

Interpersonal Relationships in the Educational Community: A Study Based on Teachers' Perceptions

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ABSTRACT. The aim of this study was to analyse interpersonal relationships within the educational community based on teachers' perceptions of teacher–student, teacher–teacher, teacher–family and teacher–management relationships. The research was conducted using a quantitative approach, with a non-experimental, cross-sectional design and descriptive scope, in accordance with Hernández & Mendoza (2018). The sample consisted of 35 teachers from different educational institutions, selected using non-probabilistic convenience sampling. A structured questionnaire comprising 12 items was used to collect the data, organised into four categories of analysis corresponding to the relational pairs. The instrument employed a five-point ordinal scale, which enabled the identification of the participants' level of agreement with various statements relating to communication, trust, collaboration and institutional support. The results showed that teachers' opinions were largely favourable, with a significant number of responses indicating 'agree' and 'strongly agree'. Of particular note were the interactions

between teachers and pupils, as well as amongst teachers themselves, which were characterised by high levels of trust, motivation, cooperation and educational exchange. However, certain shortcomings were noted in the relationships between teachers and families, as well as between teachers and school leaders, particularly with regard to communication, participation and recognition by the institution.

INTRODUCTION

Interpersonal relationships are an essential component of school life, stemming from the forms of communication, trust, collaboration, participation, and recognition that are built among the various members of the educational community. Based on this, school cannot be understood solely as a space dedicated to the transmission of knowledge, but rather as a social setting where bonds are formed, interactions are regulated, and experiences of coexistence are consolidated, with a direct impact on everything that shapes both the institutional climate and the quality of educational processes. From the ecological perspective of human development, Bronfenbrenner (1979) argues that human development occurs through interaction with interdependent relational systems, including the family, the school, and the community. From this standpoint, the present study is relevant in that it allows us to describe how school dynamics do not depend on a single actor, but rather on the interplay of multiple relationships that sustain, guide, and, at times, create tension in the daily life of education.

From this perspective, school climate has been recognized as a key factor in well-being, participation, and learning. In this regard, Cohen, McCabe, Michelli, and Pickeral (2009) argue that school climate encompasses norms, values, interpersonal relationships, teaching practices, and organizational structures that influence the educational experience of students, teachers, and families. This is why analyzing interpersonal relationships as a central aspect of institutional life is justified, given that these relationships reflect how stakeholders perceive the quality of their bonds, communicative openness, pedagogical cooperation, and institutional support. In addition, Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) note that school climate is related to dimensions such as safety, relationships, teaching and learning, and the institutional environment, which underscores the need to study teachers' perceptions as a descriptive indicator of the relational dynamics present in the educational community.

In this context, the teacher–student relationship plays a central role, as it facilitates key aspects such as trust, motivation, participation, and a willingness to learn. To achieve this, Hattie (2009) highlights the decisive role

of the teacher in the feedback process and pedagogical interactions within school learning processes, suggesting that the quality of the educational bond is a factor that either enhances or limits the educational experience. Therefore, investigating teachers' perceptions of their relationship with students allows us to identify trends associated with respect, communication, and pedagogical trust, in order to characterize how the classroom environment is shaped from the teachers' perspective.

It is worth noting that interpersonal relationships in schools are not limited to the teacher–student bond. In addition to these, relationships among teachers also play a significant role in shaping the institutional climate, as they foster professional collaboration, the exchange of knowledge, the development of pedagogical agreements, and collegial work. Accordingly, the school can be understood as a professional community where practices of peer cooperation influence the organization of pedagogical work and the institutional response to educational challenges. Therefore, analyzing the teacher–teacher relationship allows us to recognize how teachers perceive collaboration, communication, and support among colleagues—aspects that are indispensable for strengthening a school culture that is less individualistic and more mutually responsible.

