

# **Dynamics of Relationships in Teachers Context: Study of Teacher Relationships with Students, Relationships between Teachers, and between Teachers and Principals**

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## **ABSTRACT**

Relationships are one of the fundamental features in human life so that the study of relations is the main point in psychology. Relationships can be formed in various social settings, school is one of the social contexts in which relationships can be formed. In the school's social ecosystem, four main actors can be identified who interact continuously and intensively: organizational leaders (school principals), teachers, education staff, and students. In studying the relationship in the school context, it is not limited to the relationship between teachers and students. Understanding the context of the school in addition to a place of learning, it is also a place of work for teachers, so a study of relations in the context of the work environment also needs to be done here. Most research in the school context still focuses on relationships in the context of students only, while studies that specifically examine relationships between teachers and employees are still very limited. From the data collection process, 179 respondents who fit the inclusion criteria ( ) were obtained. The data obtained were analyzed using the content analysis protocol from Weber (1990) with the three-stage scheme suggested by Strauss and Corbin (1990). The findings of this study indicate that the dynamics of relationships between coworkers have a different pattern from those of friends and other close relationships. Relationships between coworkers are characterized more by personal and professional aspects, while friendships and other close relationships are characterized more by relational aspects. These personal and professional aspects have a major role in determining the quality of relationships between colleagues in the context of relationships between teachers. Barriers in relations are also dominated by these two aspects. Furthermore, teachers expect professional support that can support performance and productivity as an educator. So that in general the findings of this study confirm the arguments of Reis, Collins, and Berscheid (2000) regarding the effect of the context in which the relationship occurs on the dynamics of the overall relationship.

*Kata Kunci: Interpersonal Relations at Work, Teachers, Colleagues*