Psychological Analysis of Trust Relationships between Teachers and Students in the Classroom

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Abstract

This study psychologically diagnoses class demise problems that Korean education faces, focusing on teacher-student distrust. A survey was administered in Korea's Kyunggi-do province to a total of 877 respondents, comprised of 458 ninth graders and 419 teachers. Based on the results of this survey, recognition of teacher-student mutual trust was measured by using their levels of perspective. The results showed that distrust of students in teachers was more serious than distrust of teachers in students. Mutual trust or understanding was low especially when students were stuck in an autonomy-oriented perspective while teachers were adhering to being discipline-oriented. However, mutual trust and understanding increased when they expanded their perspectives by admitting the value in each other's viewpoints. Under such circumstance, they were willing to accept alternatives for one another by regarding teacher-student conflicts not as matters of right and wrong but as matters in need of solution. The findings suggest that mutual acceptance of different values between teachers and students could be one of the ways to recover and promote a trust-based relationship required for building a healthy classroom environment.

Key Words: School/Class Demise, Social Position, Value-Perspective, Mutual Trust, Social Capital

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1. Introduction

In 1999, the new term "school/class demise" began appearing with regard to Korean education (KEDI, 2000; Lee, 2002), startling the nation. "Class demise" refers to the point at which normal teaching-learning activity becomes impossible; "school demise" refers to a school environment in which students negate school functions that have been maintained. Korean school environments are becoming unhealthy and are unfortunately failing to meet the educational demands of the 21st century. This study attempted to find out why Korean schools are getting worse.

What is it that makes Korean classroom environments unhealthy? The authors tried to find the causes from psychological aspects of trust in the context of social capital. While the human capital of an organization refers to its members' knowledge, skills, and abilities, social capital refers to the norms, values, and beliefs people share and thus makes it possible for them to collaborate and accomplish shared goals. Human capital is expanded and developed through social capital (Woolcock, 1998). One dimension for measuring social capital is, according to Putnam, 'reciprocity and trust' (2000).

The current knowledge-based society regards interpersonal trust to be one of the most critical factors for organizational development. As with other highly complex organizations, a school's success depends on mutual trust among its members, which for schools includes students and teachers as its main constituents.

There are many reasons for the increasing distrust brewing between the main constituents of a school, but important among them are differences in social positions and role conflicts between students and teachers. Yet neither teachers nor students have made many efforts to overcome these conflicts by trying to understand accurately the realities the other faces.

In this context, mutual understanding between teachers and students of each others' positions can be thought of as a key contributing factor to helping them recover the school's trustworthiness and resolve school/class demise problems.

1.1 Distrust between Teachers and Students in School

The Korean Institute for Youth Development (1999) surveyed 218 teachers and 2,243 students nationwide, and in this survey, 87% of teachers and 71% of students responded that school demise is actually going on. Both groups expressed their belief that there is a serious crisis in school education. Educational scholars reason that school demise stems partly from the widespread distrust of many aspects of the education system, such as distrust in the government's educational policies, distrust in schools, and distrust among educational subjects (teachers, students, and parents). Distrust among educational subjects should be handled seriously. Generation gaps and the conflict between youth culture and traditional school culture disturb positive interaction based on mutual understanding between teachers and students (Cho,

1999; Kim, 2000; Lee, 2000; and Cho, 2000) and eventually results in school/class demise.

For these reasons, school demise can be seen as a phenomenon that occurs when a younger generation that has adapted to an advanced technology era conflicts with both a school system that lags behind the speed of social change and an older generation that is incapable of effectively responding to evolving social demands. According to KEDI (2000), about 80% of Korean students think teachers misunderstand their culture. 30% of the students, in addition, responded negatively regarding how much enthusiasm teachers show towards student guidance and their fields of expertise. These results show the degree to which students and teachers distrust or misunderstand each other.

Mutual distrust is possibly a result of different conflicting values existing between teachers and students. Some scholars attempt to examine these conflicts in the context of social norms and values rather than in the context of person-to-person interaction (Lee, 1988; Lee and Kim, 1990 and 1992). For example, teachers and students conflict with school rules. One particular area of dispute is the student dress code. Teachers prefer the implementation of school uniforms, while students prefer a plain clothes policy that differentiates them from others. The reason why teachers support school uniforms use is that they believe 'order' is a necessary condition for effective school management. School uniforms, according to them, are symbol of a well-ordered organization. On the other hand, students regard order as a means of control and thus prefer plain clothes through which they can express their 'individuality.' This example indicates that social conflict can result from value-complication derived from various social positions where individuals are situated by their own norms.

