A Study on Effectiveness of Student Professor Relationship: 
With Special Reference to Colleges in Bangalore

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ABSTRACT
The scholastic field witnesses both teachers and students having the same purpose i.e., learning and to be successful in this they need to strive together. Teacher holds the ever-wavering mind of a student and students themselves believing that they can hold their heads with a small nudge from the outside. Every student/professor in an institution has certain relationship between them so as to achieve their objective. Student-Professor relations make them to get into the interpersonal relation which helps to adopt immediacy by each other. This type of relationship helps the student to behave positively in a college by which they support each other. This article is therefore a modest attempt to provide the subjective experience of the student-professor relationship from various frames of reference viz., psychological contract (mutual understanding between the parties who are satisfying each other’s obligation), cultural intelligence, inter personal relationship faculty competency and class room management and also further it helps the professor to understand the student obligation and expectations towards their learning in-turns helps in transformative learning towards sustainable development. For this purpose, loyalty, stability, support expectation and obligation are considered as the dimensions of psychological contract, competence and class room management were considered as the dimensions of behavior whereas cultural intelligence and interpersonal relationship are considered as dimensions of sustainability. Both primary and secondary data will be collected for this study. Primary data was collected from the selected sample of teaching faculties and students whereas secondary was collected from books, journals, research articles and from conference proceedings.

KEYWORDS
Class Room Management, Interpersonal Relationship, Psychological Contract, Student Professor Relationship, Sustainable Development

INTRODUCTION
Psychological contract is the mutual understanding between the parties who is satisfying each other obligation. In the educational field, teacher and students have the same purpose i.e., learning and to succeed the same each has to work together. The importance of the student in an institution may be understood in many ways or probably as an analogy we could consider a student the engine and the teacher the ignition who get them started. In a manner of speaking teacher helping a student hone his/her capabilities whilst a student themselves feel they and have some capabilities.

Teacher breeds a student’s conviction whilst students themselves feel they have a conviction to bring a difference. Teacher holds the ever-wavering mind of a student and students themselves believing
that they can hold their heads with a small nudge from the outside. These traits in the absence of
delusion, vanity and immaturity makes a great student and a great teacher is the one who helps in
warding off such attributes to help in building fabulous citizens who at some point take the country
to the world. The basic principle to yield such result starts with good relationship.

Student – teacher relations makes students and teachers get into the psychological contract which
helps to build the transitional, transactional and transformational relationship. Communication is also
one of the important factors that shape student-teacher relationship. Any form of communication be
it visual, verbal or through action does play a vital role in garnering better clarity of anything that
is done or to be done within or outside an institution. Through effective communication between
teachers and students’ institutions have reaped greater benefits than the ones that have not given a
thought to this aspect of management. Communication is an institutional wide initiative that has to
be practiced continuously. Communication therefore can never cease to exist, which is the key reason
for the soundness of an institution.

REVIEW OF LITERATURE

The Theory of Equilibrium Barnard’s (1938) is one of the basic foundations of the psychological
contract which assumed that employees continued participation depends on adequate rewards from
the organisation. Therefore, the theory sparked the idea of a give-and-take exchange underlying the
employee-organisation relationship. Similarly, Social Exchange theory Blau (1964) distinguished
social from economic exchange along with various aspects: specificity of contract, moment frame
work and also the reciprocity. In short, economic exchange is nothing but the expectation of both
employer and employee at their work place in order to fulfill the expectation within that stipulated time.

Jamieson and Thomas (1974) examined the relationship between power and conflict in the
classroom and data were collected from three different level of educational institution, high school (105
students), under graduate (61 students) and graduate (41 which includes post graduate and doctoral
students). The result shows the imbalance between student perceived social power the teacher further,
teacher’s common use of coercive power is shown to be negatively related to student satisfaction,
learning and the extent to which teacher influence transcends the classroom. Despite considerable
dissatisfaction, students at all levels report relative passivity in attempting to change what occurs in
the classroom (Jamieson & Kenneth, 1974).

The concept of Cultural intelligent is obtained by adopting the two theories First, Kolb’s
(1984) experiential learning theory (ELT) is an adult learning theory that highlights the critical role
experience plays in affecting learning and change. Formulation of ELT drew on the work of prominent
educational and organisational scholars including John Dewey, Kurt Lewin, and Jean Piaget, who
share the common view that learning involves integrating experience with concepts and linking
observations to actions. To explicate the processes that enable leaders to learn and develop their
global leadership capabilities through their international work assignments. Second, Sternberg and
Dettermans’s (1986) framework of multiple intelligences, which integrates different perspectives of
intelligence to propose four complementary ways of conceptualizing individual-level intelligence offer
a more comprehensive theory of intelligence that goes beyond cognitive abilities such as linguistic
or logical mathematical intelligence.

Judith E. Lanier (1984) indicated that, although a number of academically talented persons
pursue careers in teaching and teacher education, persons with limited academic talent are allowed
to dominate the field. Studies of the curriculum of initial and continuing teacher education showed it
to be fragmented, shallow, and overly technical. Institutional policies, structures, and resources that
were expected to foster the quality of teaching and teacher education appeared to do the opposite. A
pattern was revealed which reinforced the maintenance of teacher education as a marginal part of the
university and school communities. Significant change in teacher education was difficult, since reform
had to be orchestrated through attention to a set of complex, interdependent factors (Lanier, 1984).
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