

INFLUENCE OF INTERPERSONAL INTELLIGENCE ON LOCALITY OF SCHOOL OF HIGHER SECONDARY + 1 BIOLOGY STUDENTS IN TIRUNELVELI DISTRICT

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Abstract

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. This study is an attempt to find out there is any influence of interpersonal intelligence on the locality of the school of higher secondary + 1 biology students in Tirunelveli district. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 1,104 Biology students, studying +1 course, in the higher secondary schools in Tirunelveli District. The tool used in the study was interpersonal intelligence Scale. The interpersonal intelligence Scale (IIS) was prepared and validated by Dr.V.Kasirajan and Dr. T.Kanakaraj ((2011). The investigator found that i) The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district with respect locality of school is average. ii) there is significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Keywords: *Interpersonal intelligence, Biology students*

Introduction

Education is a process of human engineering that aims at man-making right from infancy to death in imbibing the knowledge, skill and attitude that nurtures the demands gradually to blossom the cognitive embedded potentials into actual, soothers into maturity and psychomotor abilities into application to meet the individual and social demands and make life meaningful and worth living in tune with the constituent innate and external self of individuals that differs from person to person. In this social process, the child needs support to free itself from economic constraints and hence it consumes a long period of social support network to emerge self-reliant, though no individual could ever be a parasite, instead be a creeper to stand on its own. He/she must pay back by realizing the goals and objectives that education sets to his/her optimal capacity sincerely and honestly as Mittal (2006) reflects, "Education must focus on total and optimal development of human resources." Interpersonal intelligence relates to the concept of interaction with the people around. It is about the understanding of their thoughts and feelings and the ability to respond to them. People with an interpersonal intelligence typically fall in the group of extroverts. They are sensitive to the moods and sentiments of others. Interpersonal ability is a point of juncture that accommodates skills from different quarters and woe the person to see things from other perspectives, welcoming the views of others by listening to others, empathizing, understanding other people's moods and feelings, counseling, co-operating with other groups, noticing people's moods, motivations and intentions. Communicating both verbally and non-

verbally, building trust, peaceful conflict resolution, establishing positive relations with other people will enable an individual to be professionally successful.

Significance of the Study

Interpersonal intelligence is an important to enhance our social abilities to thrive in the society. This includes the abilities to interact with others, understand and interpret their behavior. It is true that those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. Interpersonal intelligence is how to relate with other people. It is about understands the people, working closely with the people, cooperating and conveying to the people and what are trying to say in a way they understand. They possess the ability to cooperate with people around them and are seen as team players. They learn by working with others and taken an interest in discussions. Thus, people with an interpersonal intelligence become effective communicators. For instance, students with interpersonal intelligence, direct interaction, discussions with others and team efforts are the best pathways to help them to learn. So they learn their subjects very effectively Individuals with a strong Interpersonal Intelligence can be utilized as leaders during group experiments and collaborative assignments of any kind, these students will excel in this position. If the Biology students have done their Biology experiments in the Biology Laboratory with strong interpersonal intelligence, they had the ability to perform very well in biology theory examination as well as practical examination. By themselves, peripheral approaches, such as study ability, time management instruction, reward and punishment, and mature lecturing, will have negligible effect awaiting interpersonal intelligence. There are several sociological, psychological factors, which influence individuals. Of which, interpersonal intelligence play vital role in an individual development and achievement. Therefore need was felt to study the influence of interpersonal intelligence of higher secondary +1 biology students across locality of students.

Objectives of the Study

1. To find out the level of interpersonal intelligence and its dimensions of higher secondary + 1 biology students about the locality of students.
2. To find out whether there is any significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Null Hypotheses

1. The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students with respect to locality of students is average.
2. There is no significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Methodology

A descriptive survey method is adopted by the investigator to conduct for this study.

Sample

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 1104 higher secondary + biology students from Tirunelveli district.

Tools Used for the Present Study

Interpersonal Intelligence Scale (IIS) constructed and validated by Dr.V.Kasirajan and Dr.T.Kanakaraj (2011).

Statistical Techniques Used

The expressive statistics like mean, standard deviation and t^{''}-test was employed in the present study.

Analysis

Null Hypothesis: 1

1. The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district on locality of students is average.

Table 1: Level of Interpersonal Intelligence and Its Dimensions of Higher Secondary +1 Biology Students on Location of School

Dimensions	Locality of Student	Low		Average		High	
		Count	%	Count	%	Count	%
Empathy	Rural	64	12.6	378	74.6	65	12.8
	Urban	82	13.7	451	75.5	64	10.7
Amiability	Rural	87	17.2	371	73.2	49	9.7
	Urban	111	18.6	416	69.7	70	11.7
Social persuasion	Rural	67	13.2	364	71.8	76	15.0
	Urban	80	13.4	444	74.4	73	12.2
Guidance	Rural	66	13.0	345	68.0	96	18.9
	Urban	85	14.2	443	74.2	69	11.6
Respectful behavior	Rural	79	15.6	375	74.0	53	10.5
	Urban	95	15.9	438	73.4	64	10.7
Interpersonal intelligence (Total)	Rural	88	17.4	343	67.7	76	15.0
	Urban	81	13.6	433	72.5	83	13.9

Finding: Most of higher secondary +1 biology students are average.

