A STUDY ON INTERPERSONAL BEHAVIOUR OF HIGH SCHOOL STUDENTS

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ABSTRACT

This study sought to investigate the interpersonal behavior of high school students with regard to gender and location of school. For achieving the stipulated objectives of the study the descriptive method of research was employed. 300 randomly selected high school students of Kadayanallur Taluk took part in the study. The sample of 300 high school students were selected from different schools randomly through the simple random sampling technique. The interpersonal behaviour scale (2018) prepared by the investigators was used to measure the high school students' interpersonal behavior. Data analysis involved t-test statistical analysis as inferential statistics. On the basis of data analysis, it was found that there is no significant difference between male and female high school students in their interpersonal behavior and also there is no significant difference between rural and urban high school students in their interpersonal behaviour.

Keywords: Interpersonal Intelligence, high school students, gender, location

1. INTRODUCTION

Man is a social animal: he collaborates with others to pursue his goals and satisfy his needs. It is well known that relations with others can be the source of the deepest satisfactions and of the blackest misery. People seem to seek a number of goals in social situations: to be approved of and to make friends, to dominate or to depend on others, to be admired, to be helped or given social support, to provide help to others, and so on. Dependency is the first form of social motivation. Infants are physically dependent on their mother. There is innate tendency to respond to pair of eyes and to female voices; both are in range feeding, and this part of the rather complex process whereby an infant develops an early attachment to the mother. Affiliative, co-operative and extraverted behavior are also stronger in those who had early close relations with their mother[1]. The sophisticated ability of human beings to engage in highly complex and finely regulated interpersonal behaviours is probably one of the cornerstones of the evolutionary success of our species and the foundation of the increasingly complex forms of social organization that our species has been able to develop[2]. Interpersonal theory developed by Sullivan (1953), poists that the individuals' personal responses to others (interpersonal patterns) are directly related to encounters with significant people in early development. This is to say that early object relations from the blueprint for interpersonal behavior in later childhood and adulthood. Sullivan (1953) contended that we have a need for more or less continuous interpersonal contact. Isolation is tantamount to mental illness, although a conspicuous indifference to other peoples' approbation constitutes a disorder in itself" Individual needs for contact and also tenderness are mutually resolved in interpersonal relations[4]. Schools, and the classrooms they contain, are among the most pervasive socialization contexts in our culture, and potentially one of the most influential for shaping human development over the life span. As children enter school, they are typically faced with shifting social ecologies, relationships, and resources. Beyond basic tasks such as relating with classmates and forming ties with teachers, children find that they are under increasing pressure to compare and evaluate themselves, their abilities, and their achievements to those of agemates. Many of these challenges are repeated as children progress through the grades. In each new classroom they must negotiate their needs in

dyadic and group settings and re-establish relationships with classmates and teachers. Moreover, it is likely that these challenges are intensified when children change schools or cope with school transitions[3]. Healthy relationships are characterized by mutually reinforcing exchanges that lead to socially desirable consequences; quantification of the prevalence of unhealthy relationships is difficult; students who exhibit unhealthy relationships are at significant risk for problems later in life, such as dropping out of school, criminality, and marital maladjustment[5].

METHODOLOGY

300 randomly selected high school students of Kadayanallur Taluk took part in the study. The sample of 300 high school students were selected from different schools randomly through the simple random sampling technique. The interpersonal behaviour scale (2018) prepared by the investigators was used to measure the high school students' interpersonal behavior. Data analysis involved t-test statistical analysis as inferential statistics.

OBJECTIVES OF THE STUDY

➢ To find out whether there is any significant difference between male and female high school students in their interpersonal behaviour.

➢ To find out whether there is any significant difference between rural and urban high school students in their interpersonal behaviour.

HYPOTHESES OF THE STUDY

➢ There is no significant difference between male and female high school students in their interpersonal behaviour.

➢ There is no significant difference between rural and urban high school students in their interpersonal behaviour.

Null Hypothesis: 1 There is no significant difference between male and female high school students in their interpersonal behaviour.

Table 1   t-test showing the significant difference between male and female high school students in their interpersonal behaviour

Variable	Gender	N	Mean	SD	Calculated 't' value	Remarks
Interpersonal behaviour	Male	171	83.91	9.933	0.256	NS*
	Female	129	84.20	9.343		

(* Not Significant at 5% level of significance)

It is inferred from the above table that calculated 't' value (0.256) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant difference between male and female high school students in their interpersonal behaviour.

Null Hypothesis 2: There is no significant difference between rural and urban high school students in their interpersonal behaviour.

Table 2   t-test showing the significant difference between rural and urban high school students in their interpersonal behaviour

Variable	Location of school	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Interpersonal behaviour	Rural	114	83.8333	9.64862	0.285	NS
	Urban	186	84.1613	9.70627		

(* Not Significant at 5% level of significance)

It is inferred from the above table that calculated 't' value (0.285) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant difference between rural and urban high school students in their interpersonal behaviour.

CONCLUSION

The inestigator can terminate by inferential analysis as follows:

➢ There is no significant difference between male and female high school students in their interpersonal behaviour.

➢ There is no significant difference between rural and urban high school students in their interpersonal behaviour.

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