In this vein, the teacher–family relationship represents another key dimension for assuming shared responsibility for education. In the words of Epstein (2018), partnerships between schools, families, and communities contribute to the improvement of educational processes when they are developed in a planned, inclusive manner and oriented toward shared goals. This perspective is significant for the present study, given that family participation must be understood as part of the support network that influences educational continuity, support, and the establishment of agreements between home and school. Consequently, characterizing teachers' perceptions of this relationship allows for the identification of strengths and potential challenges related to communication, parental involvement, and shared responsibility in the educational process.

In addition to this, the teacher–administrator relationship is linked to school leadership, organizational communication, institutional support, and recognition of teachers' work. This is based on Leithwood's (1994) view that leadership in school contexts involves responding to new institutional expectations in the face of processes of change, reorganization, or improvement expressed in administrative decisions, as well as the ability to create relational conditions that strengthen teachers' work, promote participation, and consolidate an institutional culture oriented toward improvement. This means that studying teachers' perceptions of their

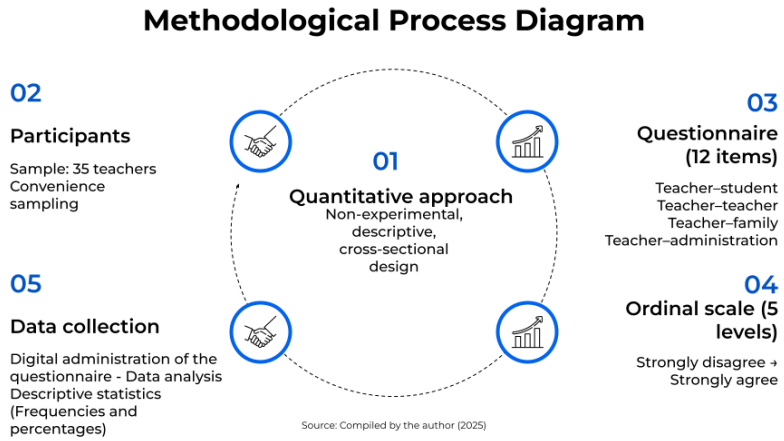
relationship with administrators provides insight into how teachers value support, communication, and institutional recognition.

As a result of the above, international organizations have emphasized the importance of promoting safe, inclusive, and participatory educational environments. In this regard, UNESCO (2019) notes that violence and bullying in schools affect the rights, well-being, and educational opportunities of children and adolescents, and underscores the need to engage students, teachers, families, and educational authorities in building protective environments. This approach allows for the study of interpersonal relationships to be situated within a broader concern for coexistence, participation, and comprehensive protection in schools. Therefore, teachers' perceptions provide insights into potential areas for institutional strengthening.

For all the reasons outlined above, in the context of this study, interpersonal relationships are examined through teachers' perceptions of four relational pairs: teacher–student, teacher–teacher, teacher–family, and teacher–administration. This framework allows for a descriptive analysis and identifies trends related to communication, trust, collaboration, participation, institutional support, and recognition. Consistent with this, the study is conducted using a quantitative approach, with a non-experimental, cross-sectional design, and descriptive scope, aimed at characterizing the levels of agreement expressed by teachers regarding a set of statements related to interpersonal dynamics in the educational community based on teachers' perceptions of interpersonal relationships within the educational community, thereby enabling the identification of positive trends and the recognition of potential areas for improvement in relational dynamics that impact coexistence, school climate, and institutional pedagogical management. In fact, the study focused on a specific group of 35 teachers selected through non-probabilistic convenience sampling, based on their availability and willingness to participate in the research process. Although the sample size is small, the information gathered remains valuable, as it provides a contextualized understanding of teachers' perceptions of interpersonal relationships within the educational community. In this regard, the findings do not seek statistical generalization, but rather the identification of trends, experiences, and relational dynamics that contribute to an understanding of communication, collaboration, trust, and institutional support in educational contexts.

