



INTERPERSONAL BEHAVIOUR OF UNDERGRADUATE STUDENTS

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ABSTRACT

Successful Adapt to life transition is important when considering a young adult's ability to adapt to college life and at the same time achieving academic achievements and building healthy relationship. Interpersonal behaviour are referred to as the actions that people perform in relations to other persons and also tend to draw specific reactions from others. Interpersonal relationships provide warmth, caring, support and collaboration that give life its excitement and potential for joy and personal fulfilment. The present study is done to find out how students behave and what kind of behaviour they expect from others. Sample for this study consists of 100 undergraduate students both (50) from private and from (50) Government colleges. The tool used in this study fundamentals Interpersonal relations orientation Behaviour (FIRO- B) was developed by the investigator (will Schultz, 1978) collected data was analyzed using SPSS package. The researcher also found that there is significant difference in their Interpersonal behaviour with respect to expressed Inclusion and control and wanted Inclusion and control and there is no significant difference in their expressed and wanted affection.

KEYWORDS

Interpersonal behaviour; Expressed; wanted; undergraduate students.

Introduction: Human beings are naturally a social being. Though being social is innate nature, people seem to seek a number of goals in social interactions to be approved of, to make relationship to dominate, to depend, to admire, to be helped, to provide help others, to share and so on. College students in particular are at a stage in their growth where recognition and a sense of belonging attained through harmonious relationships with in their peer group become critical factors (Lee, 2011). Much of behaviour is governed by a need or wants to establish or maintain certain relationship with others.

Interpersonal skills are the life skills we use every day to communicate and interact with other people by individually and in groups. The interpersonal skill acquired during the college years are essential in maintaining a healthy and satisfying social and work life after college graduation (JU, Park & Jin 2010).

Successful Interpersonal relationships are closely associated with the various different social and psychological elements such as mental, cognition, emotion, behavioural characteristics and types of interactions. (Kim & Park, 2010).

Need and significance of the study: Interpersonal relationship provides social belongings and personal fulfilment. That gives life its excitement and potential for joy. The quality of one's relationship depends largely on one's Interpersonal competence. Competence in managing their Interpersonal relationships can lead to more productive, self enhancing and fulfilling lives. Students are the pillars of nation and they are contributing much for social development. So each student should have the tendency to establish Positive relationship to achieve more in their personal and social life. Interpersonal behaviour are not considered to be only responses to stimuli but also certain behaviour tend to draw from other person to validate are confirm their self perception. This is a way to full fill their basic interpersonal needs. So the study is needful for students.

Objectives of the study: The following objectives were formulated for the present study:

- To find out the level of interpersonal relationship among

undergraduate students.

- To find out whether there is any significant difference in their Interpersonal behaviour toward others and their expectation from others.

Review of Related Study: Parameswari, J (2015): The study was conducted with an aim to study the difference in their Interpersonal relationship of under graduate students with reference to their gender, discipline and order of birth. The samples were taken from two colleges in Salem city. A random sample of 200 students was chosen for the study. Will Schultz (1958) FIRO - B questionnaire was used to study the Interpersonal relationship of the selected students. The result of the study showed significant gender differences in expressed inclusion and wanted control dimensions of Interpersonal relationship further, arts discipline students significant in wanted control and significant difference in expressed inclusion and wanted affection based on order of birth of the students.

Hypotheses of the study: There is no significant difference in their Interpersonal behaviour based on the following dimensions of Interpersonal relationship

Expressed Inclusion
Wanted Inclusion
Expressed control
Wanted Control
Expressed Affection
Wanted Affection

Method and procedure: In the present study survey method was used.

Tool used in the Study: A six - point attitude scale with 54 items of fundamental Interpersonal relations orientation - Behaviour (FIRO - B) scale was developed by the researcher (Will Schulz, 1978). The FIRO - B inventory measures a person's characteristic behaviour towards other people in their different areas producing six separate scores, three in

Behaviour expressed or shown to others (Expressed inclusion, Expressed control and expressed affection) and three in behaviour wanted (W) or preferred from others (wanted inclusion, wanted control and wanted affection).

Sample: Hundred undergraduate students (50 private and so Government) studying in Arts and science colleges in North Chennai constituted the sample for this study.

Collection of Data: The investigator personally visited the students for collecting the data. The students were given the copies of the tool and requested to respond to all parts of the questionnaire.

Scoring Procedure: The scale is divided into six columns, each with items and keys. If the respondent answered an item using any of the alternatives in the corresponding key, the item has been scored by giving 1. The grand total to each individual on the entire scale was obtained by adding the weights on all the statements.