1.2 Value and Perspective Difference between Teacher and Students' Social Positions

Lee (1993) defined "social perspective" as the value-judgment criteria an individual adopts that have been derived from his or her position in society—that is, from the general point of view of an individual's social status. He also described "social egocentrism" as an individual's confinement within his or her social perspective. The concept of social perspective contraction and expansion stemmed from the theory of physical perception that Piaget studied in 1928. Piaget, through the three mountain experiment, argued that when perceiving the shape of a mountain peak, preoperational period children judge the physical object egocentrically because their perceptions are restricted within their own physical positions.

Social egocentrism therefore relates to a social perception that has originated from an individual's social position. Hereupon, social perception is conceptually distinguished from physical perception, which is derived from the place in or direction to which perceiver stands. Hundeide (1985) posited that social perception arises from an individual's tacit background, social position and role, or generation. Social perception differs from physical perception in that it is capable of causing adults to make false judgments because it functions within their social

position, role, and generation.

A follow-up study (Lee and Kim, 1992) found that a person who accepts more than one judgment criterion about a situation where different values that have originated from different social perspectives clash is able to make reasonable alternatives leading to conflict resolution, rather than making black and white criterion-based judgments that could potentially worsen the conflict. In addition, he or she is relatively free of socially fixed ideas or prejudice. This finding could be taken to infer that some clues for conflict resolution may be found when an individual transcends his/her social perspective and applies multi-value judgment criteria to a conflict.

In this context, this study assumes that the perspective contraction of individual causes distrust between teachers and students and attempts to find the appropriate answers to the following questions.

1) Do teachers and students distrust each other? If so, how much do they distrust?
2) Do teachers and students differ from each other on their perspectives and judgment-criteria that are assumed to be cause for distrust? If so, how do they differ?
3) How are the perspective of teachers and students related to their mutual distrust?

In addition, this study considered the ways in which teacher-student distrust in the classroom contributed as a causal factor of class demise by measuring the data obtained and by drawing psychological implications from the results of the study. To accomplish this task, this study sought a resolution by using on possible conflicts due to their different social positions.

2. Methods

2.1 Sampling Procedure

A survey was administered in the Kyunggi-do province of Korea to a total of 877 respondents, comprised of 458 ninth graders and 419 teachers. Although the survey was not administered nationwide, the authors have assumed that Kyunggi-do sample is generalizable in that the province has an attractive structure where urban, suburban, and rural schools are distributed in relatively equal basis. The survey randomly sampled 24 middle schools from the region, taking the regional population distribution into thorough consideration.

Table 1. Number of the Survey Participants

	Teachers	Students	Total
Male	109 (26.0%)	234 (51.1%)	343 (39.1%)
Female	310 (74.0%)	224 (48.9%)	534 (60.9%)
Total	419 (100.0%)	458 (100.0%)	877 (100.0%)

Table 1 shows the demographic characteristics of the survey participants. Out of a total of

419 teachers, 33.3% were in their 20s, 29.3% were in their 30s, 27.7% were in their 40s, and 8.2% were over 50. In terms of gender ratio, male-female distribution was relatively even in the student group while skewed towards females in the teacher group (the gender of the teacher respondents was considered in proportionate basis to make male-female ratio equal because the number of female teachers was relatively higher than male teachers in the 24 middle schools).

2.2 Measurement

Teacher-Student Mutual Trust and Understanding

To measure mutual trust between teachers and students in the classroom, the following two questions were asked, directly related to how teachers and students percieve mutual trust in each other. These questions were modeled after those that Putnam posed when examining trust between the police and society; 1) how much do you think you ordinarily trust your teacher? and 2) how much do you think you ordinarily trust your students? The responses to these questions were measured according to the Likert scale, with 1 indicating total distrust through 4 indicating total trust.

To analyze the degree to which teachers and students justify and understand each other's behaviors, the following virtual scenario was shown to and read by the respondents.

> **[Scenario Ⅰ]** Most students are reading comic books or napping in their seats. Only a few are sitting in the front row and paying attention to their teacher's lecture. Some students are walking out of the classroom without the teacher's permission, and some are making cell phone calls. Napping has now become common, and there is no longer any corporal punishment for it anymore. Instead, the teacher quietly makes a mark on the performance-based assessment card of any student who naps in class. However, students whose performance assessment cards are checked worry about the possibility that they will be at a disadvantage. Regarding this matter, parents become more and more displeased with the way the teacher evaluates their children's behaviors.
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> Editorial of K daily, May 6th, 2003.

Respondents who read this scenario indicated what they thought about the behaviors of the teacher and students in this scenario using two separate Likert scales: one scale ranged from totally not justifiable (1) to totally justifiable (4), and the other ranged from totally not understandable (1) to totally understandable (4).

