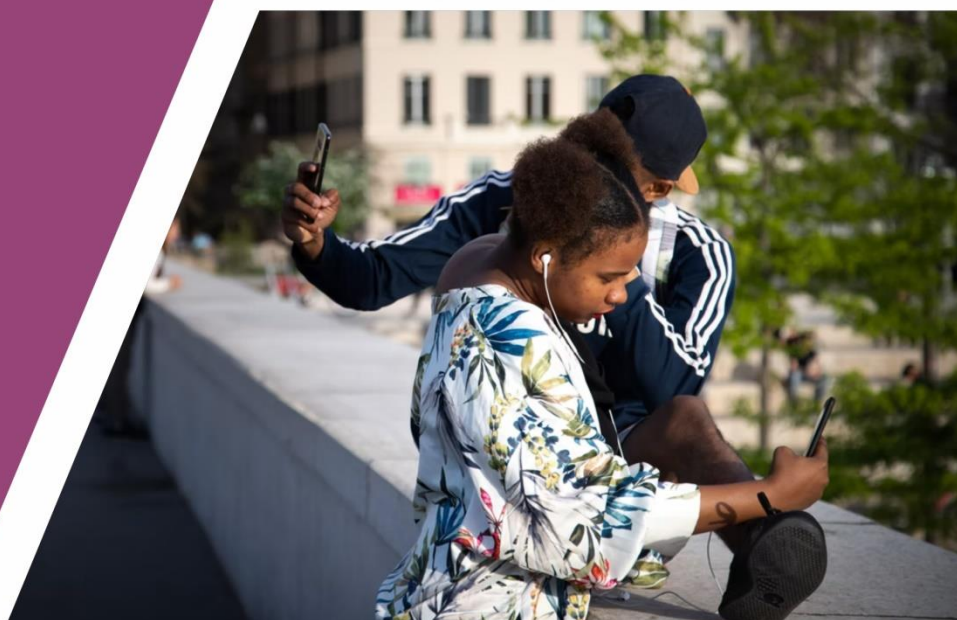


NATIONAL OPEN UNIVERSITY OF NIGERIA

# EGC 811



## Principles of Interpersonal Relations **Module 2**

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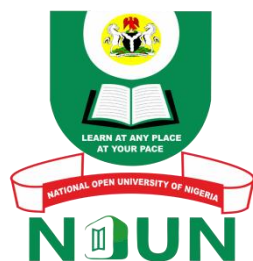
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## Module 2

# Unit 1 Impression Management in Interpersonal Relationship

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### 1.0 Introduction

Impression management is the goal-direct activity of controlling or regulating information in order to influence the impressions formed by an audience. Through impression management, people try to shape an audience's impressions of a person, for example, self, friends, enemies, objects like, a sub unit, organisation, a gift, a course, product or an event, such as a transfer, a task, and performance.

This unit offers theoretical and research findings that establish impression management and how individuals can appropriately influence one another in a healthy manner.

### 2.0 Objectives

At the end of this unit, you should be able to:

- discuss the basic concepts of impression management
- explain the implication of impression management for counselling situations.

### 3.0 Main Content

#### 3.1 Impression Management in Interpersonal Relationship

Impression management refers to the process in which individuals attempt to influence themselves. Impression management is also referred to as, self-presentation. It is a goal directed activity that helps to establish the boundaries or what is considered an acceptable behaviour.

Writings on impression management were introduced by Goffman (1959). In his seminar report, 'the presentation of self in everyday life', Goffman showed that individual is influenced by his or her environment and the perceived audience. Jones and his colleagues (Jones & Pittman, 1982, Jones & Wortman, 1972) championed strategic self-presentation. Strategic impression management emphasises the power dynamics and goals that characterise most social interactions. Jones (1990) suggested that the goals in strategic impression management are aimed at negotiating the power dynamics in social relationship.

Considerable theory (Bozeman & Kacmar, 1997, Ferris & Judge, 1991) and researches, suggest that impression management uses and effectiveness, may vary from situations to situations. According to Schneider (1981), there are a number of ways in which individuals may manage their impressions. The general definition used by scholars is that impression management is the process through which individuals attempt to influence the impressions other people form of them (Gardner, 1992).

