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A Study on Interpersonal Relationship Among Late Adolescents in Udaipur City, Rajasthan

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ABSTRACT

The adolescents are essentially confident in their identity at this point. They begin to feel optimistic about the future. Interpersonal relationships refer to the strong links that individuals form with their teachers, family, and peers. Therefore, the proposed study aimed to assess the interpersonal relationship among late adolescents in Udaipur City, Rajasthan. The 85 statements that made up the Interpersonal Relationship Scale (IRS) focused on particular interpersonal relationship aspects. Experts in the field assessed the Interpersonal Relationship Scale to determine its content validity, and a pilot study was used to evaluate the scale's reliability. Using a straightforward random sampling technique, a total of 360 late adolescents, aged 19 to 21, were chosen from several universities located in the city of Udaipur, Rajasthan. The data was gathered by the researcher via a survey. To determine the research findings, appropriate statistical techniques, such as frequency and percentage, were applied to the data that was gathered. Following data analysis and comparison, the research findings showed that the majority of late adolescents had good interpersonal relationships with their siblings, friends, peers, and teachers. One of the main challenges in this study was coordinating the integration of many data sources to guarantee thorough analysis. In my contribution to the conversation, I also emphasized the significance of tackling heterogeneity in data and proposed some approaches to increase data interoperability in order to enhance research outputs.

Keywords: Interpersonal Relationship, Late adolescents, Validity, Family, Siblings, Friends, Peers and Teachers

INTRODUCTION

One stage of adolescence that is more stable than the others is the late adolescence. The adolescents are essentially confident in their identity at this point. They begin to feel optimistic about the future. Occasionally, crises arise because of the new adult obligations that they have to take on and don't feel prepared for. In contrast to earlier phases, belonging to a somewhat stable group is less significant in late adolescence. Adolescents at this age prioritize personal relationships more. They also typically have fewer issues with their family members. Adolescents also have a propensity to put big projects and the desire to improve the world first. Late adolescents typically still struggle a lot with their parents. Although they criticize and hate their parents, they are unable to emotionally distance themselves from them. They occasionally could also be reluctant to go out on their own. When late adolescents are making decisions about who they want to be as adults, it can be helpful for them to know what to expect throughout this stage of their lives and to be aware of when they might need assistance. As an adult nurturing a child during this stage of their life, it might also be beneficial to know. Late adolescents lay the groundwork for the later stages of their lives, including their relationships, employment, and other aspects of their lives.

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To talk to their parents through all of their questions and concerns and get their guidance and support, late adolescents must build a very strong relationship with them. For late adolescents to be able to maintain a healthy relationship and determine whether they are compatible with their partner, this is required.

Interpersonal relationships refer to the solid links that individuals form with their teachers, family, friends, and peers. Additionally, these are the relationships that bring late adolescents the greatest happiness and fulfillment. It is a relationship that might be temporary or long-lasting between two or more individuals. It could be founded in common sense, affection, love, solidarity, or a different kind of social commitment. Their quality of life is affected by how well they can establish and sustain effective interpersonal relationships with the individuals who are important in their lives. Relationships between people are shaped by social, cultural, and other factors. The context can include relationships with relatives, peers, friends, marriage, organizations, and neighborhoods, among other things. Individuals working in the same organization, teams of people, relationships between men and women (love, marriage), relationships with immediate family and relatives, a child's relationship with his parents, relationships between friends, and relationships within groups can all develop interpersonal relationships (relationships of students with their teacher).

METHODOLOGY

Using a simple random sampling technique, a total of 360 respondents from various colleges in Udaipur City, Rajasthan, were chosen to comprise the research sample.

The IRS (Interpersonal Relationship Scale) was created as an instrument to help accomplish the research goal. The 85 statements that made up the Interpersonal Relationship Scale (IRS) focused on particular interpersonal relationship dimensions. The Interpersonal Relationship Scale was assessed by subject matter experts to determine its content validity^[8], and a pilot study was used to determine the tool's reliability. The data was gathered by the researcher via a survey. To determine the research findings, appropriate statistical techniques, such as frequency and percentage, were applied to the data that was gathered. Following data analysis and comparison, the research findings showed that the majority of late adolescents had good interpersonal relationships.

RESULT AND DISCUSSION

Respondent distribution across selected interpersonal relationship dimensions

An interpersonal relationship is any social connection or affiliation between two or more people.

Table 1: Respondent distribution across selected interpersonal relationship dimensions

(n=360)

Dimensions of Interpersonal Relationship		Level of Interpersonal Relationship					
		Poor		Average		Good	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Family	a. Parent-adolescent	63	17.50	151	41.94	146	40.55
	b. Sibling	57	15.83	128	35.55	175	48.61
Friendship		56	15.55	105	29.16	199	55.27
Peer		54	15.00	152	42.22	154	42.77
Student-teacher		56	15.55	120	33.33	184	51.11
Overall		48	13.33	186	51.66	129	35.83