MATERIALS AND METHODS

Figure 1: Diagram of the study's methodological design



A quantitative approach was chosen for this study, employing a non-experimental, cross-sectional design with a descriptive scope (Hernández & Mendoza, 2020). The objective was to analyze interpersonal relationships within the educational community based on teachers' perceptions. As Arguello (2023) notes, teachers' perceptions can be characterized in relation to the relational dynamics present in the educational community, by measuring levels related to dimensions associated with communication, trust, collaboration, and institutional support. In this vein, the study population consisted of teachers affiliated with educational institutions. The sample consisted of 35 teachers, selected through non-probabilistic convenience sampling, who voluntarily agreed to participate in the study. Given the type of sampling used, the results are not intended to be generalized to all teachers or educational institutions, but rather to describe the trends observed in the participating group.

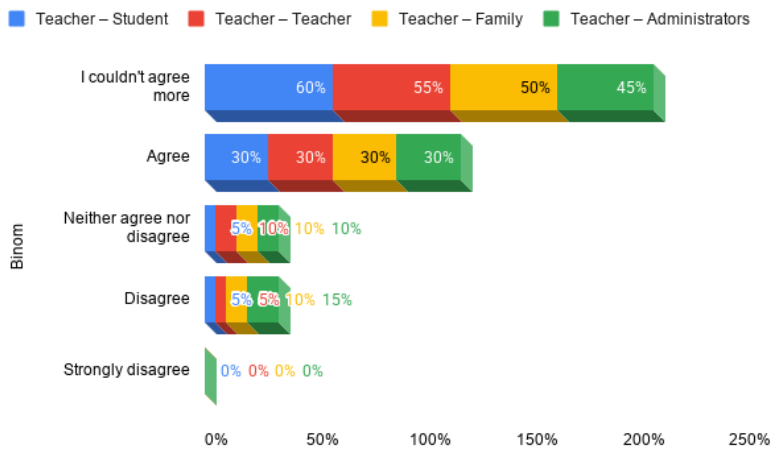
A structured questionnaire, designed specifically for this study, was used to collect the data. It consisted of 12 items organized into four categories of analysis corresponding to the following relational pairs: teacher–student, teacher–teacher, teacher–family, and teacher–administration. Each study category included three items aimed at exploring aspects such as communication, trust, collaboration, and institutional support, based on each teacher's personal and professional experience. Thus, the instrument employed a five-point ordinal scale ranging from: strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree, allowing for the measurement of teachers' perceptions regarding each statement they voluntarily recorded.

The content validity of the instrument was assessed through expert review, taking into account criteria such as clarity, relevance, and consistency of the items with the categories of analysis. Subsequently, a pilot test was conducted with 10 participants, which allowed for adjustments to the wording of some statements prior to its final administration. Additionally, the internal consistency of the instrument was estimated using Cronbach's alpha coefficient. Data collection was carried out through the direct administration of a Likert-type questionnaire in digital format. Subsequently, the data were processed using descriptive statistics, employing absolute frequencies and percentages to represent the distribution of responses by item and by relational pair. Finally, data analysis was performed using descriptive statistics, employing frequencies (F) and percentages (%), which allows for the identification of trends in teachers' perceptions and the characterization of different relational dynamics within the educational community, According to Peña & Fernández (2019), descriptive statistics allow data to be organized through tables, graphs, and various frequency distributions to describe characteristics without generalizing to a larger population group, thereby facilitating the identification of response trends in this type of research.

RESULTS AND DISCUSSION

Figure 2 below shows the percentage distribution of teachers' responses according to the different interaction pairs within the educational community.

Figure 2 Percentage distribution of responses by pair



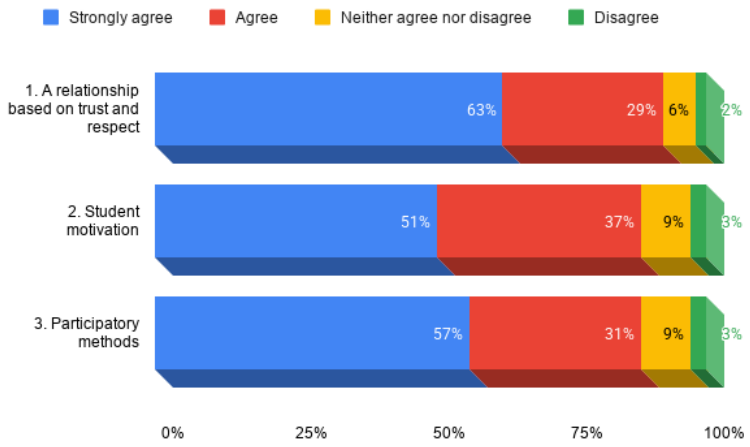
Source: Compiled by the author (2025)

Note: The percentages correspond to a grouping of items by categories of analysis (relational pairs in the research study).

