



Enhancing Interpersonal Relationship Skills of Tribal students through a Personal Effectiveness Intervention Programme

KEYWORDS

Interpersonal Relationship, Ashram schools, Tribal students

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ABSTRACT *The present paper attempts to ascertain the effect of the effectiveness of a personal effectiveness programme on the interpersonal relationship skills of tribal students of ashram schools in Dahanu taluka which is a tribal area of Thane district in Maharashtra. The personal effectiveness programme is an activity-based comprehensive programme rooted in the local tribal culture language was developed and implemented on tribal students of two ashram schools using the pre-test-post-test non-equivalent groups design. The study found that the personal effectiveness programme has a significant effect on the interpersonal relationship skills of tribal students. The effect size of this programme is found to be high.*

Introduction:

Globalization is an emerging phenomenon in the Indian context. It demands communicating and coping with the members of other countries and working together in groups for productive outcomes. In order to achieve this objective, different strategies need to be used. Every country has different kinds of students in different kinds of school. It is imperative that the system of education supports the development of all students especially in a country like India which has accepted the policy of inclusive education and inclusive growth. Working in groups necessitates that appropriate life skills are developed in students. One such life skill of importance is the interpersonal relationship skills amongst students necessary for students' effective functioning in the larger society. Ashram schools are an important subsystem of the larger system of school education in India. Ashram schools are the schools established specifically for tribal students having residential facilities for the tribal students only. It is often observed that students in these schools have innate ability but are unable to communicate confidently in the presence of outsiders (non-tribals) as compared to other school students. One of the most probable reasons for this may be that the tribal communities live in their own homogeneous groups in their own tribal (rural) areas. Thus they have little contact with people in the main stream. This could be one of the reasons for their unwillingness/inability/lack of confidence in communicating with people not belonging to their own tribes. Students studying in the Ashram schools are often found to possess low communication skills. Hence it is necessary to enhance interpersonal relationship of tribal students.

Variables of the Study: The interpersonal relationships skills of the tribal students is the dependent variable and the personal effectiveness programme especially developed for this study is the treatment (independent) variable in the present research.

Operational Definitions of the Terms

Tribal Students: Students belonging to the Warli, Malhar-koli, Kokana and Katkari tribes from Dahanu taluka of Thane district in Maharashtra are tribal students for the purpose of the present study.

Ashram Schools: Schools established specifically for tribal students having residential facilities are known as ashram schools.

Interpersonal Relationship: It refers to tribal students' skills of recognizing and maintaining healthy relationship with sig-

nificant others in daily life.

Personal Effectiveness Programme: Personal effectiveness programme is activity based comprehensive intervention programme based on tribal culture and language which includes projects, guest lectures, expert guidance, movies, storytelling, meditation, group activities, street play, tribal folk dance, tribal music, tribal dictionary, paper pencil tests, carrier guidance with power point presentation and workshops. Duration of personal effectiveness programme was 70 hrs.

Statement of the Problem: Enhancing interpersonal relationship skills of tribal students through a personal effectiveness intervention programme

Scope and Delimitations of the Study: In the present study, Government Ashram schools from the Dahanu taluka have been included. The study excludes private-aided ashram schools and other regular schools affiliated to the SSC Board from Dahanu taluka. In the present study, seventh standard tribal students from Government ashram schools have been included. Students from other primary or secondary classes have been excluded. In the present study, the effect of the personal effectiveness programme on interpersonal relationship skills of seventh standard tribal students of Government ashram schools in Dahanu taluka has included. The study excludes other psycho-social variables from its purview.

Rationale of the Study: The personal effectiveness programme developed in the present study is rooted in the local tribal culture and tribal language. This personal effectiveness programme could be used for enhancing interpersonal relationship skills of the students. Personal effectiveness programme can be used by teachers in the form of different activities and the use of local language (Warli) as a medium of instruction. It can be also useful to the superintendents of the hostels for boys and girls for conducting activities for enhancing interpersonal relationship skills of tribal students. Enhancing the interpersonal relationship skills is essential in integrating tribal students in the main stream of the society.

Aim of the Study: To develop a personal effectiveness programme for seventh standard tribal students of Government ashram schools and ascertain its effectiveness in enhancing interpersonal relationship skills in students.

Objectives of the Study:

1. To develop personal effectiveness programme rooted

in the tribal culture using locally available material and using suitable language for seventh standard tribal students of Government Ashram School.

2. To compare pre-test scores of experimental group and control group with reference to interpersonal relationship.
3. To compare post-test scores of experimental group and control group with reference to interpersonal relationship.
4. To compute effect size of Personal Effectiveness programme on the interpersonal relationship of the tribal students.