Null Hypothesis: 2

There is no significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Table 2: Difference in the Interpersonal Intelligence and Its Dimensions of Higher Secondary+1 Biology Students about the Locality of the School

Dimensions	Locality of school	N	Mean	SD	Calculated 't' value	Remarks
Empathy	Rural	507	41.2643	5.4693	4.034	S
	Urban	597	39.9665	5.1555		
Amiability	Rural	507	39.6923	6.5208	2.567	S
	Urban	597	38.6868	6.4426		
Social persuasion	Rural	507	41.4675	6.8215	3.008	S
	Urban	597	40.2144	6.9844		
Guidance	Rural	507	36.8580	5.9313	1.295	NS
	Urban	597	36.4054	5.6166		
Respectful behavior	Rural	507	34.3669	5.8842	3.912	S
	Urban	597	32.9514	6.1138		
Interpersonal intelligence in total	Rural	507	193.6489	21.596	4.118	S
	Urban	597	188.2245	22.059		

It is inferred from the above table that, the calculated values are (4.034, 2.567, 3.008, 3.912, and 4.118) greater than the table value (1.96) for df (1103) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Findings

1. The level of Empathy of higher secondary +1 biology students on background variable of the locality of the school – rural (74.6%); urban (75.5%).
2. The level of Amiability of higher secondary +1 biology students on background variable of the locality of the school – rural (73.2%); urban (69.7%).
3. The level of Social persuasion of higher secondary +1 biology students on background variable of the locality of the school – rural (71.8%); urban (74.4%).
4. The level of Guidance of higher secondary +1 biology students on background variable of the locality of the school – rural (68.0%); urban (74.2%).
5. The level of respectful behavior of higher secondary +1 biology students on background variable of the locality of the school – rural (74.0%); urban (73.4%).
6. The level of interpersonal intelligence (total) of higher secondary +1 biology students on background variable of the locality of the school - rural (67.7%); urban (72.52%)
7. There is significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Interpretation

The level of interpersonal intelligence of higher secondary +1 biology students in Tirunelveli district on the locality of the school is average. Generally, in the recent past, there is an exposure among the student's community on the necessity of human network, rapport and also the importance of team work. Keeping this in mind, all the educational institutions have been slowly providing adequate instructional and infrastructural facilities, and also conducting many extracurricular activities to imbibe empathy, amiability, social persuasion, guidance, and respectful behavior right from the primary education to higher education. In addition to this, there are several opportunities in and around for the students. Faculty members, peer members and various media pave the way to develop emotional maturity among higher secondary biology. This may be the various reasons for the average level of students in interpersonal intelligence it is the order of the day in developing high level of interpersonal intelligence of higher secondary +1 biology students.

The 't' test result shows that rural schools are better than urban counterparts in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. The reason may be, the rural schools engage often co-curricular activities and extra-curricular activities for developing the interpersonal relationship among the students and also students are given chances to collaborate with the society in their day today life.

Educational Implications

Now a days the civilization, the educational organizations, the school, the family are so complex that the students are facing problems in their daily life in relation to their interpersonal behavior. It is the responsibility of the teachers' parents and researchers that the problems should be identified very soon and urgent corrective measures should be provided to the students for the betterment of their lives.

- In order to improve the interpersonal intelligence of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.
- A teacher plays important role in developing the personality of a child. He/she can influence them by his behavior, thoughts, and actions and also enable them to solve their problems which lead to lesser anxiety and better health.
- Innovative teaching strategies may be incorporated to develop interpersonal skills.
- All the school should take care of the physical health of their students by encouraging sports, games and other community activities.
- Discussion, debate and workshops may be conducted to develop the interpersonal communicative skills.
- The higher secondary +1 biology students should be encouraged to participate in co-curricular activities which will inculcate the virtues of cooperation, self-discipline and feeling of brotherhood. They should be given the responsibilities in school work so that they develop self-discipline.
- The curriculum should be construct keeping in view the needs of students, problems and requirements of every individual.

- Parents should treat the children in the healthy way. Children should be provided with such an environment which leads to maximum development of positive approach behavior.
- Parents should be behaving as companion of the adolescent so that adolescent can share feelings and problem. Parents have to direct them to solve their problems themselves, so that they develop as independent adults who can discriminate between right and wrong.

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