

Volume 6, Issue 4, April 2018

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

Teamwork as Perceived by Student Leaders of Nueva Ecija University of Science and Technology

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Abstract: Teamworking is an indispensable trait that student leaders should possess. The success of the group will barely depend on how students, teachers and the school collaborate to achieve a better and more conducive learning environment. The schools' objectives of developing the students into well-rounded and holistic individuals are parallel to their joint acceptance of the commitment of sharing and attaining a harmonious school climate toward the attainment of the educational objectives. It is on this premise, that the researchers, chose this study to assess the students' view of their appreciation of their roles as partners in the school system. Their participation and initiatives in matters affecting their well-being and aspirations were measured by the established academic, social responsibilities and school principles.

Keywords: school; teamwork; teachers; students; teacher-student relationship; student-student relationship.

I. INTRODUCTION

Being a leader is not an easy task but working together as a team is another responsibility that a student should work with one. Promoting, respecting and protecting the students' rights include the development of their potentials suited to their abilities, thereby strengthening their ethical values and development of moral character and personal discipline. Observations on the rules of discipline will promote harmonious relationships not only with fellow students but also with the school personnel as well. Their participation and initiatives in matters affecting their well-being and aspirations were measured by the established academic, social responsibilities and school principles.

II. REVIEW OF RELATED LITERATURE

Teacher-Student Relationships

The teacher-student relationship has an important impact on students' attitudes and achievements, as well as the relationships that students create inside the school. If students feel comfortable with the teacher and the environment in the school, they can construct more positive relations such as friendship, develop a better way to behave in the social context and improve their social skills (Larson, 2011).

In addition to these possibilities, Nugent (2015) suggested that by creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives in a teacher's practice. This author also suggested that to do this, teachers have to be aware of the students' emotional and academic needs. By these means, the creation of positive relationships between teachers and students would be easier.

According to Giles (2012), it is during the first lesson of a course that both students and teachers establish the basis for this relationship. The greetings, the rules and what is expected from each other are discussed. Furthermore, according to a study

performed by Kvale, S. (2010) it is where they can establish the procedures and rules related to the interaction and behavior inside the classroom which comprises the basis for a positive relationship. One aspect to take into account when studying teacher-student relationships is the expectations they have about each other, which is a characteristic that defines how satisfied they feel. In our experiences inside a classroom, as a teacher and/or a student, the more satisfied both parties are, the better relationship they can build.

Teachers and Students' Expectations

When developing a positive relationship inside the classroom, certain factors need to be taken into account that may affect, either positively or negatively, the teacher-student relationship. One of the important factors is teachers' and students' beliefs or expectations. For example, a teacher has expectations when working with new students. Owing to educational and social demands, teachers expect students to develop and improve not only their academic and social skills, but also the skills needed to grow as a person in a changing society. These expectations not only influence a teacher's behavior and practice, but also have an impact on their relationships with students.

Perhaps even more importantly, Bordia, Wales, Pittam, and Gallois, (2012) claim that, "the fulfillment of students' expectations may be directly linked to motivation and performance in language learning." For example, how both the teacher and the students behave in the classroom may, to a certain extent, be influenced by their expectations of each other. According to Narváez (2010), there are two ways students conceptualize teachers. One way is the teacher as a person. Students expect a teacher to be interested in them, not only as students, but as people as well. The other way is the professional concept of a teacher. According to the students in Narváez's (2010) study, this refers to the level of the teacher's commitment and dedication to his/her practice. Students like a teacher who is concerned about them, and who does not consider his/her profession only as a job. The combination of these views helps to understand how expectations are constructed and also understand that the relationship between teacher and students is not only the responsibility of the teacher, but also of the students.

Aspects in Positive Teacher-Student Relationships

According to Nugent, T. T. (2015) one of the main objectives in teaching, therefore, is to create an atmosphere that may enhance the learning process. By displaying a good attitude, being communicative, and creating a secure setting, the teacher may be able to help students to feel comfortable and motivated to learn a foreign language. Motivation plays a very important role in the process of building good relationships inside the classroom. For example, if students feel they are not performing as expected, they can lose their motivation and, as a result, the relationship with the teacher may be affected in a negative way, which is why an important task of the teacher is to sustain students' motivation.

Do Students' Relationships with Teachers Really Matter?

Marchand, G., & Skinner, E. A. (2010) said that for the most part, when school-aged children rate the importance of their relationships with mothers, fathers, siblings, teachers, and friends, they typically report being very satisfied with their relationships with their teachers, and rank teachers as most important for providing instrumental aid and informational support at levels comparable to instrumental help from parents. In contrast, on dimensions such as intimacy, companionship, nurturance, and admiration, teachers are routinely ranked by children as the least likely source of support when compared to parents and peers. Moreover, although these relative rankings remain stable from childhood into adolescence the overall importance of teachers for students appears to decline with age.