Teacher and Student Perceptions of the Causes and Counter-Plans of School Demise

First, we analyzed what the respondents recognized as the cause of school demise by letting them choose which they regarded as the most influential out of the following four choices: loss of teachers' authority, negligence of student's autonomy, parental misunderstanding and lack of cooperation, and other. These items were selected based on the assumptions expressed in mass-media many times.

Second, the following question was asked to the respondents regarding counter-plans: Which of these two counter-plans should be followed to remedy school demise problems? The answer choices given were: "increased compliance to school rules," "modification of school rules," and "I have no opinion." The options were chosen for representation of the contradictory values.

Teacher and Student Attitudes and Judgment Criteria of Their Conflict Situation

This study assumed that the causes of mutual distrust between teachers and students were the differences in their value-judgment criteria and perspectives. Accordingly, a scenario in which the values of discipline and student autonomy clash was presented. Its purpose was to measure the social perspective of the respondents regarding the tendency of teachers to overemphasize the importance of discipline and the tendency of students to demand autonomy.

> **[Scenario Ⅱ]** H school recently had teachers and students exchange opinions on the matter of school and class demise. The results showed that the opinions of teachers oppose those of students. While teachers emphasized compliance to school rules, encouragement of students' respect for the law, and strengthening of teachers' authority, students wanted to reform the school's unrealistic rules and instructional methods. After collecting their overall opinions, the student body is now presenting their demands on a bill for revision of school rules to be discussed at a school operation committee. Regarding this matter, teachers argue that a bill must be made by teachers after they collect student opinions about school rules, and then the committee can officially consider the bill.

A 7-unit Likert scale was used to measure respondents' attitudes and degrees of preference towards the characters in this scenario, ranging from totally dislike (1) through totally like (7). Next, the value-judgment criteria of teachers and students on school demise were measured by using adjectives, which represent discipline and autonomy-oriented values, carefully selected from generational confrontation values, including conservatism vs. progressivism (Lee et al., 1996), order vs. individuality (Lee and Park, 1989), and obedience vs. autonomy (Shin and Lee, 2000; Shin, 2003). The adjectives were also chosen based on characteristics obtaining high scores on technical evaluation. The selected adjectives were organized into a semantic differential scale.

The following adjetives are two extremes of the semantic differential scale: a scale measuring discipline-oriented value criterion includes order-disorder, stable-unstable, sincere-insincere, and principle-oriented-non-principle-oriented; a scale measuring autonomy-centered value criterion consists of independent-dependent, individualistic-conformist, creative-uncreative, and active-passive. Measurement of the behaviors of teachers and students described in scenario Ⅱ was repeated on the discipline and autonomy-oriented value dimensions. They were evaluated based on the 7-unit Likert scale, but the order of evaluation was randomly arranged to eliminate any potential bias or contamination that may result from intended order arrangement.

Value-oriented scores on the two judgment criteria (discipline vs. autonomy) were obtained by calculating scores discriminating on the corresponding values in the setting above in the

discipline and autonomy-oriented value dimensions (see Figure 1). The Y-axis in Figure 1 shows the degree to which the respondents discriminate the behaviors of teachers and students of scenario Ⅱ from a discipline-oriented dimension, and the X-axis represents the degree from an autonomy-oriented dimension. Hereupon, if the discriminating scores on Y are higher, it was interpreted as the respondents judged the behaviors of teachers and students through discipline-oriented values, and if the discriminating scores on X are higher, it was interpreted as the respondents judged their behaviors through autonomy-oriented values. All the details of the calculating procedure of the discriminating scores on the behaviors of the characters in scenario Ⅱ from each dimension followed the methods that Lee and Park (1998) used.
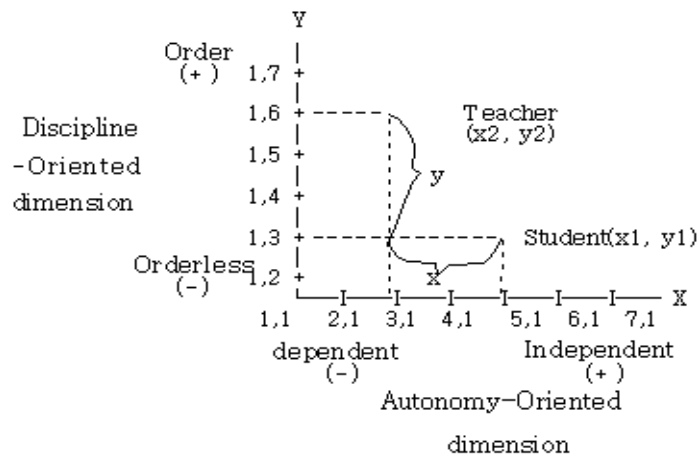

