



Effect of Few Background Variables on Interpersonal Intelligence Among Secondary School Students

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Abstract: *Interpersonal intelligence is the ability to understand how people feel and then interact with them in a way that is appropriate for the situation. It involves having self-awareness, which means being conscious of your own emotions and behaviors and then adjusting them to better communicate with those around you. In this aspect the present study felt the need to investigate. Objectives of the study were to find whether there is any significant difference in the interpersonal intelligence among gender, parent's educational qualification and Occupation. A sample of 204 secondary schools students belonging to educational institutions of Ramanagar, Bangalore rural district Karnataka during the academic year 2024-2025 were selected. Data regarding the interpersonal intelligence were collected through stratified random sampling technique through survey method. The tools used for the present study the interpersonal intelligence developed by Ranjan was adopted. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the interpersonal intelligence scores of various groups was compared. The findings revealed that interpersonal intelligence among boys and girls belonging to Secondary Schools differ statistically. Comparing to mean value of girls (95.820) is greater than boys (93.5185). Hence is girls have highest interpersonal intelligence compared to boys. Interpersonal intelligence of students having undergraduate and graduate qualified parents do not differ statistically. Interpersonal intelligence of students belonging to business and Agriculture as parent's occupation do not differ statistically.*

Key Words: *Interpersonal Intelligence, Variables, secondary schools, students.*

1. Background of the study:

Interpersonal intelligence among secondary school students significantly impacts their social skills, academic performance, and overall well-being. Students with strong interpersonal intelligence are better equipped to navigate social situations, build positive relationships, and collaborate effectively, all of which contribute to a more supportive and successful learning environment.

Impacts:

- **Enhanced Social Skills:** Interpersonal intelligence involves understanding and interacting effectively with others, including verbal and nonverbal communication, empathy, and sensitivity to others' moods. Students with strong interpersonal skills can build positive relationships with peers and teachers, fostering a more inclusive and supportive classroom environment.
- **Improved Academic Performance:** Studies show a positive correlation between interpersonal intelligence and academic achievement. Collaborative learning, which leverages interpersonal skills, can lead to deeper understanding and better academic outcomes.
- **Better Emotional Well-being:** A supportive school climate, characterized by positive student-teacher and peer relationships, is linked to reduced stress and improved self-esteem, contributing to overall emotional well-being.
- **Stronger Leadership Qualities:** Students with high interpersonal intelligence are often better equipped to lead and motivate others, fostering teamwork and collaboration.



- **Effective Conflict Resolution:** Students with strong interpersonal skills can navigate disagreements and conflicts more effectively, contributing to a more harmonious learning environment.

Enhanced Academic Performance: Interpersonal intelligence fosters collaboration and effective communication, which are crucial for success in group projects and discussions.

Improved Social Skills: Students with high interpersonal intelligence are better at understanding and responding to the emotions and perspectives of others, leading to stronger social connections and healthier relationships.

Effective Communication: They can articulate their ideas clearly, listen attentively to others, and resolve conflicts constructively.

Stronger Leadership Skills: Interpersonal intelligence enables students to motivate and guide their peers, making them effective leaders in various school activities.

Positive Classroom Environment: Students with high interpersonal intelligence contribute to a more supportive and inclusive classroom where everyone feels valued and respected.

Better Emotional Regulation: Interpersonal intelligence is linked to emotional intelligence, which helps students manage their own emotions and understand the emotions of others, leading to better emotional regulation and overall well-being.

2. Objectives:

- To find whether there is any significant difference in the interpersonal intelligence among boys and girls belonging to Secondary Schools.
- To find whether there is any significant difference in the interpersonal intelligence of students having undergraduate and graduate qualified parents.
- To find whether there is any significant difference in the interpersonal intelligence of students belonging to business and Agriculture as parent's occupation

3. Literature Review:

Shahriar M. Saadullah, Sameh Ammar, Abdulsamad Alazzani, (2024) conducted a study on the Exploring verbal, interpersonal, and visual intelligences in accounting. The research method used in We examine the relationship between three dimensions of Multiple Intelligence (MI). The study was conducted on 250 samples. We find that incorporating MI in teaching and assessing accounting students is likely to hone their soft skills in addition to the logical or mathematical skills that are engaged in most accounting courses.

Sushmitha S. Kamath (2024) Conducted a study on the Interpersonal Intelligence Of Upper Primary Students In Kottayam District. The research method used in were obtained using stratified random sampling. The study was conducted on 550 samples. The results showed that more than half of the students had strong interpersonal intelligence (57.3%), with significant differences in gender, area and type of school. There was no notable difference observed between interpersonal intelligence and family type.

Ye Shengyao, Lin Xuefen, Zahari Ishak (2024) conducted a study on the Emotional intelligence impact on academic achievement and psychological well-being among university students: the mediating role of positive psychological characteristics. The research method used in the integration of emotional intelligence theory and positive psychological theory was used in this study. The study was conducted on 518 samples. Mediate the relationship between emotional intelligence and psychological well-being and academic achievement, and the relationship was stronger among postgraduate students. Proper coping strategies and mechanisms can be helpful to improve both psychological well-being and academic achievement at the same time among university students.

