

The Impact of Institutional Environment on Teacher-Student Interpersonal Relationships in Coaching Institutes: A Gender-Based Comparative Study

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Abstract

This research paper presents a gender-based comparative analysis of the intersection between the institutional environment and teacher-student interpersonal relationships within private coaching institutes. In the contemporary, highly competitive academic landscape, coaching institutes have evolved into pivotal semi-formal learning ecosystems distinct from traditional schools. The primary objective of this study was to evaluate how varying levels of institutional environments (high, average, and low) influence the dynamics of teacher-student interactions among male and female students. Utilizing quantitative analysis based on empirical statistical metrics, the study yields significant insights into student psychology and adaptability.

The empirical findings reveal a striking divergence between genders. For female students, the teacher-student relationship remains consistently high ($M = 203.66$), irrespective of whether the institutional environment is classified as high, average, or low. Conversely, male students exhibit a direct linear vulnerability to their physical and structural surroundings; their teacher-student relationship metrics drop from a high level ($M = 205.85$) in premium environments to an average level ($M = 197.29$ and $M = 192.58$) in average and low environments, respectively. These results indicate that female students possess higher psychological and interpersonal resilience, enabling them to build robust academic relationships despite structural deficiencies, whereas male students' relational dynamics are deeply contingent upon external institutional conditions.