### 3.2 Motives to Engage in Impression Management

Being trained in the process of impression management is becoming more significant for managers and it is especially true in work places characterised by high pressure, also where quick decisions need to be made in dynamic environment. Individuals, who are not aware of this aspect of organisational life, run the risk of performing poorly, or even being moved to lower positions in the organisation (Gardner 1992).

Some theorists have explained their motives behind impression management. These include social, personal and situational factors or when it can be called, the cost –benefit analysis (Schermer, 1980).

The main objective of impression management is to create desirable image, finding out how revenue would be generated and protecting or defending employees when feeling threatened.

Assertive technique is to create the desirable image. The fact of non-verbal communication cannot be ignored in the social setting as it consists of more than 6% of communication. To be an effective communicator, one has to become part of the environment or adapt to the environment quickly. Non-verbal and verbal tactics constitute the behaviours that can be used to reach goals.

Non-Verbal Tactics: Involve facial expressions, touching, body orientation, posture and interpersonal distance that can strongly influence the impressions that others form of us, and those we form of other individuals (Depanlo, 1992).

Verbal Impression Tactics: This can be related to assertive impression management tactics and defensive management tactics.

Assertive Impression Management: According to McFarland, Yun, Harold and Moor (2005) is smiling, head nodding and handshaking. Goffman (1959) also noted body posture and facial expression as indices of impression management. Non verbal behaviour is irrepressible and it is linked to emotions.

Verbal tactics has been spread to include protective tactics and acquisitive tactics. Protective tactics are used as responses to poor performances which acquisitive tactics have the purpose of establishing as a certain identity.

Jones & Pitman (1982) identified the following tactics.

- a. Ingratiation: It has the purpose of being seen as likeable.
- b. Self-promotion: This aims at creating an image of competence.
- c. Exemplification: It refers to people who manage the impressions of self-sacrifice and going beyond the call of duty in order to gain the attribute of a moral model and dedication.
- d. Intimidation: These are the tactics that signal the power or the potential to punish others.
- e. Supplication: It refers to tactics aimed at creating a needy or pitiful image by means of demonstrating workmanship and competence.

## 4.0 Conclusion

Impression management should be based on the tactics as propounded by Jones (1959), Depanlo (1992) and Morrity (2002). The background provided by this unit equips you with the capability to manage impressions, individuals and organisations.

## 5.0 Summary

This unit has exposed you to the rudiments and basics of impression management. It has also shown that it is very expedient to understand self and others in the science environment.

## 6.0 Tutor-Marked Assignment

1. Discuss the concept of impression management.
2. What are non-verbal and verbal tactics in impression management?

## 7.0 References/Further Reading

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## Unit 2 Interpersonal Relations in Organisation

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### 1.0 Introduction

Interpersonal relations at work serve a critical role in the development and maintenance of trust and positive feelings in an organisation. Quality interpersonal relationships help in producing worker productivity. In this unit, emphasis will be laid on basic concepts of human interactions as it affects the workers in general and the supervisors in particular. At times, individual and cultural differences may complicate working relations. This unit will provide information on these concepts.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain the influence of basic human interaction on organisation
- list the steps involved in effective listening
- enumerate various needs of the employee in the organisation.

### 3.0 Main Content

#### 3.1 Basic Human Interaction

The basic principle of interpersonal relations in the organisation is the fact that an effective supervisor should abstain from showing favoritism, make difficult, sometimes unpopular decisions, show concern for subordinates without appearing to pry and avoid supervisory power, the basic unit of wholesome. In a study conducted on interpersonal and organisational dialectical tensions, it is assumed that relational partners experience contradictory needs and examine the strategies used to manage the tension (Jameson, 2004).

The term stroke connotes intimate contact such as what is received by an infant who is caressed, pinched or patted. At work, most strokes take place in the way of verbal communication and body language. Examples include waving, smiling, glance of understanding, saying hello and sending a card or flower.

