



## ASSESSING THE FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION BEHAVIOUR OF THE STUDENT TEACHERS AT SECONDARY TEACHER TRAINING LEVEL



**Dr. Venkoba Narayanappa<sup>1</sup>**

<sup>1</sup>Assistant Professor  
Dept. of PG studies and Research  
in Education  
Karnataka State Women's  
University,  
Vijayapur, Karnataka,  
India.

### ABSTRACT

*In the present investigation an attempt has been made to assess the fundamental interpersonal relations orientation behaviour of the student teachers. FIRO-B scale is used for data collection. The sample is 480. The results show that there is a high fundamental interpersonal relations orientation behaviour among all student teachers. There is a significant difference between student teachers studying in Government and private institutions, student teachers belonging to urban and rural areas, men and women student teachers and Kannada and English medium student teachers in their fundamental interpersonal relations orientation behaviour.*

**KEYWORDS:** Caretakers, Student, Teachers, Urban, Rural, Men and Women

### INTRODUCTION

Our interpersonal relationships begin right at birth. From the start we must be nurtured and cared by others. We depend on our early caretakers for not only biological essentials such as food but, for human contact. As babies also we form strong emotional attachments that constitute the basis for all of our future emotional attachments to others in the world. Based on our early attachments, we form a need for contact with others that will continue to the end of our lives. It is our relationships with others that permit us to attempt to reach our goals.

So, this need for affiliation with others drives many of our behaviour. If we do not have satisfying relationships, we seek them out. If we do have satisfying relationships, we are motivated to maintain them. Our need for affiliation is probably also responsible for our progress as a species.

The fundamental interpersonal relations orientation, Behaviour measures a person's characteristic behaviour toward other people in three different areas

producing six separate scores. Three in behaviour expressed (E) or shown to others and three in behaviour wanted (w) or preferred from others. The three different areas of interpersonal behaviour assessed in the FIRO-B are inclusion (I) control (C), and Affection (A). The Six scores that emerge from this instrument are expressed inclusion (EI), wanted inclusion (WI), Expressed control (EC), Wanted Control (WC), Expressed Affection (EA) and Wanted Affection (WA).

Inclusion refers to an interpersonal need to belong and to establish and maintain satisfactory relationships with people in general i.e., at the levels of association or acquaintanceship. It therefore, measures an individuals general social orientation.

Control indicates the level of one's need for power in dealing satisfactorily with others. It is a measure of a person's leadership inclinations, expressed in terms of his tendency to make decisions and take responsibility while relating with others.



Affection refers to a person's need for love and for close, ultimate relationships with others. The score here would indicate an individual's tendency to enter into deep relationships with others on a one to one basis.

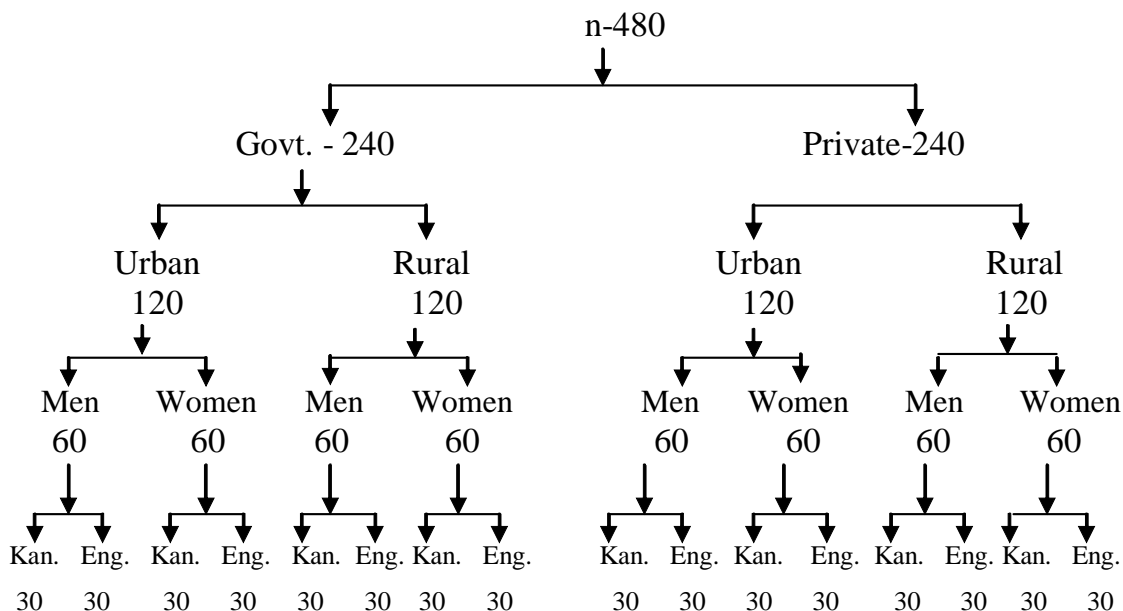
**PROBLEM**

To assess the fundamental interpersonal orientation of the student teachers at secondary teacher training level.