The results show a positive trend; the majority of teachers' responses fall predominantly into the "Agree" and "Strongly Agree" categories for most of the items evaluated. More than 80% of the responses fall into the "Positive" category for high-impact perceptions, revealing a favorable relational climate within the educational community. However, the presence of neutral and disagreeing responses in the teacher–family relationship category, as well as regarding ties with families and administrators, indicates areas within the institutions that could be strengthened. As authors such as Puente, Talavera, & Robles (2021) state, "Teachers' interpersonal relationships are established directly with students since they spend the most time together" (p. 4). This perspective reinforces the findings regarding interpersonal relationships between teachers and students, constituting the foundation and/or core of the central dynamics of the teaching-learning process. Due to the constant interaction they have in the classroom, the fact that these two actors build bonds based on respect, communication, and trust gives meaning to a humanizing aspect that is key to achieving educational objectives.

Consequently, Figures 3 through 6 present the frequency distributions and percentages of responses by item, organized according to the different relational pairs analyzed. It is important to note that the frequency analysis will be conducted descriptively to establish the responses of the relational pairs, in accordance with Vargas & Céspedes (2024). The principles of descriptive statistics allow us to make sense of the information collected, facilitating a description within the process under investigation—not only from a computational perspective but also in terms of interpreting the results—which is key to reviewing the findings in light of the exercise presented below.

Figure 3: Teacher–Student Relationship



Source: Compiled by the author (2025)

In the teacher–student relationship, the item related to trust and respect received the highest level of agreement, with 63% (n=22) of teachers strongly agreeing and 29% (n=10) agreeing. Similarly, student motivation received 51% (n=18) in "strongly agree" and 37% (n=13) in "agree." Regarding participatory methods, 57% (n=20) strongly agree and 31% (n=11) agree, indicating a favorable assessment of teaching practices.

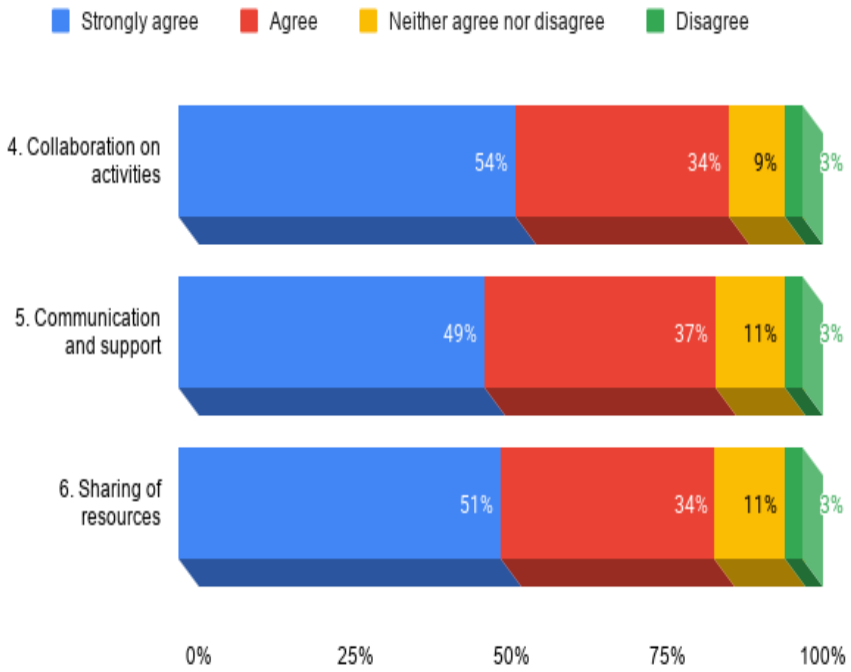
Table 1. Overall Indicator for the Teacher-Student Relationship