Physical strokes may include placing a hand on another's shoulder, elbow or back, while some do not feel these gestures. The need for personal validation is great. People may prefer negative attention to being totally ignored. Interpersonal relationships are important because it is the heart and soul of human experience for procreation and survival of the society. Interpersonal relationship in the workplace enables workers share ideas, brainstorm and come up with decisions that one brain could not come up with. Interpersonal relationship cultivates the culture of an organisation through motivation and appreciation of workers. However, Kant (2009) proposed four ways to improve organisational interpersonal relationship:

*Communicate frequently:* If you fail to communicate, you will likely lose focus of what your partner in the relationship needs and as a result harm your relationship.

*Listen actively:* When communicating with others, pay careful attention to what they are telling you. Many people listen passively, not really absorbing what they are being told.



Instead of falling into this situation, paraphrase what the other person is saying, to ensure that you fully comprehend the message.

*Express your appreciation:* A thank you can go a long way in maintaining your relationship health. Don't assume the other person in your relationship knows you are grateful. Instead say thanks often, showing the other person that you value him.

*Deal with conflicts productively:* You cannot always avoid conflict, but you can always deal with them in a productive way.

### 3.2 Cultural Barriers

Communication and organisational culture are closely linked concepts. Communication practices influence culture and vice-versa. Language barriers and divergent communication practices can overshadow cultural practices. Fitzgibbon and Seeger (2002) found that cultural differences were one of the primary factors in determining organisational productivity. Hall (1976) proposed a concept of high versus low context as a way of understanding cultural orientation. In Hall's view, a high context is the one in which people are deeply involved with each other, and as a result of intimate relationship among people, a structure of social hierarchy exists, individual inner feelings are kept under strong self-control and information is widely shared through simple messages with deep meaning. The communication styles of Asian and Arab nations, for example, are high context cultures. In contrast, European and American communication styles are considered low context cultures. A low context culture is one in which people are highly individualised, somewhat alienated and fragmented and there is little involvement with others, as a result, social hierarchy, as well as society in general, imposes less on individual lives, and communication with people is more impersonal.

Hofstede (2001) defines culture as the collective programming of the mind which distinguishes members of the human groups from another; hence there are the fundamentals for understanding business and cultural communication.

### 3.3 Increasing Employees' Values

Careful selection, training and appraisal of employees are ways in the management, providing safe working environment and communicating company's policies. Equally critical are factors affecting interpersonal relations such as involving workers in decision making, effective communication styles, listening to employees and avoiding one-way communication.

### 3.4 Sharpening Listening Skills

Listening is not the same as being quiet, the right question may help an employee to know that we are listening, and thereby explain him better. Hofstede (2002) identified two major approaches to effective listening: Expert Approach also known as the Medical Approach, and the Listener Approach.

#### 3.4.1 The Expert or Medical Approach

This approach is directive. The supervisor listens to the problems presented by the employees, makes a diagnosis and then recommends the best solution. A skillful advice giver will try to diagnose the situation through a series of questions.

### 3.4.2 The Listening Techniques

This is where the supervisor is more focused on attending to the needs and feelings of the employees, by trying to solve a problem. Most often it is about celebrating one person's successes or sharing in another's sadness. There is empathic listening. In empathic listening, we need to give the gesture a chance to tell how they actually feel. Others are clarification, empathising, reflection, paraphrasing, praise and encouragement and summarising.

## 4.0 Conclusion

This unit acquainted you with the patterns of interpersonal relationships in the organisation. This is explained to show case the expectations from the various stakeholders in the context.

## 5.0 Summary

In this unit, you have been introduced to the meaning of organisational interpersonal relationship. How to value employees and sharpening listening skills were also established.

## 6.0 Self-Assessment Exercise

1. Explain the concept of basic human interaction in organisational culture.
2. How can the supervisor sharpen the listener skills of the employees?

## 7.0 References/Further Reading

Fitzgibson, E. K. & Seager, O. A. (2002). *Cultural Differences in the Modern World*. Beverly Hills: Sage Publications.

Hall, E. T. (1976). *Beyond Culture*. New York: Anchor Books.

