

## INTERPERSONAL RELATIONS IN THE SCHOOL COLLEGE

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**ABSTRACT:** SOCIAL INTERACTION IS THE FUNDAMENTAL MODE OF EXISTENCE AND FUNCTIONING OF INDIVIDUALS AND HUMAN GROUPS, THE BASIC MECHANISM OF STRUCTURING SOCIAL GROUPS AND SOCIETY AS A WHOLE. IN THE PROCESS OF LEARNING, A SERIES OF RELATIONSHIPS BETWEEN STUDENTS IS CREATED THAT CAN INFLUENCE POSITIVELY OR NEGATIVELY LEARNING. THE STUDENT GROUP IS A FRAMEWORK IN WHICH LEARNING TAKES PLACE, SKILLS AND COMPETENCIES ARE FORMED IN VARIOUS FIELDS, WHICH ENSURE THE PUPIL'S INTEGRATION INTO SOCIAL ACTIVITY. INTERACTION BETWEEN STUDENTS OCCURS IN THE FORM OF CONSCIOUS INTERPERSONAL RELATIONSHIPS THAT ARE REALIZED DIRECTLY. THE FULFILLMENT BY STUDENTS OF COMMON TASKS AND ACTIVITIES IMPLIES THE EXISTENCE OF INTERDEPENDENCE RELATIONS.

THE RELATIONSHIPS AND INTERACTIONS THAT DEVELOP IN THE CLASSROOM GIVE STUDENTS A SERIES OF VALUES AND NORMS THAT INFLUENCE THEM IN THE TRAINING PROCESS. THESE INFLUENCES ARE OFTEN WITHOUT THE WILL OF INDIVIDUALS, BUT THEY CAN CHANGE THEM FOR GOOD OR FOR BAD.

**KEY WORDS:** LEARNING, RELATIONSHIPS, INTERACTIONS, SKILLS, SCHOOL, INTERDEPENDENCE.

### Introduction

The pupil is part of a social environment and acquiring knowledge, skills and skills, capacity building takes place within the school group (class of students) that can favor but also disadvantage both the information and training process his.

In class, pupils perform common tasks that contribute to the formation of interdependence relationships between them in order to achieve common goals.

Living together an important part of the active phase of a day, affectionate relationships, as well as tensions or conflicts, are created among pupils.

Human relationships, as an important area of quality of life, influence the individual's satisfaction with life through multiple channels. And the human environment due to people-to-people contacts is an essential source of individual welfare, psychological and moral balance, solidarity and cooperation.

Interpersonal relationships are manifested as interactions between individuals that make a material, informative and sentimental exchange<sup>2</sup>.

Within the framework of the school team, relations of mutual assistance, co-operation for the development of common tasks, are established, with the development of: responsibility, desire for success, solidarity in the developed activity, competitive situations, conflicts, dissatisfaction.

Typology of interpersonal relationships characteristic of school colleges

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The conditions for achieving interpersonal relationships are as follows:

- participates in the whole personality system of individuals for achieving reciprocity (psychological character);
- in this act the person conscious of himself and the other (the consciousness) is involved;
- the need for minimal perceptual contact between the partners (directness).

There are several types of interpersonal relationships depending on the duration, intensity and specificity of the interaction between two or more people<sup>3</sup>:

a) Interprofessional relations

Relationships of intercourse result from the need to have some information about the other, in his own way, about his personality. The more information a teacher has at a given moment about his pupils and a certain student about the other colleagues is very diverse and consistent, the dynamic universe of the interactions is more vigorous.

The central element, the beginning and the end of this type of interpersonal relations, is the image of the partners about each other and about themselves.

Students feel the need to know other children; start with the bank colleague or the one on his street and continue with others depending on certain interests. Those who do not feel such a need are withdrawn, and they also communicate with the teacher. Also, many students feel the need to convey to others information about them.

Such requirements should be encouraged by the teacher because they will communicate more easily and more open to the class.

b) Intercommunication relations

Many children feel the need to communicate with others. For this you need to learn what to communicate first and then encourage them to communicate to others what they know and ask for information that interests them;

The class as a form of communication is an open universe for students to informational challenges, with message exchanges, with frequent and intense appreciation of the situation of the intercommunication process within the group.

c) Socio-emotional relationships

Between pupils sympathy, antipathy, proximity, rejection, etc. are formed.

These types of relationships form emotions and feelings in students. Some can come from the family environment with certain emotions and feelings that push them to the rejection of others.