Figure 1. Judgment Criteria Dimensions for the Impression of the Respondents on the behaviors of teachers and students in the scenario

3. Data Analysis & Results

3.1 Perception of Mutual Trust between Teachers and Students

   The difference between teachers and students was obvious in how they perceive their mutual trust. Table 2 below shows perceptions teachers and students have of their trust in one another. Using the values from Table 2, a two-way 2 X 2 ANOVA was performed to examine how differently teachers and students perceive the matter of mutual trust. The results showed that the interaction effect between the respondent groups (teachers and students) and objects to trust (trust of students in teachers and trust of teachers in students) was statistically significant (F (2,

788) = 29.43, p< .000). This means that teachers perceived that they trust in students more than students trust in them while students perceived the opposite. This result can be taken to infer that the perception of each group on mutual trust is skewed towards its own favor.

Table 2. Perception of Mutual Trust between the Respondents

	Trust of Students in Teachers	Trust of Teachers in Students
Teachers (N=404)	2.752	2.923
Students (N=386)	2.767	2.637

On the other hand, there was no statistically significant difference in 'trust of students in teachers' (F (1, 824) = .16, ns) between teachers (2.752) and students (2.767) while a difference in terms of 'trust of teachers in students' was found(F (1, 837) = 99.12, p< .000). The two respondent groups had no difference when perceiving 'trust of students in teachers' but perceived 'trust of teachers in students' differently.

This result suggests that there exists a possibility that teachers-students' mutual trust structure leads to confrontation or, at worst, to distrust. In schools, it is possible that 'distrust of students in teachers' will radically transform into class or school demise due to the destruction of educational rapport that happens when students are unwilling to accept teachers despite their efforts to recover mutual trust relationship.

3.2 Perceptual Differences Regarding Causes and Counter-Plans of School Demise

Justifications and Understanding of Behaviors of Teachers and Students

There was a statistically significant difference between teachers and students on how they justified and understood behaviors of the teacher and students shown in scenario I (see p. 5) by using a two-way 2 X 2 ANOVA.

Table 3. Justification of Scenario Characters by the Respondents

	A Teacher of Scenario I	Students of Scenario I
Teacher Respondents	1.592	2.686
Student Respondents	2.220	2.389

Although teachers responded that the students' behavior in scenario I was unjustifiable, students responded that it was justified. In the case of the teacher's behavior in scenario I, the degree of justification was stronger in the teacher respondents than in the student respondents (Interaction effect was F (1, 801) = 126.69, p< .000).

Table 4. Understanding of Scenario Characters by the Respondents

	A Teacher of Scenario Ⅰ	Students of Scenario Ⅰ
Teacher Respondents	2.499	3.079
Student Respondents	2.638	2.611

With respect to how the respondents 'understood' the behaviors of the scenario characters, the results turned out not to be much different from those of Table 3. As shown in Table 4, in the case of the behaviors of students in scenario I, the degree of understanding was higher in the student respondents than in the teacher respondents, but in the case of the behaviors of a teacher in scenario I, the degree of understanding was higher in the teacher respondents than in the student respondents (interaction effect was $F (1, 816) = 67.54$, $p < .000$). The results can be taken to conclude that the respondents depend on their social position to justify and understand the behaviors of the scenario characters.

Cause of School Demise

There were perceptual differences of how teachers and students recognize the cause of school demise. Table 5 shows that teachers thought loss of teachers' authority was the major cause while students considered the cause to be the negligence of students' ability to self-regulate.

Table 5. Respondents' Perceptions of the Cause of School Demise

	Teachers	Students	Total
Loss of Teacher's Authority	255 (60.7%)	117 (25.4%)	372 (42.3%)
Negligence of Student's Autonomy	41 (9.8%)	231 (50.2%)	272 (30.9%)
Parental Misunderstanding & Lack of Cooperation	54 (12.9%)	72 (15.7%)	126 (14.3%)
Others	70 (16.7%)	40 (8.7%)	110 (12.5%)
Total	420 (100.0%)	460 (100.0%)	880 (100.0%)

* $\chi^2 = 193.248$ df = 3   p = .000

Counter-Plan of School Demise

As for the counter-plan for school demise, teachers positively responded to the suggestion of increased compliance with school rules more than students did. On the other side, students more positively responded to the modification of school rules in accordance with more realistic ideals than teachers did, as shown in Table 6.

