



# Interpersonal Relationships Of High School Students Of Kerala

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## Abstract

Adolescence is the transition phase between growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24. In adolescence, the competence of interpersonal relations develops and increase. However, students still face some problems during puberty. To overcome these problems, guiding and counselling services are needed. Nevertheless, for it to be effective, it is important to understand students' interpersonal relationships accurately. The purpose of the study was to describe the nature of interpersonal relationships among students in high schools of Kerala, India. The sample population consisted of 240 high school students selected by random sampling technique. The tool used is the scale of interpersonal relationship prepared and standardised by the investigator. Data analysis used a quantitative approach with descriptive methods. The results showed interpersonal relationships among students were average in nature. The findings of this study might be used by counsellors to improve students' interpersonal relationships.

**Key words :** Interpersonal Relationships, High School Students

## Introduction

Adolescence is the transitional period can raise questions of independence and identity. Adolescent people can cultivate their sense of self, they may face difficult choices about academics, friendship, sexuality, gender recognition, drugs, and alcohol. It is the transitional stage from childhood to adulthood that occurs between ages 13 and 19. The physical and psychological changes that take place in adolescence often start earlier, during the preteen or "tween" years: between ages 9 and 12. Junior high school students are at the stage of adolescent development. Generally, it is the time where interrelation between adolescents and parents

change. Teenagers spend more time with peers than parents and according to teens, friends are a source of support and a place to share.

Human beings are social by nature. The connections that build with others are critical to social, emotional, and physical health. Knowing how to maintain interpersonal relationships can help to build a support system that provides strength that make to cope with life's challenges. An interpersonal relationship is a social connection or affiliation between two or more people. The ability of interpersonal relationships increases in adolescent period and is characterized by the establishment of friendship. Without it, they may develop psychological and social development disorders. According to Papalia, Old and Feldman (2009), adolescents with high interpersonal relationships have a lot of close friends, healthy view of themselves, he undergo school education well, are able to get along, and have a small chance to behave aggressively, anxiously and depressed.

In the educational context of Kerala, secondary level schooling is an important period in every students' life. It is during this period that an individual is supposed to work in groups towards achieving the major goals of one's life. Despite all these, this period marks the beginning of becoming an adolescent, for which an individual must be sufficiently equipped with the necessary competencies like confidence, self-efficacy, tolerance, resilience; and above all 'psychological well-being'. These are even important in successfully dealing with concerns of one's academic life also.

Interpersonal relationships refer to a person's ability to bond and connect with other people and make relationships. It allows a person to work effectively with others. The persons who have interpersonal relationship prefer to be with people. They are friendly and they can get on well with others so they can easily take part in social activities. Young children with high interpersonal bonding usually possess qualities that allow them to communicate verbally and non-verbally, form motivate and organize peers toward their goals, have strong leadership abilities, form meaningful relationships, resolve conflicts, be aware of different perspectives. Cooperative and collaborative surroundings are best for their learning. The persons who can express empathy for others' feelings, react to their moods and grasp other perspectives usually appear in this group. They like studying in groups and exchanging information with others (Teele, 2000).

## Need and significance of study

Research has found that interpersonal relationships can have a number of important benefits for physical and psychological health including combating loneliness, increasing resilience to stress, decreasing the risk of depression and suicide, lowering the risk of cardiovascular disease, improving longevity etc. When one has strong interpersonal relationships, he/she may feel more motivated to engage in behaviors that are good for health. Research has found that people who participate more in social relationships are also more likely to eat a healthy diet, exercise regularly, and avoid negative activities in their life. Active and meaningful learning involves solving puzzles, experimenting, visualizing, interpreting, discussing, group work, etc. These helps in enhancing interpersonal relationships in young ones. Many related studies have indicated that interpersonal relations could influence on the academic success of secondary school students. Activities to enhance interpersonal relationship obviously gets involved in learning activities. Students need to interact more with many friends or teachers and to ask for help in clearing doubts. Through these interactions, students will be helped to communicate their difficulties in understanding the lessons, and overcome immediately their difficulties. The present study titled as ‘Interpersonal Relationships of high school students of Kerala’ describes the level of interpersonal relationships among secondary school students of Kerala.

