CONSTRUCTION AND VALIDATION OF INTERPERSONAL RELATIONSHIP OF HIGH SCHOOL TEACHERS IN TRIBAL SCHOOLS

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ABSTRACT

The study has been conducted to investigate the level of interpersonal relationship of high school teachers in tribal schools. The sample consists of 90 high school teachers from various tribal schools of Vellore District. Samples of 90 high school teachers were selected for the investigation. The main objective of the present study is to develop a research tool to measure the interpersonal relationship. The investigator has used normative survey method for the study. The researcher had attempted to construct and standardize the interpersonal relationship scale to measure the interpersonal relationship of high school teachers.

KEYWORDS : *Interpersonal Relationship, High School Teachers.*

INTRODUCTION

An interpersonal relationship is a strong, deep or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions or some other type of social commitment. A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship. An interpersonal relationship can develop the Individuals working together in the same institutions, the people working in the same team, the relationship between friends and colleagues and the relationship can also develop in a group with their teacher, the relationship of superiors with co-workers.

Individuals in an interpersonal relationship must share common goals and objectives. They should have more or less similar interests and think on the same lines. It is always better if individuals come from similar backgrounds. Individuals in an interpersonal relationship must respect each other's views and opinions. A sense of trust is important. Individuals must be attached to each other for a healthy interpersonal relationship. Transparency plays a crucial importance in relation to the development or success of something in interpersonal relationship. It is important for an individual to be honest and transparent. The role of communication is said to be the basis of every interpersonal relationship. The effective communication is the key to a healthy and long lasting relationship. If individuals do not communicate with each other effectively, problems are bound to come. Communication plays a pivotal role in reducing misunderstandings and eventually strengthens the bond among individuals. A relationship loses its charm if individuals do not express and reciprocate their feelings through various modes of communication. A healthy interaction is essential for a healthy relationship. It is not always an individual needs to talk to express his /her feelings.

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Feelings can be expressed through non verbal modes of communication as well. The body movements, gestures, facial expressions, hand movements communicate something or the other for a good interpersonal relationship. We should look happy and contented for the other person to enjoy our presence. The eye movements also have an important role to play the relationships. Interpersonal relationship has a direct effect on the organization culture. Misunderstandings and confusions lead to negativity at the workplace. Conflicts lead nowhere and in turn spoil the work environment.

OBJECTIVE
• To develop a research tool to measure the interpersonal relationship of high school teachers in tribal schools.

INTERPERSONAL RELATIONSHIP INVENTORY
        Interpersonal Relationship Inventory for high school teachers has been constructed and validated by the investigator. A lot of literature on interpersonal relationship, test construction procedures was used for the construction of the tool. The interpersonal relationship inventory was constructed after having discussion with teachers of schools and experts in the field of education.
        The test has been preferred on five point rating scale based on Likert's type. Initially all the statements were preferred in both Tamil and English.
        The scoring procedure for the tool for the option Never is given a score of 1, Rarely is given a score of 2, Sometimes is given a score of 3, Often is given a score of 4, Always is given a score of 5. The minimum score for the tool is 60 and maximum score of the tool is 300.

ITEM ANALYSIS
        The model/draft tool preferred by the investigator was administered on a sample of 90 high school teachers. The high school teachers were asked to mark their opinion among the given alternatives. Each statement has five alternative responses: namely Never, Rarely, Sometimes, Often and Always. Scoring was done for all the statements. The minimum score would be 60 and the maximum score would be 300. It is most efficient to do the checking as a single operation after all booklets have been scored.
        Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with t-value of 1.96 and above were selected for the final tool. Thus, the final tool contains 45 items; the list of items with the t-value is presented in Table-1. Split-half method was also used to find out the consistency of the test.

Table 1: Interpersonal Relationship

S. No	t-value	Selected/Not Selected
1	4.767	Selected
2	4.700	Selected
3	4.767	Selected
4	4.800	Selected
5	1.211	**Not Selected**
6	1.833	**Not Selected**
7	1.667	**Not Selected**
8	4.600	Selected
9	1.422	**Not Selected**
10	1.289	**Not Selected**
11	3.000	Selected
12	4.133	Selected

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13	1.300	**Not Selected**
14	2.700	Selected
15	1.122	**Not Selected**
16	3.567	Selected
17	1.278	**Not Selected**
18	4.033	Selected
19	1.378	**Not Selected**
20	4.533	Selected
21	2.700	Selected
22	4.567	Selected
23	2.800	Selected
24	4.567	Selected
25	4.200	Selected
26	2.700	Selected
27	3.733	Selected
28	4.400	Selected
29	2.967	Selected
30	4.067	Selected
31	4.167	Selected
32	1.078	**Not Selected**
33	3.933	Selected
34	2.800	Selected
35	4.467	Selected
36	4.367	Selected
37	1.100	**Not Selected**
38	2.900	Selected
39	1.056	**Not Selected**
40	4.267	Selected
41	3.633	Selected
42	4.333	Selected
43	2.633	Selected
44	1.178	**Not Selected**
45	4.267	Selected
46	3.800	Selected
47	3.733	Selected
48	4.400	Selected
49	4.400	Selected
50	4.067	Selected
51	3.533	Selected
52	2.667	Selected
53	4.244	Selected
54	4.167	Selected
55	4.133	Selected
56	1.133	**Not Selected**
57	3.900	Selected
58	1.144	**Not Selected**
59	4.200	Selected
60	4.133	Selected

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RELIABILITY

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" free from chance error.

Test-retest (Repetition) method was used arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and give in Table-2.

Table 2: Reliability Co-efficient of Interpersonal Relationship

S.No.	Method of Reliability	Values
1	Test-Retest (Repetition)	0.65
2	Split-Half	0.79

VALIDITY

The appropriateness, meaningfulness and usefulness of the specific inferences made form test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid.

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures". The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Interpersonal Relationship inventory is 0.79.

DESCRIPTION OF THE FINAL TOOL

The final tool with 45 statements was prepared in both Tamil and English. The final tool has been preferred on a five point rating scale based on Likert's type.

The scoring procedure for the tool for the option Never is given a score of 1, Rarely is given a score of 2, Sometimes is given a score of 3, Often is given a score of 4, Always is given a score of 5. The minimum score for the tool is 60 and maximum score of the tool is 300.

CONCLUSION

This research tool focuses on gathering information about the Interpersonal Relationship. The Interpersonal Relationship plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be immense use for the Interpersonal Relationship of high school teachers which will throw light upon the Interpersonal Relationship.

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