Magnitud	Indicador	Porcentaje de valoración (promedio)
Binomio docente–estudiante	Relación de confianza y respeto	90.6%
	Motivación de los estudiantes	87.2%
	Métodos participativos	88.4%

This suggests that the evaluation has been favorable with regard to the teaching practices—"Teaching Activities"—aimed at strengthening bonds with students.

This finding is crucial, as trust is a fundamental element for the successful development of meaningful teaching and learning processes; Ausubel (1983) argues that meaningful learning occurs when new knowledge is sequentially integrated with the learner's prior knowledge, connecting to a pre-existing structure within metacognition, especially in educational settings where a culture of continuous and active support is fostered. Meanwhile, the indicators evaluated with percentages of 87% and 90.6% suggest the existence of a favorable pedagogical environment in the teacher-student relationship. Meanwhile, indicators with percentages of 87.2% and 88.4% reflect satisfactory levels, allowing us to infer that teachers not only fulfill their role as transmitters of knowledge but also act as facilitators of active learning, promoting inclusive spaces and dynamics with differentiated approaches for and through diversity; Thus, these findings confirm the relevance of the teacher-student relationship as a central pillar of educational quality and relevance.

Figure 4: Teacher-Teacher Pair



Source: Compiled by the author (2025)

In the case of teacher-teacher collaboration, the results show high levels of agreement regarding collaboration on activities, with 54% (n=19) strongly agreeing and 34% (n=12) agreeing. Similarly, communication and support among teachers show 49% (n=17) strongly agreeing and 37% (n=13) agreeing. The exchange of teaching resources also shows a positive trend, with 51% (n=18) strongly agreeing and 34% (n=12) agreeing.

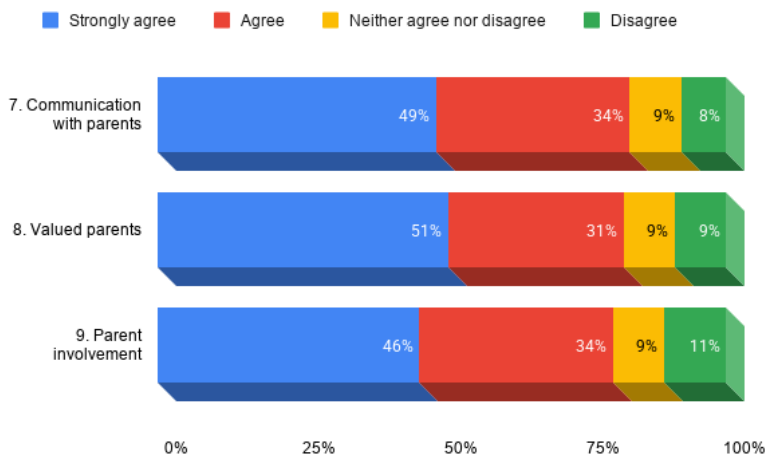
Table 2. Overall Indicator for the Teacher–Teacher Pair

Magnitude	Indicator	Average Rating (Percentage)
Teacher-Teacher Relationship	Collaboration on Activities	87.8%
	Communication and Support	86.4%
	Sharing of Resources	86.6%

High levels of acceptance were identified regarding collaborative work on lesson plans and the sharing of these plans, fostering assertive and effective communication. However, some responses in the neutral range ("neither agree nor disagree") clearly indicate room for improvement in collaborative work among teachers. These findings show percentages exceeding 86%, with notable figures of 87.8%, 86.4%, and 86.6%, reflecting an adequate level of

collaboration among teachers, they do not work in isolation but rather foster collaborative practices that enrich education, confirming that the teacher-teacher relationship is a fundamental element for improving the quality of education and continuous professional development, promoting teamwork, and meeting standards in support of educational quality.