Table 6. Counter-Plans for School Demise by the Respondents

	Teachers	Students	Total
Compliance with School Rules	156 (37.5%)	97 (21.1%)	253 (28.9%)
Modification of School Rules	203 (48.8%)	296 (64.5%)	499 (57.0%)
I have no opinion	57 (13.7%)	66 (14.4%)	123 (14.1%)
Total	416 (100.0%)	459 (100.0%)	875 (100.0%)

* $\chi^2 = 29.709$ df = 2   p = .000

3.3 Differences of Judgment Criteria and Perspective between Teachers and Students

Scenario Ⅱ (see 2.2) was presented to examine what causes distrust between teachers and students.

Measurement of the respondents' attitudes against the scenario characters showed that both teachers and students evaluated the behaviors of the characters from their own social positions. As seen in the two-way 2 X 2 ANOVA results of Table 7, teachers were more forgiving of the behaviors of H schoolteachers while students preferred the behaviors of H school students (the interaction effect between the respondent groups and scenario characters was $F (1, 858) = 61.40$, $p< .000$). This tendency was more strongly detected from student group than in their counterparts. It showed students have the negative attitudes towards teachers. One can reasonably conclude that the results reflect how students ordinarily distrust teachers in school.

Table 7. Attitudes of the Respondents against the Scenario Characters

	Teachers of Scenario II	Students of Scenario II
Teachers (N=401)	4.671	4.539
Students (N=459)	3.756	4.702

In order to examine perspectives and judgment criteria, this study also measured the degree to which teachers and students applied two confrontational values, discipline and autonomy which might influence school demise problems. This measure was completed by letting the respondents judge their impressions of the characters' behaviors shown in scenario Ⅱ from two independent dimensions, discipline-oriented and autonomy-oriented. We then, calculated the discriminating scores from each dimension. Table 8 shows the scores.

Table 8. Discriminating Scores of Judgment Criteria by the Respondents (Perspective)

	Autonomy-oriented	Discipline-oriented
Teachers (N=333)	1.307	1.124

Students (N=365)	1.886	.780

The discriminating scores of discipline-oriented dimension were lower in both respondent groups than those of the autonomy-oriented dimension. This suggests that the respondents' overall perspective on school demise problems is autonomy-oriented (Main effect of perspective was F (1, 696) = 34.67, p< .000).

The score of the teacher group in the discipline-oriented dimension was higher, but their score in the autonomy-oriented dimension was lower when compared to those of the student group (the interaction effect between the respondent groups and perspectives was F (1.696) = 17.77, p< .000). This result implies that more teachers hold a relatively discipline-oriented perspective towards school demise problems than students, while more students hold an autonomy-oriented perspective than teachers.

3.4 Difference of Mutual Trust and Understanding by Level of Perspective

To investigate the effects according to perspective, the respondents were divided into two groups (high group and low group) on the basis of the median of the X (z=0.00) and the Y (z=0.01) axes from the distribution obtained through calculating each standardization score from the differential scores of discipline-oriented value dimension (Y) and autonomy-oriented value dimension (X). By doing so, the respondents were categorized into four groups, which are the HH group (high Y score; high X score), the HL group (high Y; low X), the LH group (low Y; high X), and the LL group (low Y; low X).

LL refers to the group that cannot discriminate the behaviors of the characters at scenario Ⅱ from either discipline or autonomy-oriented dimensions. Therefore, this group can be seen as having *no* perspective on the behaviors of the scenario characters. The LH group discriminates the behaviors of the characters from an autonomy-oriented dimension. Hence, this group can be seen as holding only an autonomy-oriented perspective on the behaviors of the characters. The HL group is the opposite of the LH group and holds only a discipline-oriented perspective. Lastly, the HH group discriminates the behaviors of the characters from both dimensions. Accordingly, this group holds both perspectives.

For this study, both the HH and LH groups of teacher respondents can be treated as the perspective expansion group in that the LH group of teachers held autonomy-oriented perspectives despite the discipline-oriented perspective that teachers are generally assumed to prefer. On the other hand, the HL group of student respondents is also perspective-expanded because they hold a discipline-oriented perspective despite the autonomy-oriented perspective that students are generally assumed to prefer. Using these criteria, the respondents were classified again for data analysis as follows: the *Perspective Expansion Group*, including the HH and LH groups of teacher respondents and the HH and HL groups of student respondents; the *Perspective Contraction Group*, including the HL group of teacher respondents and the LH group of student respondents; and the *No Perspective Group*, including the LL groups of both teacher

and student respondents.

