

Research Paper :

## Impact of intervention programme on interpersonal relationships of rural adolescent girls

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### ABSTRACT

The study on rural adolescent school going girls was carried out in five villages of Ludhiana district namely, Hassanpur, Bhanaur, Gahaur, Mohie and Mansuran. The sample consisted of 165 girls studying in XI and XII classes in Government Senior Secondary schools. The study was initiated to study the existing levels of interpersonal relationships and to develop intervention packages regarding interpersonal relationships to bring out optimum change in the knowledge of rural adolescent girls. Self-structured checklist was prepared to assess the level of interpersonal relationships. The girls showed improvement in mean scores with successive post testings. It was found that after intervention provided to girls in the form of booklets, packages, lectures, group discussions, girls showed considerable increase in their level regarding interpersonal relationships. Not much change was observed in their behavioral patterns.

**Key words :** Intervention programme, Interpersonal relationship, Adolescent girls

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart and form new relationships with others. A relationship is normally viewed as a connection between two individuals, such as a romantic or intimate relationship, or a parent child relationship. Individuals can also have relationships with groups of people, such as the relation between a pastor and his congregation, an uncle and a family, or a mayor and a town. Finally, groups or even nations may have relations with each other, though this is a much broader domain.

Relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most things that change or impact one member of the relationship will have some level of impact on the other member.

Interpersonal relationships include kinship and family relations in which people become associated by genetics or consanguinity. These include such roles as father, mother, son, or daughter. Relationships can also be established by marriage, such as husband, wife, father-in-law, mother-in-law, uncle by marriage, or aunt by marriage. They may be formal long term relationships

recognized by law and formalized through public ceremony, such as marriage or civil union. They may also be informal long-term relationships such as loving relationships or romantic relationships with or without living together.

An interpersonal relationship is a relatively long-term association between two or more people. This association may be based on emotions like love and liking, regular business interactions, or some other type of social commitment. Interpersonal relationships take place in a great variety of contexts, such as family, friends, marriage, acquaintances work, clubs, neighborhood and churches. They may be regulated by law, custom, or mutual agreement and are the basis of social groups and society as a whole. Although humans are fundamentally social creatures, interpersonal relationships are not always healthy. Examples of unhealthy relationships include abusive relationships and codependence. Keeping the above factors in mind, the following study was planned to study the interpersonal relationships of rural adolescent school going girls through pre and post testing with the following objectives : To study the existing status of interpersonal relations of rural adolescent girls and to study the impact of intervention on interpersonal relations of girls

### METHODOLOGY

Five villages (purposively selected) namely, Hassanpur, Bhanaur, Gahaur, Mohie and Mansuran in

central plain zone (Ludhiana district) having government high schools were selected.

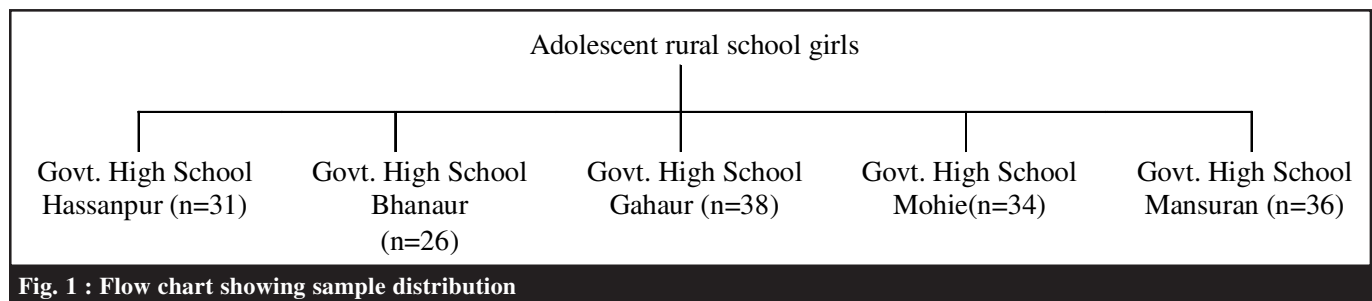
### Sample selection:

The sample for the present study constituted rural adolescent school going girls. The Principals of Government High Schools of these villages were contacted and briefed about the objectives of data collection and intervention program. The girl students enrolled in XI and XII classes in each school were included in the sample of the study. The total sample comprised 165 girl students as shown in Fig. 1.