**RESEARCH METHODOLOGY**

**a) Sample:-**

The stratified sampling technique is adapted for the present study. The sampling design is as follows;



**b) Materials:-**

- FIRO-B Scale, Answer sheet, Scoring key and Norms.

**c) Procedure:-**

The subject was seated comfortably. The answer sheet was given and the subject was asked to fill in the personal details. The scale was handed over and the following instruction was given, "place the number corresponding to the word or phrase in the scales below

which best applies to you in the space provided at the left of each of the following statements. Try to be as honest as you can. Though there is no time limit, most people take around 20 minutes to complete this". After completion, the answer sheet was scored as per the scoring key and the results were tabulated.

**RESULTS AND DISCUSSION**

**Null hypothesis No.1:-**

There is no fundamental interpersonal relations orientation behaviour of student teachers.

**Table-1 Fundamental Interpersonal Relations Orientation Behaviour of Student Teachers.**

Group	n	Mean	SD
All Student Teachers	480	151.81	16.12

The above table reveals that the obtained mean score of fundamental interpersonal relations orientation behaviour of student teachers is very high. So, the framed null hypothesis is rejected in favour alternative hypothesis. Hence, it was concluded that there is a high fundamental interpersonal relations orientation behaviour of student teachers of colleges of Education in Vijayapur city of Karnataka State.

**Null hypothesis No. 2:-**

There is no significant difference between Government and Private, urban and rural, men and women, Kannada and English medium student teachers in their fundamental interpersonal relations orientation behaviour.



**Table-2 Significant difference between the respective subgroups in their Fundamental Interpersonal Relation orientation behaviour**

Variable	Sub-group	n	Mean	SD	Obtained t-value	Level of Significance
Institution	Govt.	240	208.10	17.60	24.60	Significant at 0.05 level
	Private	240	200.00	19.16		
Location	Urban	120	211.16	16.6	81.99	Significant at 0.05 level
	Rural	120	201.12	19.13		
Gender	Men	60	209.61	22.01	56.62	Significant at 0.05 level
	Women	60	203.23	15.65		
Medium	Kannada	30	69.89	19.16	8.05	Significant at 0.05 level

The above table reveals that the obtained t-values 25.60, 55.62, 84.95, 84.69, 10.95 and 8.09 of respective groups are showing the significant difference between the urban and rural, men and women, Govt. and Private, Kannada and English medium student teachers in their fundamental interpersonal relations orientation behaviour. Hence, it was concluded that there is a significant difference between the respective sub-groups in their fundamental interpersonal relations orientation behaviour.

### SUMMARY AND CONCLUSION

- 1) There is a high fundamental interpersonal relations orientation behaviour of student teachers of colleges of Education in Vijayapur city of Karnataka State.
- 2) There is a significant difference between student teachers studying in Government and Private colleges of Education in their fundamental interpersonal relations orientation behaviour.
- 3) There is a significant difference between student teachers from urban and rural areas in their fundamental interpersonal relations orientation behaviour.

- 4) There is a significant difference between Kannada and English medium student teachers in their fundamental interpersonal relations orientation behaviour.
- 5) There is a significant difference between men and women student teachers in their fundamental interpersonal relations orientation behaviour.
- 6) There is a significant difference between Kannada and English medium student teachers in their fundamental interpersonal relations orientation behaviour.

### REFERENCES

- 1) Atwater, E : "Psychology of Adjustment (2<sup>nd</sup> Ed.)", Englewood Chiffs, New Jerser Perntice Hall Inc. 1983.
- 2) Martin G.L. and Obrone G. : "Psychology, Adjustment and Everyday Living", Englewood Chiffs, New Jerser Perntice Hall Inc. 1983.
- 3) Rathus S.A and Navid S.J : "Adjustment and Growth. The challenges of life (5<sup>th</sup> Ed.)", Harcourt Brace College Publishers, 1992.