The interpersonal attraction is based on a series of emotions that can be understood as organic changes, each of these changes being due to a physiological process: the reflux triggered by the excitation from the object.

d) Relationships of influence

The relationships and interactions that develop in the classroom give students a series of values and norms that influence them in the training process. These influences are often without the will of individuals, but they can change them for good or for bad.

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<sup>3</sup> E. Paun, *School - sociopedagogical approach*, Polirom Publishing House, Iași, 1999.

The influences exerted by some students on others must be carefully taught by the teacher and tactfully oriented towards the positive aspects. Behavioral deviations of students influenced by the influencing relationships within the group that are brutally involved lead to serious crises which are solved with great difficulty.

The class of students develops a variety of relationships and interactions from which the student learns a set of norms and values that he develops in the long run.

This skill, internalization or even social learning is dependent on the functioning of factors of overdetermination of social behavior. It is important to note at this level that interpersonal relationships of influence not only manifest themselves as the result of personal affinities, but are also determined by the position each one occupies in the subjective and objective hierarchies of the class group.

At the level of dynamics and processuality of interpersonal relationships, it is the fact that the educational influence can function as a criterion for analyzing the interactions of the class of students: Cooperation relations; Competition relations; Conflict relations; Accommodation relationships, Assimilation relationships; Stratification relations; Alienation relationships; Interactions in student class

Social interaction is the fundamental mode of existence and functioning of individuals and human groups, the basic mechanism of structuring social groups and society as a whole.

Student class interactions can be categorized as follows: teacher-student interactions; learner-student interactions.

A) teacher-student interactions<sup>4</sup>

Relationships between teacher and class are manifested through feelings of sympathy, mutual trust, or, on the contrary, of dislike, mistrust and even hostility in most cases. There are also cases when the spiritual contact between the teacher and the student does not go beyond the area of indifference: the class does not exist for the teacher or the class teacher.

The initiative must belong to the teacher, who has to lead, direct these relations and structure them on mutual cooperation and co-operation.

It has been found that some of the teachers do not respond adequately to the good (correct) answers of the pupils or to their wrong answers (nulls).

The relationship between teacher and student must be grounded in the fact that the teacher has the role of mentor, coordinator of the student's activity, and in which the student can find at a certain point more than a teacher, a man, a guide on his way through life .

The teacher starts everything: if he is aggressive or tries to humiliate the child or to embarrass him especially in the presence of the others, the pupil will act as such, or he will respond violently, scoffing the doctrinal, or withdrawing himself , refusing to communicate, thus developing the emotional blockage over time.

In the relationship with the teacher, the student needs to appreciate his developing personality, strengthen self-esteem, affective response from the teacher and colleagues, the need for long-term security, and the need for belonging to a group and accepting their part. In

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<sup>4</sup> I Nicola, *Pedagogy*, Didactic and Pedagogical Publishing House, Bucharest, 1999.

establishing the relationship with the student, the teacher, the most important thing in my opinion is to share the students and mobilize them in this work to become a whole.

Relationships between teacher and student are not only an intellectual side. The affective factor has a particular importance on the pupil's intellectual performance. Creating good mood in the classroom is a necessary condition for avoiding school failure. Each lesson is recommended to take place in a particular, affective, affective atmosphere, the affective disposition of the students being coordinated by the teacher. I never appreciated the teacher who came up with different problems in the class, either weeping, being nervous or aggressive. Effects are catastrophic in these cases, leaving students disappointed, frustrated, anxious, or taking over the teacher's failing state of mind.

The teacher has to establish a harmonious relationship from the beginning with the student in order not to affect his / her mental, emotional and personal development.

The teacher-student relationship has an asymmetrical character, since the teacher, holding the leading role, is the one who decides what activities the classroom will perform, how it will work, what will be learned.

The teacher-student relationship depends to a large extent on the real authority of the teacher in the eyes of his pupils. This authority is gained through competence, morality, flexibility in thinking and consistent in terms of the values promoted and the requirements addressed.

The teacher-student relationship has a dynamic and evolving character, as it acquires specific forms depending on the age of the pupils that make up the class, but also on the nature of the educational objectives that are prioritized at a given time<sup>5</sup>.

#### Student - student relationship

The learning activity takes place in an institutionalized setting, groups of pupils are formed, which leads to the emergence of multiple student-student relationships; student - students; pupils - student; pupils - pupils.