Student-Teacher Relationships and Student characteristics

O'Connor, E., & McCartney, K. (2010) stated that students' metacognitive and self-regulatory processes also are likely to contribute to the development of positive relationships with teachers. Several theorists have posited goal-setting skills, emotion regulation, self-monitoring, attributions and means-end thinking, and other basic information-processing skills as factors that

contribute to the ability to implement behavior that contributes to the formation of positive relationships. From a motivational perspective, goal networks and hierarchies based on students' beliefs about cause-effect relations also are likely to link the quality of relationships with teachers to performance in other domains. For instance, students might try to demonstrate academic competence to gain social approval from teachers or, they might behave in socially competent ways to earn the positive regard of their teachers.

III. OBJECTIVES OF THE STUDY

- To study the profiles of respondents under study
- To study the respondents' interrelationship between teacher-student relationship
- To study the respondents' interrelationship between student-student relationship
- To study the relationship between the respondents' profile and their descriptions on the interrelationship

IV. RESEARCH METHODOLOGY

A sample consisting of 80 officers of the Local Student Council of six (6) campuses of the Nueva Ecija University of Science and Technology.

Data collection sources

Primary data

A questionnaire is administered to the 80 respondents and primary data is extracted by this method

Secondary data

Secondary data is collected through articles, websites, etc.

Limitations of the study:

- Sample size is limited
- Time is a major constraint

V. ANALYSIS AND INTERPRETATION

Table: 1

Age group of respondents

16 and below	17-20	21 and above
6	54	20

From the above table, it is evident that there were 54(67.5%) students with age 17-20; 20 (25.0%) were in the age range of 21 and above and 6; (7.5%) were in the age group of 16 and below. The majority of the students were in their late teens.

Table: 2

Gender of the respondents

Male	Female
41	39

From the above table, it is found that of the 80 students, there were 39(48.8%) female and 41(51.3%) male students.

Table: 3**Course of the respondents**

Bachelor of Science in Education	Bachelor of Elementary Education	Bachelor Science in Business Administration	Bachelor of Science in Engineering	Bachelor of Science in Information Technology	Bachelor of Science in Nursing	Bachelor of Science in Architecture
13	16	29	11	7	3	1

From the above table, it is found that there were 29(36.3%) students of Bachelor Science in Business Administration; 16(20.0%) were taking up Bachelor of Elementary Education; 13(16.3%) were enrolled in Bachelor of Science in Education; 11(13.8%) were Engineering students and; 1 (1.3%) was taking up Architecture. The majority were enrolled in Bachelor Science in Business Administration course.

Table: 4**Year of the respondents**

First	Second	Third	Fourth	Fifth
3	24	42	8	3

From the above table, it is revealed that there were 42 (52.5%) students who were in the third year of their course; 24(3.0%) were in the second year; 8(10.0%) were the fourth year; 3 (3.8%) were in their fifth year and; 3 (3.8%) were first-year college students. Most of the students were in their third year of schooling.

Table: 5**Name of school campus of the respondents**

Sumacab	General Tinio	San Isidro	Fort Magsaysay	Atate	Gabaldon
20	19	11	10	10	10

From the above table, it is revealed that there were 20 (25.0%) students who were enrolled in Sumacab campus; 19(23.8%) were from the General Tinio campus; 11(13.8%) were students from the San Isidro campus; 10(12.5%) were students of Fort Magsaysay; 10(12.5%) in Atate and; 10(12.5%) were from Gabaldon campus.

Table: 6**Position of the respondents in the student organization**

Chairman/ Governor	Vice-Chairman/ Vice Governor	Secretary	Treasurer	Business Manager	Public Relation Officer	Representative	Auditor
8	8	8	8	8	8	24	8

From the above table, it is evident that there were 8(10.0%) students elected as governor/chairman of the school organization, 8(10%) were vice-governor/vice-chairman; 8(10%) were secretary; 8(10%) were treasurer; 8(10%) were business managers; 8(10%) were elected as public relation officers; 24 (30%) were representatives of their campus and; 8 (10%) were auditor. They were all school officers in a student organization on all campuses of Nueva Ecija University of Science and Technology.

Table: 7**Weighted mean and verbal interpretation perception on students' interrelationship between teacher-student relationship**

Teacher-student relationship	Weighted Mean	Verbal Interpretation
1. Most of my teachers like me.	3.74	Agree
2. Most of my teachers respect me.	3.98	Agree
3. Most of my teachers trust me.	3.94	Agree
4. Most of my teachers know my name.	4.19	Agree
5. Most of my teachers don't understand me.	2.54	Disagree
6. Most of my teachers are not helpful.	2.34	Disagree
7. Most of my teachers pick on me.	2.98	Somewhat Agree
8. Most of my teachers encourage me to do my best.	4.23	Strongly Agree
9. Most of my teachers believe in me.	3.93	Agree
10. Most of my teachers value what I say.	3.80	Agree
Average weighted mean	3.56	Agree

The table shows that the students strongly agreed that most of their teacher encourages them to do their best (wm=4.23); they agreed that most of their teacher knows their names (wm=4.19); respect them (wm=3.98); trust them (wm=3.94); believe on them (wm=3.93); and value what they say (wm=3.80).