Table 9. Mutual Trust by Level of Perspective (Teacher Respondents)

	Trust of Students in Teachers	Trust of Teachers in Students
Perspective Expansion	2.809	2.915
Perspective Contraction	2.736	2.964
No Perspective	2.482	2.875

Table 9 shows that teacher respondents perceived teachers trust students more than students trust teachers (the main effect of objects to trust was F (1, 315) = 42.26, p< .000). It can be interpreted to mean that perception of mutual trust flows in a skewed direction reflecting teachers' positions. As the level of perspective goes from No Perspective to Perspective Expansion, the overall score on mutual trust increases (the main effect of the level of perspective was F (2, 315) = 3.18,p< .043). In addition, as the level of perspective goes up to Perspective Expansion, the tendency of the score to increase decreases at 'trust of teachers in students' rather than the counterpart (the interaction effect between objects to trust and levels of perspective was F (2, 315) = 4.75, p< .009). Through Scheffe Test, this tendency was statistically insignificant when comparing between the Perspective Contraction Group and the No Perspective Group. However it was statistically significant for the comparison between the Perspective Expansion Group and the Perspective Contraction Group at a .10 level of significance, though it was found insignificant at either .05 or .01 level. This result suggests that the Perspective Expansion Group, in comparison with the other two perspective groups, does not carry a skewed propensity reflecting teacher's position in the perception of trust of teachers/students in students/teachers. That is, the perspective expansion group shows a high degree of trust in both teachers and students.

In the case of student respondents, the effect observed from teacher respondents was not detected. Table 10 presents mutual trust scores that student respondents obtained by level of perspective.

Table 10. Mutual Trust by Level of Perspective (Student Respondents)

	Trust of Students in Teachers	Trust of Teachers in Students
Perspective Expansion	2.801	2.651
Perspective Contraction	2.646	2.537
No Perspective	2.967	2.900

Using the scores above, a two-way ANOVA (three perspectives x two objects to trust) was conducted. As a result, only the main effect of perspective was statistically significant (F (2, 305) = 4.81, p< .009). The only fact that was proven here was that the overall score of the Perspective Contraction Group on mutual trust was relatively lower.

To explore how the attitudes of the respondents differ by level of perspective, this study analyzed the degree to which they justify and understand the behaviors of scenario II characters. Table 11 shows the result.

Table 11. Justification & Understanding of Scenario Ⅱ Characters by Level of Perspective

		Students		Teachers	
		Justification	Understanding	Justification	Understanding
Teacher Respondents	Perspective Expansion	1.553	2.556	2.641	3.144
	Perspective Contraction	1.670	2.464	2.786	3.098
	No Perspective	1.554	2.482	2.768	3.036
Student Respondents	Perspective Expansion	2.180	2.534	2.292	2.702
	Perspective Contraction	2.214	2.810	2.488	2.464
	No Perspective	2.385	2.692	2.442	2.558

For teacher respondents, the overall score on understanding was higher than that on justification (the main effect of judgment dimensions (justification and understanding) was F (1,318) = 204.05, p< .000). On the other hand, the score on teachers of the scenario was higher than that on students of the scenario, which means teachers judge or understand the scenario characters favoring their own position. The two-way interaction effect (judgment dimensions (2: j u s t i f i c a - tion and understanding) x objects to judge (2: students and teachers)) was also statistically significant (F (1, 318) = 71.91, p< .000). While the score on understanding was higher than that on justification regarding the behaviors of students in the scenario, there was no score-difference between the two judgments regarding the behaviors of the teachers. This result suggests that the teacher respondents perceived students in the scenario were behaving badly—and thus not understandably—but did not perceive the teachers' behaviors in the scenario the same way. What is interesting is that there were not any effects related to level of perspective. One feasible explanation for this is that perhaps the behaviors of the teachers were less-negatively described compared to those of the students in scenario II. Accordingly, it possibly assume that because the teacher respondents did not experience conflicts when judging the behaviors of the teachers, all of three perspectives were perceived with no difference regardless of their levels.

For student respondents, there existed effects resulting from level of perspective. When regarding the three levels of perspective (perspective expansion, perspective contraction, no perspective) as a 'between respondents variable,' and the judgment dimensions (2: justification