## FINDINGS AND DISCUSSION

The girls were tested for pre-test and 5 post testings regarding their level of interpersonal relationships and the results are discussed below: The post testings were conducted every six months after intervention was provided to them in the form of booklets, packages, lectures and group discussions.

Table 1 describes the interpersonal relationship scores of rural adolescent girls with respect to parents, siblings, friends, neighbors and group. The pre-test mean scores with respect to interpersonal relationship with parents (12.9), siblings (6.5), friends (6.6), neighbors (7.9)



### Interpersonal relations checklist:

A checklist consisted of the relationships within the family, neighborhood and community. The girls having different interpersonal relations were categorized on the basis of the following scores:

Category	Score
Low	1 – 31
Medium	32 – 63
High	> 64

and group (6.5) improved gradually 18 for parents, 10 for siblings, 10 for friends, 11 for neighbors and 10 for group. Overall mean scores also improved when post testings were conducted *i.e.* from pre testing scores 8.1 to post testing scores 11.8. Thus, intervention helped in improving the mean scores and in result helped in improving the level of interpersonal relationships of girls.

Table 2 emphasizes the interpersonal relationship levels of adolescent girls. In this table, all 165 girls from different villages have been categorized in the medium

Test/ components		Parents	Siblings	Friends	Neighbours	Group	Overall
Pre test	Range	10-15	4-9	4-10	6-12	5-8	8.1
	Mean	12.9	6.5	6.6	7.9	6.5	
Post test 1	Range	12-16	4-9	5-10	6-12	5-9	8.3
	Mean	12.9	6.8	6.8	8.2	6.8	
Post test 2	Range	10-16	4-10	5-10	4-12	6-9	8.66
	Mean	13.7	7.1	7.2	8.3	7	
Post test 3	Range	11-18	5-10	5-10	6-12	5-9	9.02
	Mean	14.3	7.5	7.4	8.7	7.2	
Post test 4	Range	17-19	8-10	9-10	10-11	9-10	11.2
	Mean	14	9	10	10	10	
Post test 5	Range	17-19	9-10	9-10	10-11	9-10	11.8
	Mean	18	10	10	11	10	

**Table 2 : Frequency distribution of rural adolescent girls in view of their interpersonal relationship levels (N=165)**

Tests	Low (1-31)	Medium (32-63)	High (>64)	Total
Pretest	-	165	-	165
Posttest 1	-	165	-	165
Posttest 2	-	165	-	165
Posttest 3	-	165	-	165
Posttest 4	-	165	-	165
Posttest 5	-	165	-	165

level of interpersonal relationships and they remained in that category from pre test to post test 5. This shows that in rural culture whatever is taught during child rearing as a socialization process, the rural girls follow strictly. The different behaviour in terms of roles, duties and interaction patterns are clearly specified. For example, the complete subordination to male members, not allowed to talk to strange person especially a male, household duties clearly marked and so on. Not much change was observed in their behavioral patterns.

### Conclusion:

It could be concluded that though intervention made an impact in improving the interpersonal relationships of girls but in some aspects the girls were bound by social restrictions and hence could not improve upon their level of interpersonal relationships. Therefore, not much change was observed in behavioral patterns of girls.

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### REFERENCES

Source [http://en.wikipedia.org/wiki/Interpersonal\\_relationship](http://en.wikipedia.org/wiki/Interpersonal_relationship)

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