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## Unit 3 Adolescent Interpersonal Behaviour

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### 1.0 Introduction

The role of emotions in interpersonal relationship cannot be overemphasised. The importance is globally accepted as a major concept of interpersonal relationships. This unit will provide vital information on the adolescents and their interpersonal behaviour.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain the word adolescence
- list various factors that contribute to positive adolescent interpersonal behaviour
- explain the role of enhanced thinking skills in improving the adolescent's interpersonal behaviour.

### 3.0 Main Content

#### 3.1 Understanding the Adolescents

Adolescence is a time of growing up filled with changes. It is a time of rapid physical change and development, accompanied by hormonal changes that activate the development of secondary sex characteristics and bring along with it, heightened sexuality and new emotions. Parents should handle the child's growing pains during this stage if they understand what is happening to them.

The central task of adolescence is acquiring more independence, at around age 12 or 13. The child begins to grasp an understanding of the larger world outside his family. He becomes sensitive to things that are going on elsewhere in the world. This motion is both exciting and scary. It is exciting because of the anticipation of gaining adult privileges, and scary because of self-doubts about handling adult responsibilities. This growing awareness, along with the onset of puberty, moves him to try. Early adolescence, those ages from twelve to fourteen, characteristically argue more with their parents than older adolescents do. An early adolescent is trying to establish himself as an independent person in the family and quite be pushing about doing it. Teenagers do not like being treated like children. They typically show more anger towards parents and other family members during this stage; a lot of this anger stem from being caught in between childhood and adulthood.

Adolescence is also a time of establishing personal identity. The struggle for a teenager to define who he is, what his lifelong goals are and how he will achieve those goals is a critical developmental task, which if not successfully accomplished will cause him to be less self-sufficient in adulthood. Of paramount importance to the adolescent is peer acceptance. Peer acceptance does not mean striving to be popular or part of an in-crowd. Peer acceptance for a teenager has more to do with knowing that he is capable of loving and being loved by peers in the general sense. The need for peer acceptance is further accelerated by the emergence of sexual maturity during the teen years.

Moodiness is another characteristic of adolescence, at times he/she is cheerful, relaxed and willing to be engaged by his parent, there are frequent changes in their moods, such questions as 'am I growing as my friends', 'am I normal', are sources of stress for the adolescents. Other sources of adolescence processes include, increased academic demands in school, peer problems, boyfriend-girlfriend issues, negotiating with parents for more freedom, and the frustration of being too young and too old, financial problems etc. Understanding the many facets of the adolescents will help us to nurture our teenager to grow up into responsible, functioning adult, who prospers in all aspects of living.

### 3.2 Enhanced Thinking Skills

Enhanced thinking skills are nothing more than problem solving skills that result in reliable knowledge. Human's constant processing of information, and enhancement of thinking (critical thinking) is the practice of procuring this influence in the most skillful, accurate and rigorous manner possible, in such a manner that leads to the most reliable, logical and trustworthy conclusions (Schaferman, 1991).

Teaching strategies identified as promoting adolescents' thinking skills fall into four phases:

1. Tuning in Phase: the adult observes, listens, encourages and shows sensitivity to children before deciding to intervene in their practical activities.
2. Development Phase: the adult uses modeling scaffolding or questioning strategies to extend the thinking experience.
3. Creative Phase: the adult provides open-ended and practical tasks for the adolescent and make them to think beyond the routine, emphasising the importance of completing an activity with flair and imagination.
4. Reflective Phase: the adult encourages the adolescents to reflect on their experiences, introducing perhaps, a degree of ambiguity into the adolescent thought processes, to allow challenge to take place.

According to McGuiness (1999) there are general taxonomies of thinking available. Drawing on the work of Swatz and Parks (1994), McGuiness offers examples of an array of different kinds of thinking such as:

- sequencing and ordering information
- sorting, classifying and grouping
- analysing, identifying part/whole relationships, comparing and contrasting
- making predictions and drawing hypotheses.

Higgins (2004), Taggart (2005) and Venville (2002) pointed out that much of the existing literature addressed the need for thinking skills to be fostered. However, little attention is actually given as to how such objective can actually be achieved.