These relationships are generated by the need for communication between the individual and the group to which he belongs, plus working, management, subordination, and socio-affective relationships.

The communication relations within the group are related to different situations and aspects of each person's life and activity. Information, petitions to colleagues, answers to these requests, corrections, appreciations, encouragements, or dissatisfaction or disappointment is transmitted.

Student-student relationship has a predominant psychological character, relying on mutual knowledge and common activity;

Interaction between students occurs in the form of conscious interpersonal relationships that are realized directly. The fulfillment by students of common tasks and activities presupposes the existence of interdependence relations;

Within the educational group there are always emotional-emotional aspects, as well as moments of tension and conflict, because group life develops norms, values, beliefs that exert both influences and beliefs on students. Consequently, the personality of the student is manifests itself

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<sup>5</sup> E. Zamphir, *Social Psychology. Texts chosen*, Ankarom Publishing House, Iași, 1997

in interdependence with the life of the group to which it belongs, with the norms and values they develop;

Within the class there is a formal leader who has to comply with the school requirements, imposed by the educator, but there is also an informal leader who can support or not the actions of the formalle

Student cooperation favors relationships and exchanges between them, fosters mutual understanding and acceptance, as well as joint effort in delivering learning or extradisciplinary tasks.

Interpersonal relationships between pupils can be categorized into three categories:<sup>6</sup>

- active, who accept classroom relationships;
- those who participate conscientiously in activity but without initiative, without engaging in forming group relationships;
- those who participate in the activity obligation and passively adapt to group relationships.

Intergroup relationships are established between different classes within a college or college even with classes in different schools.

There may be competition between groups of different classes, but sometimes also within the school, a group may represent a pattern, a suction level for another group.

Skills and ways to optimize interpersonal relationships

The skills of interpersonal relationships are divided into two main categories: a) Interpersonal skills; b) Intra-personal abilities; c) Socially related skills

The socially related skills are represented by situations in the classroom or home game in the company of siblings or other children.

The game has the highest informative value for the acquisition of this type of skills by preschoolers, and on the other hand it gives children lots of situations to learn and practice social behaviors.

The game can develop social skills. Social networking competencies include a special category called prosocial behaviors.

These competencies can be considered sources of cooperation capacity development, each with an indirect impact on the formation of relationships and group integration. Children who master these abilities manage to make friends easily because they understand that any relationship involves reciprocity: to receive, it is necessary to offer it.

All these abilities are formed and developed optimally as far as they represent models and provide guidance in their learning.

The game is the most important source of learning for children and their main preoccupation at pre-school age. By playing, children learn not only about social rules and how to interact with others, but also about the proper manifestation of emotions.

The game also favors the acquisition of cognitive skills such as focusing attention, focusing on activity over extended periods of time, developing memory capacity, language etc.

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<sup>6</sup> R. Iucu, *The Management and Management of the Class of Students - Theoretical and Methodological Foundations*, Polirom Publishing House, Iasi, 2006.

The ability of children to integrate into groups increases with age as they succeed to control the interaction with an increasing number of children. If isolation in individual activities is frequent and affects the quality of interactions with others, then it may favor problems of anxiety or depression, with consequences on social adaptation of children<sup>7</sup>.

Involvement of students in the game facilitates the development of the ability to initiate interaction. In time, children's interaction strategies are becoming more refined, moving from non-verbal to verbal strategies.

Positive interactions with others lead to the formation of friendship, the development of cooperative skills and the resolution of conflicts. Developing the ability to initiate group interactions is both the responsibility of the parent and the educator. However, educators have more opportunities to teach children how to relate to others, because in kindergarten interactions in larger groups are more frequent.

Behavior of sharing objects or toys is at the basis of the formation of friendships, because reciprocity is one of the prerequisites of forming and maintaining relationships with others. Dividing toys facilitates group integration and co-operation, which influences popularity among colleagues. This behavior is promoted to a large extent by educators who can use it as a rule in group interactions.

The application for aid actually refers to the ability to understand that sometimes our abilities are not sufficient to solve certain situations.<sup>8</sup>

Providing help is also a way to interact with other children, develop relationships with friends and learn by observing models (adults) by guiding and practicing behaviors in different situations.

Line waiting is often a behavioral rule used by educators that has a double benefit: it develops the ability of children to adjust their emotions and effectively solve the problems that may arise in the game. expecting the turn is the result of learning and modeling this behavior and is essential for initiating and maintaining relationships with other children.