Figure 5: Teacher–Family Partnership



Source: Compiled by the author (2025)

On the other hand, regarding the teacher-family partnership, 49% (n=17) of parents strongly agreed and 34% (n=12) agreed with the statement regarding communication with parents. For the item asking whether parents feel valued, 51% (n=18) strongly agreed and 31% (n=11) agreed. However, parental involvement shows a slight decrease in positive ratings, with 46% (n=16) strongly agreeing and 34% (n=12) agreeing, along with 11% (n=4) disagreeing.

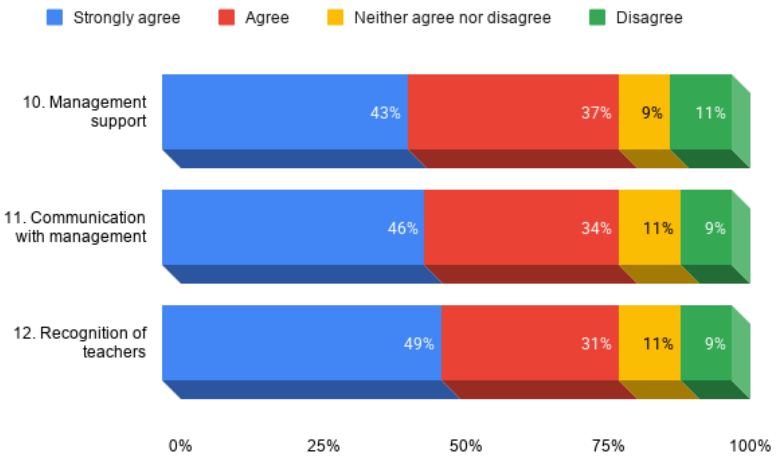
Table 3: Overall Indicator for the Teacher–Family Partnership

Magnitude	Indicator	Average rating (percentage)
Teacher–family partnership	Communication with parents	83%
	Parent satisfaction	82%
	Parent involvement	80%

In this section, we see largely positive responses, with percentages of 83%, 82%, and 80% regarding communication with parents, their participation in the educational community, and the various strategies teachers have implemented to involve parents in the educational process. However, the

presence of neutral and negative responses suggests an area for improvement that highlights challenges in this context regarding the establishment of strategies for permanent and continuous engagement and integration between the family and the school.

Figure 6: Teachers and Administrators



Source: Compiled by the author (2025)

Finally, regarding the teacher–administrator relationship, administrative support received a 43% (n=15) "strongly agree" rating and a 37% (n=13) "agree" rating, making this one of the items with the lowest relative positive rating. Communication with administrators shows 46% (n=16) in "strongly agree" and 34% (n=12) in "agree." Finally, recognition of teaching work reaches 49% (n=17) in "strongly agree" and 31% (n=11) in "agree."

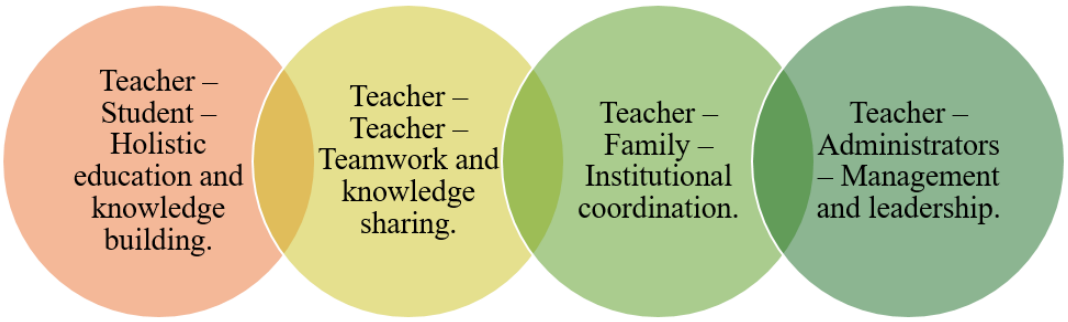
Table 4: Overall Indicator for the Teaching and Administrative Staff Pair