and understanding) and objects to judge (2: students and teachers) as 'within respondents variables', the main effect of judgment dimensions (F (1, 294) = 6.60, p< .000)) and the interaction effect between the judgment dimensions and objects to judge (F (1, 294) = 8.02, p< .005) were statistically significant. It also means that student respondents judge or understand the scenario characters favoring their own position as in the case of the teacher respondents. The three-way interaction effect (levels of perspective x judgment dimension x objects to judge) was also statistically significant (F (2, 294) = 6.60, p< .002). As seen in the case of student respondents, score differences between justification and understanding were relatively smaller in perspective expansion than they were in perspective contraction and no perspective. These results indicate that student respondents of the Perspective Expansion Group perceived the justifiability of the scenario students' behavior to be low—and thus the respondents' understanding of the behavior was also low—while those of Perspective Contraction and No Perspective Groups hold relatively high degrees of understanding on the behaviors of the scenario students even despite still perceiving their justifiability to be low. Consequently, student respondents of the Perspective Contraction and No Perspective Groups interpreted the situation of the scenario in a way favoring a student's position. However, the results concerning perceptions about the behaviors of the scenario teachers differed considerably. Justification of the behaviors of the scenario teachers was low but understanding was high for the Perspective Expansion Group of student respondents while there was no such difference for the other two perspective groups. Such results imply that both the Perspective Contraction and No Perspective Groups did not perceive that the justification and understanding of the behaviors of scenario teachers differed, whereas the Perspective Expansion Group got rid of any possible chance to judge the teachers' behaviors in favorable way to themselves (student respondents) by increasing their degree of understanding, though their degree of justification was low. Taken together, it appears that for student respondents, the Perspective Expansion Group, in comparison with the other two, psychologically separated the justification and understanding dimensions when judging the behaviors shown at scenario Ⅱ.

3.5 Perceptual Differences of the Causes and Counter-Plans of School Demise by Level of Perspective

The following question was asked to examine perceptual difference between teachers and students regarding school demise problems: what do you think causes school demise? Table 12 organizes the school demise causes and the accorded counter-plans as responded by teachers and student respondents by levels of perspective.
Table 12 shows the causes of school demise at the first part located above and the accorded counter-plans at the second part below. As shown, there were no effects by level of perspective in terms of perception of school demise cause, although there were effects by level of perspective for both teacher and student respondents in terms of the counter-plans for

perceived school demise problems.

Table 12. School demise causes and the accorded counter-plans by level of perspective

	Teacher Respondents				Student Respondents			
	PEx	PCt	NP	Total	PEx	PCt	NP	Total
Loss of Teacher's Authority	85 (55.2%)	83 (70.9%)	35 (58.3%)	**203 (61.3%)**	52 (26.4%)	30 (31.3%)	16 (22.2%)	**98 (26.8%)**
Negligence of Student's Autonomy	19 (12.3%)	8 (6.8%)	6 (10.0%)	**33 (10.0%)**	89 (45.2%)	51 (53.1%)	36 (50.0%)	**176 (48.2%)**
Parental Misunderstanding & Lack of Cooperation	25 (16.2%)	14 (12.0%)	5 (8.3%)	**44 (13.3%)**	35 (17.8%)	7 (7.3%)	14 (19.4%)	**56 (15.3%)**
Others	25 (16.2%)	12 (10.3%)	14 (23.3%)	**51 (15.4%)**	21 (10.7%)	8 (8.3%)	6 (8.3%)	**35 (9.6%)**
Total	**154 (100.0%)**	**117 (100.0%)**	**60 (100.0%)**	**331 (100.0%)**	**197 (100.0%)**	**96 (100.0%)**	**72 (100.0%)**	**365 (100.0%)**
	* χ^2 = 11.609 df = 6 p = .071				* χ^2 = 8.298 df = 6 p = .217			
Compliance of School Rules	48 (31.0%)	56 (48.3%)	21 (35.6%)	**125 (37.9%)**	53 (26.9%)	12 (12.6%)	15 (21.1%)	**80 (22.0%)**
Modification of School Rules	90 (58.1%)	45 (38.8%)	31 (52.5%)	**166 (50.3%)**	124 (62.9%)	71 (74.7%)	40 (56.3%)	**235 (64.7%)**
I Have No Opinion	17 (11.0%)	15 (12.9%)	7 (11.9%)	**39 (11.8%)**	20 (10.2%)	12 (12.6%)	16 (22.5%)	**48 (13.2%)**
Total	**155 (100.0%)**	**116 (100.0%)**	**59 (100.0%)**	**330 (100.0%)**	**197 (100.0%)**	**95 (100.0%)**	**71 (100.0%)**	**363 (100.0%)**
	* χ^2 = 10.533 df = 4 p = .032				* χ^2 = 14.382 df = 4 p = .006			

Note: PEx: Perspective Expansion, PCt: perspective Contraction, NP: No Perspective

According to the lower part (counter-plans for school demise problems), the Perspective Expansion and No Perspective Groups of teacher respondents tended to more support the counter-plans favorable to the position of students (example: modification of school rules) than the Perspective Contraction Group. On the other hand, student respondents belonging to the Perspective Expansion and No Perspective Groups showed a tendency to be more supportive of counter-plans favorable to the position of teachers (example: compliance of school rules) compare to the Perspective Contraction Group. This result can be taken to mean that Perspective Expansion and No Perspective Groups are willing to accept counter-plans that favor the opposite position more than the Perspective Contraction Group.