Politely addressing is a way to initiate a relationship. It can be noticed that children who use "please" and "thank you" formulas are more pleased by their peers than those who do not use them. These addressing formulas are quickly acquired if parents and educators use them in their relationships with others.

### **Interpersonal problem solving skills**

There is a relationship of interdependence between socially related skills and problem-solving skills. Students whose relationship skills are well developed are generally more likely to solve problematic situations. These children rarely resort to aggressive or avoidance reactions, being more inclined to find solutions to the problems they face. Gradually children learn to identify problematic situations, analyze them and find appropriate ways to solve them.

Students learn constructive ways to solve conflicts through the experience they gain in cooperative games and the help they receive from adults in identifying the right strategies.

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<sup>7</sup> E. Stan, *Classroom Management*, Aramis Publishing House, Bucharest, 2001.

<sup>8</sup> R. Iucu, *Management of the pupils class*, D.Bolinteanu Publishing House, Bucharest, 1999.

As children learn strategies to deal with conflicting situations, the frequency of these aggressive behaviors decreases.

### **Intrusive abilities**

Intra-personal social skills develop and are modeled in a social context. The ability to adapt children is largely influenced by how they can control their own compassion.

The source of behavioral self-control is represented by the acquisition of emotional regulation skills. Fair behavior in situations where it generates frustration is dependent on the extent to which the child can first control his first reaction and then postpone the desired toy (tolerance to frustration) . The principle behind the rules is associated with the ability to self-control behavior<sup>9</sup>.

Compliance with rules is a prerequisite for any form of social interaction. Children learn that every social context is associated with certain rules and consequences. By constantly verbalizing and repeating the rules, children understand that there is a relationship between the situation and the behavior to be adopted, that behavior is followed by consequences.

To comply with the rules, you must:

- a) authority
- b) explained and discussed

For the rule to be respected, the child needs contexts in which to practice behavior and to be reminded of that rule.

Tolerance to frustration is the consequence of developing emotional regulation skills and supposes the ability to inhibit certain behaviors. Tolerance to frustration is equivalent to identifying appropriate solutions to conflicts. Children with difficulties in tolerance of frustration situations show crises of anger, aggression and try by any means to get what they want.

### **The relationship skills**

The relationship skills are, in pupils' formation, the necessary link for translating performance at school, to the specific realities of reality.

Ability to relate to others is crucial to our potential success.

The pupil, in the conditions of school life, does not live in isolation, but in a social engagement, his affective life, intellectual activity and not least his professional activity, unfolding within and interdependent with the surrounding socio-school environment or in the conditions given by this.

The child's relationships with the social groups in which he / she will integrate along his / her life will exert a particular influence on his / her evolution, as a person in permanent becoming, as well as on the performance of the performed activity.

The impact of the development of interpersonal relationships is reflected better in the medium and long term - in the degree of class cohesion, in each pupil's behavior both in the school and family environment and in the optimal socio-professional integration of the young trainees.

Developing and optimizing interpersonal relationships is a particular form of non-formal, participatory, motivational, and personal development education. The development and

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<sup>9</sup> M. Milcu, *Psychology of Interpersonal Relations. Competition and Conflict*, Polirom Publishing House Iași, 2005

development of lifelong learning involves participatory teaching and learning methods designed to provide young people with both practical experience and confidence in their ability to respond to the problems of independent living properly.

Interactive methods contribute effectively to the development of knowledge, skills, attitudes, values of life, as well as to the motivation of young people to optimize their relationships. The specific benefits of these methods, used to develop / optimize interpersonal relationships, include the following:

- directly and actively implies the young person in his own learning process;
- create participants' perceptions / reflections about themselves and others;
- promotes cooperation between participants rather than competition;
- provides opportunities for group members to recognize and value their individual potential and increase self-esteem;
- allows participants to get to know each other and expand relationships; promotes active listening and communication skills among participants; promotes tolerance, understanding and acceptance of one's own and others needs;
- Facilitates the formation / development of fair behaviors for sensitive issues; encourages innovations and creativity, students being determined to discover, imagine, build and redefine their meanings, filtering them through their own personalities and needs.

To facilitate the development / optimization of interpersonal relationships, we can use the following methods and techniques: direct training, graphic organizers, brainstorming, discussion, group activity, role play, case study, cluster method, small group learning, etc.

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