Magnitude	Indicator	Average rating (percentage)
Teacher-administrator partnership	Management support	80%
	Communication with management	80%
	Teacher recognition	80%

The analysis shows that opinions are generally favorable, with an overall percentage of 80%, reflecting a consistent social perception across the presented indicators regarding the institution's support for teachers, communication, recognition, and the work of each teacher; however, some dissenting responses were identified, particularly regarding institutional support, indicating a weakness that respondents perceive in specific

instances. Moscovici (1979) argues that social representations are group constructs that constitute shared systems of interpretation, which share indicators and guide the subject's interpretation of reality in understanding the social world around them.

Figure 7: Pedagogical and Educational Dynamics



Source: Compiled by the author (2025)

To summarize the results and/or findings, it can be stated that the relational, correlational, and predominant patterns are positive across the various pairs analyzed, which allowed for an analysis of interpersonal relationships within the educational community based on teachers' perceptions of the teacher–student, teacher–teacher, teacher–family, and teacher–administrator relationships, furthermore, to build a network of meaningful interactions among institutional actors, with diverse stakeholders who recognize the dynamics of cooperation, participation, and active communication that emerge from the relationships among the actors involved, encompassing holistic education, knowledge construction, teamwork, knowledge exchange, institutional coordination, and management and leadership in networked processes that strengthen pedagogical-educational dynamics (How is it taught? What is learned? And for what purpose?), integrating educational planning, pedagogy, assessment, and interaction.

CONCLUSIONS

The results obtained show a positive trend in teachers' responses regarding interpersonal relationships within the educational community of their institutions. As Arguello (2019) notes, teachers' perceptions are part of social representations—understood as the beliefs, knowledge, attitudes, ideas, and interpretations that teachers construct in response to an educational phenomenon. in this case, for the study titled "Interpersonal Relationships in the Educational Community: A Study Based on Teachers' Perceptions,"

individual opinions served as the means to describe teachers' perceptions or actions within the educational reality across various pairs of relationships, which directly influence pedagogical practices and are addressed through a representation that highlights tensions, successes, and failures within an educational process, serving as a key element for analyzing educational dynamics and reaffirming the findings. Thus, the predominantly positive trend related to teacher–student and teacher–teacher relationships suggests that teachers hold favorable representations regarding interaction, collaboration, and communication, which translates into convergent practices centered on respect, trust, and teamwork in interpersonal relationships.

Overall, the findings suggest that there is a positive relational climate within the educational community, characterized by relationships based on trust, collaboration, communication, and mutual respect. Consequently, the presence of neutral and negative responses on some items highlights the need to strengthen certain aspects, particularly in the coordination between teachers, families, and administrators, thereby ensuring the successful promotion of practices that foster teamwork and institutional development, creating a positive framework in the pedagogical sphere, and emphasizing the strengthening of the teacher-student bond. likewise, the teacher-teacher relationship reflects significant levels of community work and the strengthening of strategic exchanges that benefit the community.

However, weaknesses can be identified in the relationships between teachers and families and between teachers and administrators, pointing to the need to strengthen communication channels and family involvement, as well as administrative support in some cases, thereby fostering a management approach that is consistent and aligned with institutional dynamics.

In this regard, the review concludes that there is a solid foundation—80 percent—for interpersonal relationships within the educational communities of the various institutions, as confirmed by our participating volunteers. This underscores the need to promote institutional strategies in the most vulnerable areas, thereby ensuring a supportive, inclusive, participatory, and effective environment in educational settings.

Finally, future research on interpersonal relationships within the educational community could expand the scope of this study by incorporating larger samples and a wider range of educational contexts. Furthermore, the development of longitudinal studies would allow for a more in-depth analysis of how interpersonal dynamics evolve and their impact on social interaction, communication, and the institutional climate within the educational community.

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