Lacida, Jeeferon, Aguipto, Eliceame, Albasin, Lilibeth, Bataque (2024) conducted a study on Multiple Intelligence and Emotional Intelligence as Predictors of Students' Engagement among Senior High School Students. The research method used in a quantitative-correlational design. The study was conducted on 274 Samples. Hence, this led to the



rejection of the null hypothesis. Also, all domains of multiple intelligence significantly influenced students' engagement; however four (4) out of five (5) domains of emotional intelligence significantly influenced students' engagement. Therefore, the students may continue to enhance their multiple intelligence and emotional intelligence enabling students to actively engage in their studies and contribute to academic excellence.

4. Research Methodology:

A sample of 204 secondary schools students belonging to educational institutions of Ramanagar, Bangalore rural district Karnataka during the academic year 2024-2025 were selected. Data regarding the interpersonal intelligence were collected through stratified random sampling technique through survey method. The tools used for the present study the interpersonal intelligence developed by Ranjan was adopted. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the interpersonal intelligence scores of various groups was compared.

5. Analysis & Interpretation

HYPOTHESIS 1: There is no significant difference in the interpersonal intelligence among boys and girls belonging to Secondary Schools.

Table 1: Shows N, Mean, SD, t-value, level of significance of interpersonal intelligence among boys and girls belonging to Secondary Schools.

Variable	Group	N	Mean	SD	t-value	Level of significance
Gender	Boy	54	93.5185	9.02144	1.987	Sig at 0.05 level
	Girl	150	95.820	8.09927		

Table number 1 shows the obtained t value of 1.987 is greater than the tabled t value of 1.960 for df 202 at 0.05 level of significance. Hence the null hypothesis is rejected and in its place alternative hypothesis is accepted. Hence it is concluded that there is a significant difference in the interpersonal intelligence among boys and girls belonging to Secondary Schools. Comparing to mean value of girls (95.820) is greater than boys (93.5185). Hence girls have highest interpersonal intelligence compared to boys.

HYPOTHESIS 2: There is no significant difference in the interpersonal intelligence of students having undergraduate and graduate qualified parents.

Table 2: Shows N, Mean, SD, t-value, level of significance of interpersonal intelligence of students having undergraduate and graduate qualified parents.

Variable	Group	N	Mean	SD	t-value	Level of significance
parent educational qualification	Under Graduate	166	95.2229	8.72153	0.043	Not significant at 0.05 Level
	Graduate	38	95.1579	6.87151		

Table number 2 shows the obtained t value of 0.043 is less than the tabled t value of 1.960 for df 202 at 0.05 level of significance. Hence the null hypothesis is accepted and hence it is concluded that there is no significant difference in the interpersonal intelligence of students having undergraduate and graduate qualified parents.

HYPOTHESIS 3: There is no significant difference in the interpersonal intelligence of students belonging to business and Agriculture as parent's occupation.

Table 3: Shows N, Mean, SD, t-value, level of significance of interpersonal intelligence of students belonging to business and Agriculture as parents occupation.



Variable	Group	N	Mean	SD	t-value	Level of significance
Parents occupation	Farmer	54	94.0926	8.61387	1.033	Not significant at 0.05 Level
	Business	147	95.4558	8.17295		

Table number 3 shows the obtained t value of 1.033 is less than tabled t value of 1.960 for df 202 at 0.05 level of significance. Hence the null hypothesis is accepted and hence it is concluded that there is no significant difference in the interpersonal intelligence of students belonging to business and Agriculture as parent's occupation.

6. Findings:

- Interpersonal intelligence among boys and girls belonging to Secondary Schools differ statistically. Comparing to mean value of girls (95.820) is greater than boys (93.5185). Hence is girls have more interpersonal intelligence compared to boys.
- Interpersonal intelligence of students having undergraduate and graduate qualified parents does not differ statistically.
- Interpersonal intelligence of students belonging to business and Agriculture as parent's occupation do not differ statistically.

7. Discussion & Recommendations:

Interpersonal intelligence refers to the ability of a person to relate well with people and manage relationships. It enables a person to understand the needs and motivations of those around them, which helps strengthen their overall influence. People with interpersonal intelligence seem to stand out in a crowd as people with lots of friends and can easily adapt to social situations. They communicate effectively and enjoy participating in discussions and debates. Individuals with interpersonal intelligence are characterized by their sensitivity to other people's moods, temperaments, motivations, and feelings. Interpersonal intelligence is the ability to understand how people feel and then interact with them in a way that is appropriate for the situation. It involves having self-awareness, which means being conscious of your own emotions and behaviors and then adjusting them to better communicate with those around you. There are many professions that use interpersonal intelligence to communicate with others in a way that is relatable and helpful, like teachers, actors, counselors and politicians. Interpersonal intelligence is important because it can improve how you communicate with others. It may help you develop more genuine friendships or become someone that people can rely on for emotional support and stability. It is very important for the students to understand about their friends, family, teachers, and neighbors to know their interpersonal intelligence.

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