## Objectives of the study

1. To find out the level of Interpersonal relationship of Secondary School students
2. To compare the level of Interpersonal relationship of Secondary School students with respect to gender.

## Hypotheses

1. Majority of the students in Secondary Schools of Kerala possess high Interpersonal relationship.
2. There will be a significant difference in the Interpersonal relationship scores of Secondary School students with respect to gender.

## **Methodology**

### **The Method**

The method employed in the investigation has been briefly presented below. For collecting the data, the Normative Survey method was used.

### **The Sample**

The population of the study consists of Secondary School students of Kerala. For the present study, the investigator selected 240 Secondary School students (studying in Standard IX) from all over Kerala from 4 different districts. Due representation was given to Gender. The investigator adopted random sampling technique.

### **Tool used for the study**

Interpersonal relationship scale prepared and standardised by the investigator was used for data collection

### **Procedure adopted for the study**

Interpersonal relationship scale was prepared and standardized by the investigator. It contains 50 items for assessing the Interpersonal relationships of Secondary school students. The investigator used a General Data sheet to collect necessary preliminary information from students. The tool was administered to 240 Secondary School students in various schools in Kerala. The data were analyzed statistically using appropriate statistical techniques.

### **Statistical techniques used**

1. Percentage Analysis
2. Mean, Standard Deviation
3. t-test

## Analysis of the data

### 1. Level of Interpersonal relationship of Secondary School students.

To find out the level of Interpersonal relationship of Secondary school students, the students were grouped in to three levels High, Average and Low based on their scores. The mean and standard deviation were calculated. Those getting score at or above ( $M + \sigma$ ) were grouped as 'High' and those getting scores below ( $M - \sigma$ ) were grouped as 'Low' and those getting between ( $M + \sigma$ ) and ( $M - \sigma$ ) were grouped as 'Average'. The percentage of students with High, Average and Low Interpersonal relationships is given in Table.1 below.

**Table.1**

**The percentage of students with High, Average and Low Interpersonal relationship**

Interpersonal relationship	Percentage
High Interpersonal relationship	22.8
Interpersonal relationship	62.3
Interpersonal relationship	14.9
Total	100

Table.1 shows that 22.8 % students possess high Interpersonal relationship, 62.3% of students have average Interpersonal relationship and 14.9 % students possess low Interpersonal relationship. It indicates that a high proportion of (62.3%) students possess only an average Interpersonal Intelligence. Thus, the hypothesis formulated in this context, 'Majority of the students in the Secondary Schools possess high Interpersonal relationship' is rejected.

### 2. Comparison of Interpersonal relationship of Male and Female Students

The scores of Interpersonal relationship obtained by male and female students through were compared using test of significance of difference between means and the obtained t-value was tested for significance. The data and result of the analysis are given in Table 2.

**Table 2**

**Data and Results of the Test of Significance of the Difference between Means of the Interpersonal Intelligence Scores of the Male and Female Students**

Group	N	Mean	SD	t- value
Male	124	94.5	2.50	5.71
Female	116	92.5	2.89	

Table.2 shows that the t-value obtained is significant at both levels (0.05 level and 0.01 level), showing the male and female students differ significantly in their Interpersonal relationship ( $t=5.71$ ;  $p < 0.01$ ). This shows that male students possess higher Interpersonal relationship than females. Thus, the hypothesis formulated in this context ‘There will be a significant difference in the level of Interpersonal relationship of Secondary School students based on Gender’ is accepted.

## Results

1. A high proportion of (62.3%) students possess only an average Interpersonal relationship.
2. There is significant difference in the Interpersonal relationship scores of male and female students ( $t=5.71$ ;  $p<0.01$ ).

## Conclusion

Interpersonal relationships are interactions between individuals involving human, ethical, and morals, and generally, aim to enhance happiness for both parties. The results of this study showed the interpersonal relationship of secondary school students in Kerala were average in nature. The results of this study serve as references for counsellors to provide guidance and counselling services to students using a variety of creative and innovative techniques/approaches.

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