Null Hypothesis of the Study

1. There is no significant difference between Pre-test scores of Experimental group and control group with reference to interpersonal relationship
2. There is no significant difference between Post-test scores of Experimental group and control group with reference to interpersonal relationship

Methodology: The experimental method is selected for the present study. In the present study, the Pre-test – Post-test, Non-equivalent Groups design has been selected which is described symbolically as follows:

$$O_1 X O_2 \quad O_3 C O_4$$

Where,

O₁ and O₃: Pre-test Scores

O₂ and O₄: Post- test scores

X: Experimental Group

C: Control Group

Sample of the Study: In the present study, the sample has been selected consisting of one intact class each of tribal students-both boys and girls from standard VII of two different Government ashram schools situated in the Dahanu taluka of Thane district in Maharashtra. The experimental and the control groups included 51 and 54 students respectively.

Tool of the Study: Communication and Interpersonal Skills (Singh and Tiwari, 2001) translated by Achrekar (2011).

Techniques of Data Analysis: The present research used statistical techniques such as t-test, Analysis of Co-variance (ANCOVA) and Wolf's formula. To compare the pre-test scores of control and experimental groups for the dependent variable interpersonal relationship skills, the t-test was used. ANCOVA was used to remove the effect of initial differences in the pre-test scores of control and experimental groups. Wolf's formula was used to measure the extent of effectiveness of the personal effectiveness programme on interpersonal relationship skills of tribal students.

Testing Hypothesis

Hypothesis 1: There is no significant difference between pre-test scores of interpersonal relationship skills of the experimental and control groups.

The following table shows the relevant statistics of comparison of interpersonal relationship skills of students from the experimental group (EG) and control group (CG).

Table 1: Comparison of pre-test scores of interpersonal skills of tribal students

Groups	Mean	N	Mean _a -Mean _b	t-ratio	df	P
EG	96.0784	51	3.5599	+3.99	103	0.000124
CG	92.5185	54				

It can be seen that the t-ratio is significant at 0.000124. Hence the null hypothesis is rejected. It may be concluded that there is a significant difference in the pre-test scores of interpersonal relationship skills of students from the experimental and control groups. The mean pre-test scores of interpersonal relationship skills of students from the experimental group is significantly greater than that of the control group.

Since the t-ratio is significant, the technique of ANCOVA is used to compare the post-test scores of interpersonal relationship skills of students from the experimental and control groups after partialling out the effects of pre-test scores of interpersonal relationship skills of students.

Hypothesis 2: There is no significant difference between post-test scores of interpersonal relationship skills of students from the experimental and control groups after partialling out the effects of pre-test scores of interpersonal relationship skills of students.

Following table shows the comparison of post test scores of interpersonal relationship skills of students from the experimental and control groups after partialling out the effects of pre-test scores of interpersonal relationship skills of students.

Table 2: ANCOVA summary

Source	SS	Df	MS	F	P
Adjusted Means	5622.81	1	5622.81	128.16	<0.0000001
Adjusted Error	4475.13	102	43.87		
Adjusted Total	10097.94	103	10097.94		

Since the F-ratio in this hypothesis is significant, the Mean scores of interpersonal relationship skills on the post-test are compared after partialling out the effects of pre-test scores of interpersonal relationship skills of students.

Table 3: Comparison of post-test scores of interpersonal relationship skills of tribal students

Groups	Scores	Mean	N	t-ratio	Df	P
EG	Observed Means	118.7451	51	12.39	102	<0.001
CG		102.0741	54			
EG	Adjusted Means	118.2638	51	12.19	102	<0.001
CG		102.5286	54			

Conclusion : There is a significant difference in the post-test scores of interpersonal relationship skills of the experimental and control groups after partialling out the effects of pre-test scores of interpersonal relationship skills of students. The mean interpersonal relationship skill of students from the experimental group is found to be greater than that of the control group.

This implies that the personal effectiveness programme for tribal students is found to be effective in enhancing the interpersonal relationship skills of students.

This was followed by computing the effect size of the personal effectiveness programme using the Wolf's formula.

Effect Size of Personal Effectiveness Programme

Dependent Variable Interpersonal Relationship Effect Size 2.37

The effect size of the personal effectiveness programme is greater than 0.8 and is therefore high in magnitude.

Conclusions of the Study:

1. There is a significant effect of the Personal Effectiveness Programme on the interpersonal relationship skills of the tribal students of Government Ashram school
2. The effect of the Personal Effectiveness Programme on the interpersonal relationship skills of the tribal students is high.

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