك فيصل . تكونت عينة الدراسة من (٤٤٧) طالبة طبقت عليهن استبيان مكون من (٣٨) فقرة . تمثل ستة محاور لسلوك الأستاذ الجامعي . وقد تم استخدام أسلوب تحليل التباين واختبار توكي لتقدير وجود فرق ذات دلالة إحصائية بين استجابات عينة الدراسة نحو مجالات الاستبيان وتبعاً لمتغيرات الدراسة.

وقد دلت نتائج الدراسة على وجود فروق بين استجابات عينة الدراسة باختلاف التخصص الأكاديمي , وعدم وجود فروق ذات دلالة إحصائية بين استجابات عينة الدراسة بين التحصيل الأكاديمي العالي والتحصيل الأكاديمي المنخفض. وقد أوصت الدراسة بضرورة تطبيق دورة العلاقات الإنسانية لكل أستاذ جامعي مستجد.