### 3.3 Social Skills Training

Social Skills Training (SST) aims to help individuals with serious and persistent mental disabilities to perform those physical, emotional, social, vocational, problem-solving and intellectual skills needed to live, learn and work in the community with little amount of support from the agents of the helping professions (Aulbury, 1979). Social Skills Training has its basis from Social Learning Theory of Bandura (1969) and Operant Conditioning (Lieberman, 1972).

In particular, the principles underlying the social skills training emphasise the importance of setting clear expectations with specific instructions. These include; coaching the individuals through the use of frequent prompts, using modeling or vacancies identification, engaging individuals in role playing, or behaviour rehearsal and offering abundant positive feedback or reinforcement for small improvements in social behaviour.

Lieberman (1994) pointed out that Social Skills Training is useful for the following reasons:

- Friendships
- Family life
- Workplace and
- Many individuals with schizophrenia.

A large body of research supports the efficacy of Social Skills Training for schizophrenia and other forms of serious and persistent disorders (Wallace (1980), Halford and Hayes (1991), Heinssen (2000), Kopelouriso & Smith (1999)). They all agreed that the effectiveness of skills training demands that, trainers be competent and faithful in the technology of teaching.

### **3.4 Interpersonal Behaviour**

From the above, it is evident that Enhanced Thinking Skills (ETS) and Social Skills Training (SST) are based on the concept that emotions and behaviours result from cognitive processes, and it is possible to modify such processes to achieve different ways of feeling and behaving.

Social interactions are the integral part of individuals' daily lives. Interpersonal behaviour is closely related to social interactions, which is defined as any situation involving two or more people in whom the behaviour of each person is in response to the behaviour person (Rres & Wheeler, 1991). Social interactions have been found to affect both individual and organisational performances through facilitation of information and resource exchange (Tichy, 1981). Therefore, personal and social interactions play a critical role in an individual's everyday life.

## **4.0 Conclusion**

This unit acquainted you with the details of adolescents' interpersonal behaviour. It also established the therapeutic values of Enhanced Thinking Training (ETT) and Social Skills Training (SST) were also established.

## **5.0 Summary**

In this unit, you have been introduced to the meaning of adolescence, characteristics and features of adolescence, Enhanced Thinking Training and Social Skills Training.

## **6.0 Tutor-Marked Assignment**

1. Explain the concept of adolescent's interpersonal behaviour.
2. Explain the teaching strategy involved in promoting adolescent's thinking skills.
3. Discuss Social Skills Training (SST).

## 7.0 References/Further Reading

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## Unit 4 Interpersonal Attraction and Developing Relationships

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### 1.0 Introduction

Interpersonal attraction is a positive attitude held by one person towards another person. In this unit emphasis will be laid on determinants of liking, the growth of relationships, love, loving and breaking up relationships.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain the concept of interpersonal attraction
- explain the theories of attractions
- enumerate the stages of development in relationships.

### 3.0 Main Content

Factors that influence whom we select for relationship involves:

- i) daily routines that make someone accessible
- ii) proximity that makes it more rewarding to interact with some people rather than others
- iii) familiarity which produces a positive attitude toward those with whom we repeatedly come into contact.

According to the evolutionary perspective, men and women have an evolved disposition to mate with healthy offspring who will in turn mate and pass on their genetic code. Thus, we prefer young, attractive partners because they have high reproductive potentials. Many theories have been identified to govern attraction. For instance, in the exchange theory, people evaluate interaction and relationships in terms of the rewards and costs that each is likely to entail. People are inclined to initiate or maintain the relationship.

#### 3.1 The Determinants of Liking

Factors that influence whom we select include:

1. Our daily routines that make some more accessible.
2. Proximity makes it more rewarding to interact with some people rather than others.
3. Familiarity produces a positive attitude toward those with whom we repeatedly come in contact.
4. More exposure effect and repeated exposure to the same novel stimulus is sufficient to produce a positive attitude toward it.

Contact by itself does not ensure the development of a relationship. Whether a relationship between two people develops, depends on whether each is attracted to each other.