4. Conclusion & Discussion

Before drawing any conclusions on this study, the authors must mention two major research limitations. First, the research sample was drawn from a population of Kyunggi-do province, Korea. For this reason, the data may not be generalizable to other geographical areas. To overcome this limitation, the authors recommend further replication studies using more diverse geographic areas to increase generalizable conclusions. Second, this study depended on two strategically created scenarios to obtain the responses of teachers and students on the issues of trust. Accordingly, their responses may not be representative when not in the contextual boundary of those particular scenarios. Although the authors tried to select the scenarios most representing current school/class demise situations in Korean schools, further studies should embrace a larger variety of situations that could be seen as relating to school/class demise.

This study delved into school/class demise from trust context. The results obtained from data analysis suggest that there exists a social position gap between teachers and student in terms of perception of mutual trust matters.

First, the structure of mutual trust between teachers and students was confrontational in that their perception was skewed toward their own social positions. That is, they perceive trust matters in a direction favorable to themselves. In particular, the fact that students rather than teachers thought that students usually distrust teachers shows how seriously a distrust of teachers prevails among students in Korean school classrooms.

Second, a social position gap also existed between teachers and students in perceiving the causes of school demise and the accorded counter-plans. Although teachers saw loss of authority as the major cause of school demise, students pointed out that their autonomy is often ignored and may be a cause of school demise. Regarding the counter-plans, teachers thought that increasing compliance to school rules was necessary to overcome school demise problems, whereas students wanted to revise school rules so that they were more realistic. This perceptual gap between the two generations results from the tendency teachers have to prefer discipline-oriented values and that students prefer autonomy-oriented values.

The degree of mutual trust between teachers and students was higher in the Perspective Expansion Group than in Perspective Contraction Group overall. Accordingly, the tendency to justify and understand the behaviors in a way favoring their own position was lower in the Perspective Expansion Group than in the Perspective Contraction Group. Especially for the student respondents, the Perspective Expansion Group perceived teachers' behaviors by separating the justification dimension and the understanding dimension. This indicates that the Perspective Expansion Group of student respondents rationally judged the rights and wrongs of the opponents. That is, they independently understood the opponents.

Such understanding and acceptance embrace a significant implication for conflict resolution, because if one accepts the position of an opposing party through understanding, the possibility of resolving conflict increases. Lee and Park (1989) revealed that the Perspective Expansion

Group possesses an attitudinal flexibility in various situations, unlike the Perspective Contraction and No Perspective Groups. For example, they choose school uniforms in situations demanding order but prefer wearing plain clothes in situations wanting individuality. However, this does not mean that the attitude of the Perspective Expansion group is neutral. It means that they consider situational appropriateness or problem solving from a neutral position.

This study also concluded that the Perspective Expansion Group is more willing to accept the opinions of the opponents than the Perspective Contraction and No Perspective Groups. However, there was no perceptual difference between the Perspective Expansion and No Perspective Groups. Although this could be due to the attitudinal neutrality of the two groups, the information gathered from this study makes it inferable that there is an intrinsic difference in ways to accept. In addition, perceptual differences by levels of perspective between the Perspective Expansion Group and the other two groups result not from judgment of right and wrong but from alternatives—because the Perspective Expansion Group of student respondents separate the judgment and understanding dimensions in perceiving the teachers' behaviors of scenario II.

Such an interpretation suggests that clear judgment of right and wrong may not be the one and only solution to handle conflicts in school. That is, it is seems to be helpful to approach school demise problems with alternatives from various perspectives. Accordingly, it is important to foster an ability to judge which values, however confrontational, are suitable depending on situations.

If teachers unconditionally force students to be regulated and controlled even in situations that are more demanding of autonomy simply because it is more efficient at least temporarily, mutual trust cannot help but decrease. The exact same logic applies to students as it does to teachers. When teachers are, with perspective expansion, able to require discipline and autonomy of students depending on situations, students can learn the accorded new value system and knowledge and then they should be able to accept their teachers' authority without psychological conflicts between different values.

Unlike physical knowledge, social knowledge is developed based on one's social position or relationship of interest. Even when a person has developed up to the formal operational stage, he still can be restricted within some values related to their social position, therefore his perspective can be contracted. The fixed ideas or social prejudices observed often in our society can also be examples of erroneous social perception.

Education is a change. The change requires teachers and students accept each other's roles, social positions, and value-perspectives. What is needed is perspective expansion so the teachers and students become free from being restricted within their social positions and be willing to accept each other's values. When it is possible, education can be approached from a more integrated perspective. It is what social capital implies for changing and developing the current education system and for recovering the healthiness of our schools.

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