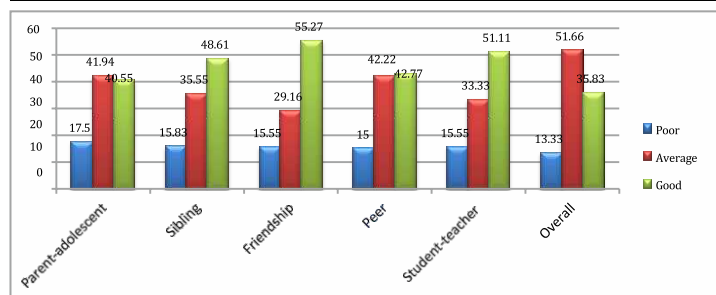


Fig. 1: Respondent distribution across selected interpersonal relationship dimensions

The distribution of respondents on overall and dimension-wise interpersonal relationships among late adolescents is evident in Table 1 and Figure 1. In the first dimension, which is family relationships, there are two subcategories: parent-adolescent relationships. Of the respondents, 41.94 per-cent reported average parent-adolescent relationships, 40.55 per-cent reported good relationships, and 17.50 per-cent reported poor relationships. Within the second area, Sibling Relationship, 48.61 per-cent of respondents indicated that their relationship with their siblings was good, followed by an average score of 35.55 per-cent and a poor score of 15.83 per-cent.

Based on certain research, it appears that the way parents and adolescents interact affects how adolescents who have siblings interact with each other. Positive sibling relationships appear to be linked to the harmony and coherence of parents and adolescents. On the other side, the sense of parental rejection is associated with more aggressive behavior toward peers and siblings, and the unfair treatment of one's children by parents is associated with the development of less close sibling relationships and a higher prevalence of inter-sibling conflict.

There are many different types of interpersonal relationships, including those with our family, friends, peers, teachers, and many other people that make up our social networks. Numerous important benefits of interpersonal relationships for psychological and physical health have been demonstrated. They include extending life expectancy, improving stress tolerance, lowering the risk of cardiovascular disease, and decreasing the risk of depression and suicide. A person's incentive to form healthy behaviors may be increased by strong interpersonal relationships. Studies shows that those who have greater social relationships are also more inclined to exercise frequently, eat healthily, and give up smoking. The current study evaluated the interpersonal relationships of late adolescents using four specific dimensions: family, friendship, peer and student-teacher relationships. The percentage distribution of the level of interpersonal relationships among late adolescents is shown dimension wise in Table 1 and Figure 1.

Tension in the parent-child interaction lowers sibling engagement. These numbers suggest a significant relationship between the degrees of contact between the two family subsystems. From this perspective, it seems improbable that happy sibling relationships and tense parent-adolescent relationships could coexist (or vice versa) in the same family system. According to Oliva and Arranz^[7], searching for consistency is a better strategy than using compensating mechanisms to attain the dynamic balance of the family subsystem, which is sometimes viewed as both positive and normal as well as negative and disordered.

Based on Table 1 and Figure 1, it is evident that the majority of respondents, or 55.27 per-cent, had good friendship relationships, while 29.16 per-cent had average friendship relationships and 15.55 per-cent had poor friendship relationships.

Friends' emotional ties may get stronger when disagreements are resolved because they permit self-disclosure, vulnerability, and compromise. Positive interactions often result in stronger friendships and greater trust^[4].

In terms of peer relationships, 42.77 per-cent of respondents reported having good relationships, 42.22 per-cent reported having average relationships, and 15.00 per-cent reported having poor relationships. The transition from childhood to adolescence brings with it changes in the individual, the social environment, and the social standards, all of which reinforce peer pressure. Adolescents begin to place a higher weight on the opinions and expectations of their peers and are more likely to hang out with peers their age, often with less parental supervision. Adolescent attitudes, behaviors, and emotional well-being are greatly influenced by the competition between peers and adults in a variety of domains. Respondents were

often asked to report not only their attitudes and behaviors but also the opinions and actions of significant peers to comprehend peer connections and peer influences^[2].

It was discovered that, in terms of the student-teacher relationship, 51.11 per-cent of respondents gave good scores, 33.33 per-cent gave average scores, and just 15.55 per-cent gave poor scores.

Based on the results of this study, it can be inferred that positive classroom environments help students stay motivated to attend college and engage in learning activities. They also support students' development of social and emotional skills to deal with a variety of situations they will encounter in the future. Lastly, positive relationships between teachers and students can positively impact the academic performance of the college as a whole. Conversely, negative relationships can seriously harm the classroom environment and negatively impact both academic performance and student development^[5].

The overall interpersonal relationships among late adolescents are highlighted by the results shown in Table 1 and Figure 1. In terms of overall interpersonal relationships, respondents received average scores of 51.66 per-cent, followed by good scores of 35.83 per-cent and poor scores of 13.33 per-cent.

CONCLUSION

It follows that a higher proportion of late adolescents achieved average scores in overall interpersonal relationships based on the findings above and the data shown in Figure 1. This indicates that late adolescents effectively retain their interpersonal relationships in the current context. The current study's findings show that adolescents get along well with their peers, teachers, siblings, and friends.

FUTURE SCOPE OF THE STUDY

In early adulthood, resilience and good self-control are encouraged by strong interpersonal bonds during late adolescence. People who have healthy, long-lasting relationships with others as late adolescence tend to be healthier and live longer. Fulfilling relationships with family and friends promote professional success and increase a person's sense of safety and happiness. Conversely, an abusive relationship might promote drug misuse, obesity, despair, and other mental health issues.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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