

An Intervention Study to Improve Interpersonal Relationship Skills

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Abstract:-The recent educational reforms are emphasizing to gain skills that could develop personalities. There are many problems faced during teaching and learning activities due to lack of skills among the students. Daily teaching and learning behavior have been observed of the students studying in secondary school that, they are having difficulties in communication methods, using words, activity forms, conflict of ideas, and communication skills. In this juncture, understanding the importance of this problem, this study has been carried out to improve the inter personal relationship skill and identify the factors which are influencing in interpersonal relationship skill and put forward the suggestion to improve the skill. Twenty five percentage samples were selected who have lack of Interpersonal Relationship Skills among the forty students in the class. Specific problems regarding the interpersonal relationship skills have been identified through observations, Questionnaire and discussions. Activities have been planned and implemented to solve this problem. Progresses have been recorded in reflective journals and strength and weaknesses also identified of each intervention. After intervention of planned activities, satisfactory progress has been assessed through the analysis and that, it has improved from 0-36 % to 71 – 100% in planned intervention. The progress in each intervention has been observed and reorganized the activities for further improvement.

Key words: Interpersonal skill, Problems, Relationships, Students, Intervention.

I. INTRODUCTION

Lack of interpersonal relationship skills between students and teachers will affect teaching learning environment and it will cause to increase the gap between teachers and some sort of problem in the class. These impacted on learning and teaching activities and need to spend more time to regulate the students. Further, it was observed that, the teachers only concentrate to teach their subject but not take care to improve the communication skill of the students. From the day today learning and teaching activities, respect less communications, using cinema and drama style ‘punch words’, and jokes have been observed among the students while communicate each other. In the class room activities, when the questions have been asked, it could be observed that they subjected to fear, sweating and confusion. Similarly when personal or group assignments have been allocated to the students, they have not submitted in full or properly at stipulated time and did not provide their work contribution to group members. Further, Collection of information and organization have never maintained in a proper way in

extracurricular activities. Hence it was identified that there are problems having appropriate interpersonal communication skills among considerable number of students. In this juncture, this action research has been carried out to improve the inter personal relationship skill who are facing problems and identify the factors which are influencing in interpersonal relationship skill and put forward the suggestion to improve the skill.

Limitation of the research

- Only 25% of the sample has been selected in grade 8 student of F division.
- Interpersonal Relationship skill observed with in the school.
- It has been only observed in learning and extra-curricular activities.
- Intervention observed from February to August 2018.

II. DATA AND METHODS

The action research has been carried out related to the problems faced by the researcher during the teaching and learning activities and the researcher could undertake this research while being a participant. During the class room activities, 25% (10 students) of the students have been observed with lacking interpersonal Communication skills among the 40 students in the class room and they have been taken as target groups. The primary data for this research have been obtained through questionnaire, interview, direct observation, group discussion and secondary data have been collected through the progress reports of the students, analysis reports, assignments, school reports and documents. On the basis of these data the interpersonal communications between students and teachers have been identified.

The following steps have been used for this study

- Identify the problems
- Data collection and analysis
- Planning intervention activities
- Implement the activities
- Monitoring the changes
- Evaluation and analysis
- Next round

The following interventions have been arranged to reducing the gap in inter personal communication skill

- Individual discussion.
- Assigning group activities
- Providing opportunities to lead the students associations.
- Opportunities to join sports clubs and other clubs.
- Providing personal responsibilities in the class.
- Using School Library
- Guiding, advising, and maintaining the physical and mental health of the students through the teachers.

After planning the intervention activities, It have been implemented and Progress of each intervention have been recorded in reflective journals from February to August. Based on this record, strength and weaknesses have been identified. Both primary and secondary data have been analyzed and results described as qualitatively and quantitatively. The following table 1 describesthe skill based on different activities before intervention.

Based on the reflective journals, different interventions have been calculated and combined all interventions. Total value and result have been explained through descriptive Statistical Analysis with the help of Graphs and Tables.

The following methods were used to calculate the progress as quantitatively for each intervention

.Satisfaction=2

Moderately satisfaction =1

Not satisfaction = 0

Table: 1 Individual Discussion Before intervention

Samples	Relation between students and teachers	Student express their ideas and views	Observation and listening	Clear the doubt	Dialogue without fear	Total value
A	1	1	1	1	1	05
B	0	0	0	0	0	00
C	0	0	0	0	0	00
D	0	0	0	0	0	00
E	0	0	0	0	0	00
F	0	0	0	0	0	00
G	0	0	0	0	0	00
H	0	0	0	0	0	00
I	0	0	0	0	0	00
J	2	2	2	2	2	05

Information have been gathered by individual discussion from students, teachers and day to day observation. It has been recorded in reflective journal

III. RESULT & DISCUSSION

According to the examination marks register, students’ attendance register, evaluations, exercise books of the students, it was observed that the subjects related home works, evaluations, and the assignments were not completed within stipulated time, lack of cooperation in group activities, evading, absence of recordings of extra-curricular activities, and non-participation in group games and Students’ Society activities. During the discussion with the students, there were able to get, reflections from the students like: “other students do not respect our opinions”, “looking at us with disregard”, “we are being excluded without giving the chance to undertake leadership in games”, “making fun of us”, “discrimination by teachers among students”. Keeping aloof from activities like Drama, Games and Group activities, joyless and withered face, timid nature, eager to do mischief leadership or not secretly, not having competitive spirit in learning, inactive in participating extra-curricular activities were some reflections that could be obtained through observation.

