



A Study On Interpersonal Intelligence Among Secondary School Students

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Abstract: *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. Objectives of the study were to find whether there is any significant difference in the interpersonal intelligence of students belonging to nuclear and joint family and having less and more parental income. 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. Findings revealed that Interpersonal intelligence of students belonging to nuclear and joint family and having less and more parental income do not differ significantly.*

Key Words: *Interpersonal Intelligence, Secondary school students, Variables.*

1. Background of the study:

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. 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.



FOSTERING INTERPERSONAL INTELLIGENCE AMONG STUDENTS

Encourage Group Activities: Provide opportunities for students to work together on projects, debates, and discussions.

Promote Communication: Facilitate open communication in the classroom through activities like role-playing, presentations, and class discussions.

Teach Conflict Resolution: Equip students with the skills to resolve conflicts peacefully and constructively through mediation and communication techniques.

Model Interpersonal Skills: Teachers and staff should model effective communication, empathy, and respect in their interactions with students.

Recognize and Reward Positive Social Interactions: Acknowledge and praise students who demonstrate positive social behaviors and effective communication. By nurturing interpersonal intelligence, educators can create a more positive, engaging, and effective learning environment for all secondary school student.

2. Objectives of the study:

- To find whether there is any significant difference in the interpersonal intelligence of students belonging to nuclear and joint family.
- To find whether there is any significant difference in the interpersonal intelligence of students having less and more parental income.

3. Literature Review :

Derib Gosim Bereded, Amare Sahile Abebe, Darge Negasi (2025) the study was conducted on the Empowerment through Education Innovative Interventions for Higher Education Students. The research method used in A correlation research design was employed to achieve this objective The study was conducted on 1,351 samples Findings showed that trait EI had a positive and direct effect on academic achievement and engagement. Trait EI and academic engagement accounted for 49.9% of the variance in academic achievement. Mediation analyses indicated that academic engagement partially mediates the effect of EI on students' academic achievement ($\beta = 0.220$, $p = 0.000$). This suggests that the positive effect of EI on academic achievement is further enhanced by academic engagement. It is recommended that curriculum developers and educators focus on intervention strategies that foster students' EI skills and academic engagement.

Qiangwei Bai, Zhenti Cui, Jingjing Wang (2024) The study was conducted on The mediating effect of social intelligence in the association between social anxiety and mental health among Chinese nursing students. The research method used in the Stress-Coping Model (SCM) as the theoretical framework. The study was conducted on 748 samples. These findings offer valuable insights for research and clinical endeavors aimed at formulating psychosocial interventions to enhance the mental health of nursing students.

Ida Merlin J, Prabakar Subramanian (2024) the study was conducted on the Impact of Psychological Well-Being on University Students. The research method used in the survey was disseminated in digital and physical formats. The study was conducted on 25 samples. The research reveals a statistically significant association between the variables under investigation. Specifically, there exists a negative correlation between Motivation and Social Skills, as well as between Self-regulation and Social Awareness. These findings open up exciting opportunities for future research, inspiring further exploration into the development of intrapersonal and interpersonal competencies among students.

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 of students belonging to nuclear and joint family.

Table 1: Shows N, Mean, S.D, t-value, level of significance of interpersonal intelligence of students belonging to nuclear and joint family.

Variable	Group	N	Mean	SD	t-value	Level of significance
Type of family	Nuclear	162	95.5342	8.42766	0.846	Not significant at 0.05 Level
	Joint	42	94.3095	8.08639		

Table number 1 shows the obtained t value of 0.846 is less than tabled t value of 1.960 for of 202 at 0.05 level of significance Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the interpersonal intelligence of students belonging to nuclear and joint family.

HYPOTHESIS 2: There is no significant difference in the interpersonal intelligence of students having less and more parental income.

Table 2: Shows N, Mean, S.D, t-value, level of significance of interpersonal intelligence of students having less and more parental income.

Variable	Group	N	Mean	SD	t-value	Level of significance
Income	Up to 10k	122	94.7049	7.65332	1.050	Not significant at 0.05 Level
	more than 10k	82	95.9634	9.38405		

Table number 2 shows the obtained t value of 1.050 is less than tabled t value of 1.960 for of 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

6. Findings of the Study:

- Interpersonal intelligence of students belonging to nuclear and joint family do not differ significantly
- Interpersonal intelligence of students having less and more parental income do not differ significantly.

7. Discussions & 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. 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.

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