The findings indicate the effective influence of the teachers on the students' social and intellectual experience. They have a supp with their teachers who motivated and engaged them in the learning process. Their teachers showed high expectations from their students in terms of their level of achievement and their social behavior in the classroom. This stimulates students to develop a sense of trust and comfort with all members of the classroom community.

The teacher-student relationship demonstrated an ideal workplace where students are influenced by their teachers to achieve academically and socially. This supports the opinion of Hughes (2011), that teachers' expectations for higher academic performance encourage the students to perform more and achieve more.

Table: 8**Weighted mean and verbal interpretation perception on students' interrelationship between student-student relationship**

Student-student relationship	Weighted Mean	Verbal Interpretation
1. Students in my school help one another even when they are not friends.	3.73	Agree
2. Students at my school support most extra-curricular activities.	3.78	Agree
3. Students in my school make me feel that I belong.	3.94	Agree
4. Students in my school treat one another with respect.	3.96	Agree
5. Students in my school get along with each other	3.85	Agree
6. Students in my school are often disruptive, taking away from my learning time.	2.83	Somewhat Agree
7. Students in my school make me feel uncomfortable to ask them questions.	2.73	Somewhat Agree
8. Students in my school tend to bully or harass me.	2.03	Disagree
9. Students in my school tend to pressure me for fraternity involvement.	1.88	Disagree
10. Students in my school make me feel safe at school.	4.04	Agree
Average weighted mean	3.27	Somewhat Agree

The data revealed that the students agreed that students in their school make them feel safe at school (wm=4.04); students in their school treat one another with respect (wm=3.96); they get along with each other (wm=3.85), and support most extracurricular activity (wm=3.78).

They disagreed that students in their school tend to bully or harass them (wm=2.03), and disagreed that they tend to pressure them for fraternity involvement (wm=1.88). However, there are instances that students in their school disrupt the motive relationship of their learning time (wm=2.83); and make them uncomfortable to ask them a question(wm=2.73).

The findings on the student-student relationship indicated the friendly alliance of the respondents with their peers. They have a solid interconnection as evident of their mutual respect and their sense of belonging. There is no incident of bullying or harassment, nor pressure for fraternity involvement although there are times that they are disrupted from their learning time during their casual bantering periods.

The students' perception of their interrelationship with their teachers and peers are described during the interview:

“My teacher provides support for the achievement of my goals in terms of advice and interactions.”

“My teacher established a climate of warmth, understanding and caring with the classroom.”

“My co-students make me feel safe and comfortable in the school environment as I feel the sense of belonging.”

“My co-students are friendly and we treat one another with respect.”

The students' perception of their interpersonal relationships with their teacher and peers which involved empathy, understanding and comfort is in accordance with the opinion of Teven (2015) that both the teacher and the peers' behavior will lead to the students' perception of solidarity and increased affect and cognitive learning.

Table: 9

Relationship between the respondents' profile and their descriptions on the interrelationship

		Teacher-Student	Student-Student
Position	Correlation Coefficient	.010	-.098
	Sig. (2-tailed)	.932	.387
	N	80	80
Age	Correlation Coefficient	.112	.047
	Sig. (2-tailed)	.322	.680
	N	80	80
Gender	Correlation Coefficient	-.310**	-.279*
	Sig. (2-tailed)	.005	.012
	N	80	80
Course	Correlation Coefficient	-.214	-.096
	Sig. (2-tailed)	.057	.399
	N	80	80
Year	Correlation Coefficient	-.185	-.158
	Sig. (2-tailed)	.100	.161
	N	80	80
Campus	Correlation Coefficient	-.156	-.001
	Sig. (2-tailed)	.166	.992
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Gender is significantly related to students' perception of teacher-student and student-student relationships and team work as to students and teachers. Male students are more likely to have a better perception than females, since the male was found out to be more outgoing, aggressive and have the initiative to make the first move towards making friends.

This implies that male students are more demonstrative of their competence initiated by their communication with their instructors for functional and participatory reasons. This correlates to the theory of Macpherson (2012) that interest is drawn by some environmental factors (teacher behavior), the perspective of the condition that induces interest and from the standpoint or perceptions of the person.

VI. CONCLUSION

The above study revealed that respondents are in their late teens with ages ranging from 17-20, mostly male, in their third year, taking education from various campuses. Officers of the school organizations are all college students in the six campuses of Nueva Ecija University of Science and Technology.

The development of the positive relationship between the teacher and student, sustains the students' motivation to improve their learning process. The positive relationship affects the quality of students' will to learn where their needs to belong are addressed and with the improved qualities of teacher-student interaction inside the classroom.

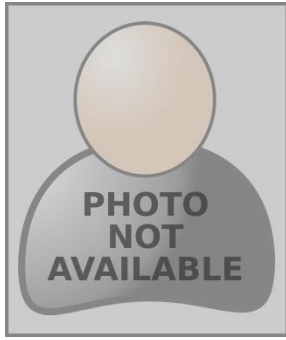
There is an emotional link between the students that suggests a solid understanding of their roles in the school. They have the same line of thinking that proposed an effective student-student relationship that encouraged a greater sense of security and confidence in ones' support and dependency.

Gender is significantly related to students' perception of teacher-student and student-student relationships.

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