Statistical Techniques used: In the present study the investigator used the following statistical techniques.

Descriptive Analysis (Mean, Standard Deviation)

Differential Analysis (t-value)

Analysis and Interpretation of the Data: The collected data were subjected to statistical analysis and it is analyzed using SPSS package. The mean and standard deviation for the variable Interpersonal behaviour scores were computed for the entire sample.

Table 1: Level of Interpersonal relationship

Variable	Level	Range	No. of Student	Percentage
Interpersonal Relationship	Low	0-7	13	13
	Moderate	8-19	49	49
	High	20-27	38	38

From Table 1 inferred that the overall nature of the Interpersonal Relationship among undergraduate students is moderate in nature.

Table 2: Showing the 't' value on Interpersonal behaviour with respect to Expressed Inclusion

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Expressed Inclusion	Private	50	5.02	1.78	3.03*	S
		Government	50	6.02	1.66		
		Total	100				

* denotes significant 0.01 level

Table 2 shows that there is significant difference found between private and government students in their Interpersonal behaviour with respect to Expressed inclusion. Calculated 't' value 3.03 and it is significant at 0.01 level.

Table 3 : Showing the 't' -value on Interpersonal behaviour with respect to Wanted inclusion.

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Wanted Inclusion	Private	50	2.46	2.12	2.25**	S
		Government	50	3.52	2.72		
		Total	100				

**denotes significant 0.05 level

Table 3 shows that there is significant difference found between private and government students in their Interpersonal

Behaviour with respect to wanted inclusion. Calculated 't' value 2.25 and it is significant at 0.05 level.

Table 4 : Showing the 't' -value on Interpersonal behaviour with respect to Expressed control

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Expressed Control	Private	50	3.48	2.30	2.85*	S
		Government	50	4.68	2.07		
		Total	100				

*denotes significant 0.01 level

Table 4 shows that there is significant difference found between private and government students in their Interpersonal Behaviour with respect to Expressed Control. Calculated 't' value 2.85 and it is significant at 0.01 level.

Table 5 : Showing the 't' -value on Interpersonal behaviour with respect to wanted Control.

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Wanted Control	Private	50	4.18	2.44	3.77*	S
		Government	50	5.88	2.29		
		Total	100				

*denotes significant 0.01 level

Table 5 shows that there is significant difference found between private and government students in their Interpersonal Behaviour with respect to wanted Control. Calculated 't' value 3.77 and it is significant at 0.01 level.

Table 6 : Showing the 't' -value on Interpersonal behaviour with respect to Expressed affection.

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Expressed Affection	Private	50	3.84	2.63	0.95	NS
		Government	50	3.42	1.92		
		Total	100				

Table 6 shows that there is no significant difference found between private and government students in their Interpersonal Behaviour with respect to Expressed affection. Calculated 't' value 0.95 and it is not significant at 0.05 level and 0.01 level.

Table 7 : Showing the 't' -value on Interpersonal behaviour with respect to Wanted affection.

Variable	Back-ground Variable	Category	N	Mean	S.D	't' value	Level of Significance
Interpersonal Behaviour	Wanted Affection	Private	50	2.38	1.78	1.29	NS
		Government	50	2.82	1.74		
		Total	100				

Table 7 shows that there is no significant difference found between private and government students in their Interpersonal Behaviour with respect to wanted affection. Calculated 't' value 1.29 and it is not significant at 0.05 level and 0.01 level.

Major Findings:

The study revealed that the level of Interpersonal relationship among under graduate students is moderate in nature.

The researcher found that there is significant difference in the Interpersonal behaviour with respect to the following dimensions

Expressed Inclusion

Wanted Inclusion

Expressed control

Wanted control

The researcher found that there is no significant difference in their Interpersonal behaviour with respect to the following dimensions

Expressed Affection

Wanted Affection

Education Implications:

Positive functional Interpersonal relationships have been shown to enhance student academic motivation, engagement and achievements. Student community should have effective interpersonal communication and interaction skills in order to set the standard for happy and healthy relationships in their future. Based on the findings the students can increase the availability, accessibility and diversity of information on healthy relationships and effective communication skills. Research supports the assertion that a college environment has the power to impact the values of its students, however subtly, through its effects on the nature and content of student interaction with faculty and peers.

Conclusion:

The Present study aimed to study the level of Interpersonal relationship among undergraduate students and found that the level of Interpersonal relationship is moderate in nature. Students can increase opportunities for positive social engagement, support and formation of friendships. Successful interaction with a social group impacts student academic experience, in fact those students who are strongly socially corrected are more likely to remain in college and satisfaction with their life.

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