The following table 2 shows the nature of students in some selected activities before implement the action. There are many problems and issues have been identified among the students regarding interpersonal communication skill. It can be clearly identified that the students have lack of abilities in different activities (below 36%). Teaching learning activities not only influence on skill but also factors from outside the school also influencing it. There are 60% of the students who have selected for the study, coming from rural area and 70% from nuclear families.

Table:2 Nature of Students Before Implement the Action

Students	Discussion with students	Group Assignment	Opportunities on students’ societies and Clubs	Opportunities for Practices in sports Clubs	Guidance and Advices to the students	Providing individual responsibility in the classroom	Usage of Library	Total	Percentage
A	05	04	05	00	00	05	06	25	36
B	00	00	00	00	00	00	05	05	07
C	00	00	00	00	00	00	05	05	07
D	00	00	05	00	00	00	05	10	14
E	00	05	05	08	00	00	05	23	33
F	00	05	00	00	00	00	05	10	14
G	00	00	00	00	00	00	00	00	00
H	00	00	05	00	00	00	06	11	16
I	00	00	00	00	00	00	00	00	00
J	05	00	00	00	00	00	00	05	07

(Analysis ,Reflective Journal)

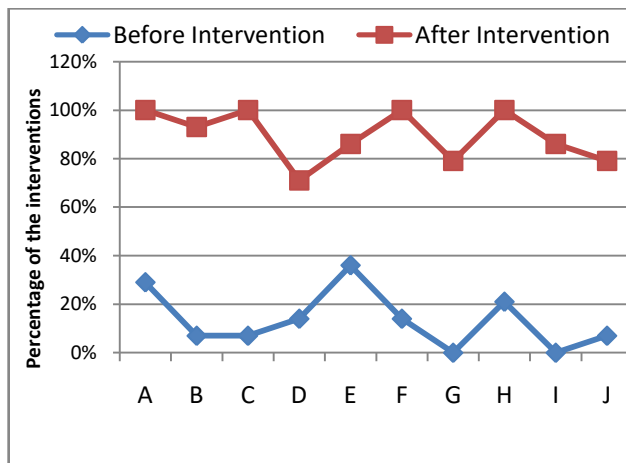
There are 60% of the students who have selected for the study, coming from rural area and 70% from nuclear families. Nearly 50 % of the students studying in class room with panic. Progress of each intervention have been observed and the initial state of the students have been compared with the changes of Interpersonal communication skills after the interventions. The following table 3 show the nature of students after implementing the intervention regarding the interpersonal relationship skills.

Table:3 Nature of Students After Implement the Action

Students	Discussion with students	Group Assignment	Opportunities on students' societies and Clubs	Opportunities for Practices in sports Clubs	Guidance and Advices to the students	Providing individualresponsibility in the classroom	Usage of Library	Total	Percentage
A	10	10	10	10	10	10	10	70	100
B	10	09	08	10	10	09	10	66	92
C	10	10	10	10	09	09	10	68	97
D	08	08	08	00	10	08	08	50	71
E	08	10	08	10	09	09	08	62	89
F	10	10	10	10	10	09	09	68	97
G	10	08	08	10	10	09	08	63	90
H	10	10	10	10	10	09	09	68	97
I	08	09	09	10	09	09	08	62	89
J	08	08	09	10	09	09	08	61	87

(Analysis: Reflective Journal)

Graph:1 Total Progress of Intervention



Progress of the students activities can be clearly identified While comparing the activities before and after implement the action. Most of the activities reached nearly 90% progress. The above Graph 1 shows the differences before and after the intervention of planned activities.

IV. CONCLUSION AND RECOMMENDATIONS

Various measures have been taken to enhance the Interpersonal Communication skills of the students in Sri Lanka. Which insists on student centered learning. Here, it could be still observable that strick class room management procedure is being adopted. Students are punished and have lack of opportunities to participate the class room and extra-curricular activities.It will affect the interpersonal Communication relationship between the teachers and students.The situations where the teachers do not provide the guidance to improve the Interpersonal Communication skills among the students could be widely observable.Opportunities must be given to children to showing interest in the activities of their families, Schools and the Society. Discussing with the students and accept their ideas will develop the self-confidence and courage and help in enhancing life.

As far as the students are concerned, their Interpersonal Communication skills had not originated at school level. Students come from various family and social backgrounds. A child’s terminology, child’s communications, writing skill, speaking skill, reading skill, and Interpersonal Communication skills originate from the family itself. It is the duty of all concerned with school to facilitate healthy Interpersonal Communication through proper guidance at school. The decreasing of the peace of mind of the children by the deterioration of love, prestige, communicating nature at home and school creates an environment where the children encounter problems and crises in school and in the society.Every teacher should identify these mental stresses and conflicts. Opportunities should be provided to the identified students while teaching activities. A close relationship is essential to discuss with the student to emancipate him. Diverse nature, good character and obedience could be created through guidance and providing advice and services to enhance them. Interpersonal Communication skill is not developed only by education. With it extracurricular activities and learning and teaching procedures also influence it. Friendly learning-teaching environment should be developed, and ensure which students learn with interest. It is the duty of all responsible persons of the country to look after every student and improve their Interpersonal Communication skills and the accompanying soft skills to meet very rapidly changing social changes and to enter into globalization accompanied by scientific and technical intricacies.

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