Choosing friends depends on several factors like:

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1. Social norms: this means that, what kinds of people are appropriate as friends, lovers and mentors.
2. We prefer a more physically attractive person for esthetic reasons and because we expect rewards from associating with that person.
3. We choose, based on our expectations about the rewards and costs of potential relationships.
4. Norm of homogamy is a norm that tells us which persons are appropriate as friends, lovers and mentors. In the United States for instance, the norms requires that friends, lovers and spouses be similar in age, race, religion and socio-economic status. Recent studies have shown that homogamy is the characteristics of all types of social relationships from acquaintance to intimacy.
5. Evolutionary perspective: according to evolutionary perspective, men and women have an evolved disposition to mate with healthy individuals so that they will produce healthy offspring, who will in turn mate and pass on their genetic code.

Therefore, we prefer young attractive partners because they have high reproductive potentials.

### **3.2 Love and Liking**

Liking is a positive attitude toward an object; while love is an attachment to and caring for another person. Love also may involve passion. Passion is a state of intense physiological arousal and intense absorption in the other. The ideas of romantic love include the following;

1. True love can strike without prior interaction (love at first sight).
2. For each of us, there is only one other person who will inspire true love.
3. True love can overcome obstacle.
4. Our beloved is nearly perfect.
5. We should follow our feelings. We should base our choice of partners on love rather than on other, more rational considerations.

#### **Stages of love**

- i) Attraction
- ii) Initiation
- iii) Development
- iv) Sustaining and terminating.

### **3.3 Breaking Up**

Breaking up in a relationship means dissolving the relationship, and this is determined by three factors:

1. Breaking up may result if one person feels that outcomes are inadequate.
2. The degree of commitment: someone who feels a low level of emotional attachment to and concern for his or her partner is more likely to break up.
3. Responses to dissatisfaction with a relationship include exit, voice, loyalty or neglect.

In reacting to the costs of breaking up, a longitudinal study of dating couples found that lower levels of support by friends for the relationship were associated with later



termination of the relationship. In another development a study of married couples listed the following barriers to terminating their marriage.

- Children - 31%
- Religion - 13%
- Financial - 6%.

## 4.0 Conclusion

This unit intimated you with the pattern of interpersonal attraction and relationships. It also discusses the growth of relationship, love and liking and breaking up in a relationship.

## 5.0 Summary

In this unit, you have been introduced to the meaning of interpersonal attractions and available means by which people could know those with whom we come in contact, no matter how fleeting.

## 6.0 Tutor-Marked Assignment

1. Explain the concept of interpersonal attractions.
2. What are the factors that influence our choices of friends?

## 7.0 References/Further Reading

Argule, M. (1992). "Benefits Produced by Supportive Relationships." In: H.O.F. Veile & U. Bauman. *The Meaning and Measurement of Social Support: The Series in Clinical and Community Psychology*.

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## Unit 5 Fostering Positive Parent-Teacher Relationship in the School System

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### 1.0 Introduction

Living together in collaborative relationships with parents is crucial to a child's optimal reading success. Attitudes are among the most salient and powerful precursors to healthy relationship with parents. Constructive attitude allow teachers to ask: How can we work together to address academic or shared goal? To answer this question in this unit, many issues are raised ranging from parent-teacher partnership as a positive factor, home support for reading skills and others and the ultimate goal is to improve the learners reading and learning.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain the parent-teacher partnership as a positive factor
- enumerate the stages involved in the home support for reading skills
- list the steps involved in effective parent-educator problem solving programme.

### 3.0 Main Content

#### 3.1 Parent-Teacher Partnership as a Positive Factor

The goal of family involvement with education is not merely to get families to get involved, but rather to connect important contexts for strengthening learning and development. Understanding the unique aspects of home-student classroom contexts and complementing processes important to establishing positive connections. However, four components; approach, attitudes, atmosphere and actions describe conditions necessary for this goodness of fit. The components are defined as follows:

1. **Approach:** this is the framework for interactions with parents.
2. **Attitudes:** the values and perceptions had about parent-teacher relationships.
3. **Atmosphere:** the climate for parent-teacher interactions.
4. **Actions:** strategies for building shared responsibilities for students' reading progress and success.

The four A's serve as a guide in the development of parent-teacher connections for children's reading and learning. They represent a process that teachers can use to be control sensitive. Both parents and teachers have an important role to play, their roles do not replace but rather complement and reinforce the other's role, thus providing the students with a consistent message about reading and learning. Thinking of parents and teachers as "partners" refers to this mutual effort toward a shared goal. It also implies shared responsibility of parents and teachers for supporting students as learners (Christenson and Sharidan, 2001).

According to Christenson (2011), the features of a constructive parent-teacher relationship include:

1. A student focused philosophy where the teachers and parents cooperate, coordinate and collaborate to enhance learning opportunities, educational progress and school success for the student in four domains: academic, social, emotional and behavioural.
2. A belief in shared responsibility for educating and socialising children – both the teacher and the parents, creating constructive relationships (the head, the family and the teacher work together in meaningful ways) to execute their respective roles in promoting the reading success of the child is most important.
3. An emphasis on the quality of the interface and ongoing connection between the parent and the teacher.
4. A preventive, solution-oriented focus, one where the family and teacher strive to create conditions that encourage and support reading and student's engagement.

### **3.2 Home Support for Reading Skills**

How teachers support families to enhance learning is different from parental home support for learning. To effectively support families, the following are offered for the consideration of the teachers in academic and motivational support for learning. Scott-Jone (1995) suggested that parents can enhance learning at home and performance in the school by:

- valuing
- mentoring
- helping, and
- doing.

### **3.3 Parental Involvement**

Parental involvement is the same thing as parental investment in educational pursuit. Families do not need to be fixed. They need to be supported in their efforts to educate the children in the way they seem fit. Hence, the teacher can help parents to navigate the school system, which understands policies, practices and foster a positive learning environment at home. However, learning at home entails the following:

1. Providing information on how to foster successful learning both at home and school.
2. Designing individualised home-school learning programmes.
3. Involving parents in a way the children perceived as helpful.

### **3.4 Trust-Building between Parents and Teachers**

According to Haynes (1996), trust is defined as confidence that another person will act in a way that will benefit or sustain the relationship or the implicit or explicit goal of the relationship to achieve positive outcomes for students. At times parents and teachers or other school personnel do not get to this point of relationship. In order to help this situation, a number of measures have been suggested. Moles & Townrson (1996) for instance, postulate that school must be welcoming, family should be friendly and have a climate for participation. Weiss & Edwards (1992) refer to trust building as climate building between family and school. Davies (1991) is of the opinion that trust is the essential lubrication for more serious intervention. He however identifies the following as vanillas for creating a welcoming environment in the school.

- a. Cleanliness of the school.
- b. Meeting with the school personnel; to address concerns.
- c. Parent/teacher conferences.
- d. The relationship between the child and the teacher.
- e. How differences of opinions or conflicts are handled.

Furthermore, he goes further to identify conditions for trust building in the school system as follow:

- a. Accepting parents as they are
- b. Sharing information and references
- c. Keeping their words
- d. Preparing for meetings
- e. Discussing objectives openly
- f. Listening emphatically
- g. Focusing on the interactive process with the parents (Adams & Christenson, 1998, Mangolis & Bramigani, 1990).

## 4.0 Conclusion

This unit acquainted you with the principles and strategies of fostering positive parent/teacher relationships in the school system. It also discussed the conditions for trust building in the school environment. The various variables for creating a welcoming environment in the school system are also emphasised.

## 5.0 Summary

In this unit, you have been introduced to the meaning of “trust-building” and how it can be sustained in the school system for positive learning outcomes on the part of the students.

## 6.0 Self-Assessment Exercise

1. Explain the term “trust building.”
2. Enumerate various conditions for creating welcoming environment in the school system.
3. How will you explain home-support for reading skills?

## 7.0 References/Further Reading

Adams, K. S. & Christenson, S. L. (1998). *Differences in Parent and Teacher Trust Levels: Implications for Creating Collaborative Family School Relationships*. *Special Services in the Schools* 14(1/2). pp. 1-22.

Christenson, S. L. (1995). *Supporting Home-School Collaboration: Best Practices in School Psychology*. Washington DC: National Association of School Psychologists.

Scott-Jones, D. (1995). “Activities in the Home that Support School Learning in Middle Grades.” *Creating Family-School Partnership*.