

## A STUDY ON SOCIAL RELATIONSHIP AMONG GIRLS STUDYING IN HIGHER SECONDARY SCHOOLS IN KANCHIPURAM DISTRICT

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**Received: 22 Feb 2018**

**Accepted: 26 Feb 2018**

**Published: 28 Feb 2018**

### **ABSTRACT**

*The study intended to identify the social relationship among girls studying in higher secondary schools in Kanchipuram District. The sample for the study collected of 300 higher secondary girl students selected random Government, Government-Aided and Private Girls Higher Secondary School in Kanchipuram. The researcher has used normative survey method. Descriptive analysis, Inferential statistical analysis and Correlation analysis had been utilized for this study. Null hypothesis were framed and tested by the investigator. To assess the Social Relationship Scale, the standardized tool was used. The statement constructed by Hazan and Shaver (1987) and Collins and Read (1990) and revalidated by investigator (2019). The reliability co-efficient of the social relationship was 0.77 and validity 0.83. The tool was found to be reliable and valid. The findings were there is no significant difference between Nuclear and joint family girl students with respect to Social relationship on higher secondary level. The findings were there is no significant difference between rural and urban area girl students with respect to Social relationship on higher secondary level.*

**KEYWORDS:** *Social Relationship, Girl Students, Higher Secondary Level.*

### **INTRODUCTION**

The quality of our social relationship is integrally related to our sense of well-being. Countless studies have demonstrated that we are happier when we have strong social relationships. The greater conflict we have in our social relationships, or the more detached we are from relationships, the more likely we are to be unhappy. I read one meta-analysis (a study of studies) on the subject that estimated that about 70% of our overall happiness comes from the quality of our social relationships. Social relations derived from individual agency form the basis of social structure and the basic object for analysis by social scientists. Fundamental inquiries into the nature of social relations feature in the work of sociologists such as Max Weber in his theory of social action.

### **REVIEW OF RELATED LITERATURE**

**Roy, Vivek; Parsad, Chandan. (2018)** this paper is to outline the importance of social network effects in influencing the elective (courses) selection among masters of business administration (MBA) girl students and its role in influencing the efficacy of MBA. As such, given the enormous time and investment required for girl students to pursue an MBA and the role of electives in forming the student's knowledge base, it is important to consider the decision process of girl students while selecting elective courses as they pursue their degree. Design/methodology/approach: This study explores the relevance of network characteristics in the elective selection phenomena through questionnaires administered personally to

50 MBA girl students from a premier b-school in India. Thereby, it seeks to link the implications with MBA efficacy. Findings: In the sample, the authors found that social network connections in terms of homophily and heterophily (similar and dissimilar others) had the strongest association with elective course decisions. Further, the role of tie strength (the level of intensity of the social relationship between two individuals) in governing the phenomena was not confirmed.

**Sears, Nathan Alexander. (2018)** This paper develops a classroom simulation that aims to facilitate girl students' theoretical understanding of the topic of war and peace in international relations, and accomplishes this by incorporating important theoretical concepts about the causes of war found in international relations theory into the design and implementation of the simulation. In addition to sharing a successful classroom simulation with other international relations instructors, the article makes two important contributions to the pedagogical literature on simulations. First, it shows how simulation design can be usefully based on the theoretical concepts and/or substantive problems that course instructors aim to impart to their girl students. Second, it demonstrates that it is possible to achieve important learning objectives with low-intensity simulations that do not require a big investment of time, energy, and resources.

## STATEMENT OF THE PROBLEM

The study taken by the investigator stated as the social relationship among girls studying in higher secondary schools in Kanchipuram District.

## NEED OF THE STUDY

Social relationships are an essential framework for children to learn important social skills through social media. Both vertical attachments (relationship with someone with greater social power, for example, parent-child relationships) and horizontal attachments (relationships in which both members have equal social standing, for example, peer relationships) contribute to the development of social knowledge and skills. These two distinct relationship types have different trajectories and offer overlapping, but distinct, benefits to the child.

## Objectives

- To find out whether there is no significant difference between Nuclear and joint family girl students with respect to Social relationship on higher secondary level.
- To find out whether there is no significant difference between rural and urban area girl students with respect to Social relationship on higher secondary level.

## Hypotheses

- There is no significant difference between Nuclear and joint family girl students with respect to Social relationship on higher secondary level.
- There is no significant difference between rural and urban area girl students with respect to Social relationship on higher secondary level.

## Delimitations

The Present study being exploratory in nature has following delimitations:

- The study was delimited to XI class students of higher secondary girls students in Kanchipuram District in Tamil Nadu.
- Higher secondary school girls students has been selected on simple random sampling technique.
- The present study is delimited to one independent variable, one dependent variable and two background variables only.

### **Method**

The Normative Survey method was adopted for conducting this study. The sample consisted of 300 girls students of XI in Kanchipuram District. Six schools were selected by simple random sampling technique which included Government, Government-Aided and Private Girls Higher Secondary School.

### **Tools for the Study**

Tools used to be:

Social relationship scale was constructed and validated by Hazan and Shaver (1987) and Collins and Read (1990) and revalidated by investigator (2019).

### **Description & Scoring Procedure of the Tool - Social Relationship Scale**

The Statements contains 30 items. It is five-point scale having category of response. i.e Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The scoring procedure is very simple, 5 score is to be given to the statement of Strongly Agree, 4 to Agree, 3 to undecided, 2 to Disagree, 1 to strongly disagree of each of the item of the scale. The sum of all scores reveals the Social relationship level of the respondent. The Maximum possible score was 150 and minimum score was 30.

### **Reliability and Validity - Social Relationship Scale**

In order to establish reliability split half method of correlation was used. Correlation co-efficient it was found to be 0.77 and 0.75 showing that the tool to be highly reliable. Validity co-efficient was computed from the square root of reliability co-efficient which is 0.83 reveals highly validity.

### **STATISTICAL ANALYSIS**

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

### **Analysis and Interpretation of Data**

The important step in the process of study after the collection of data is the organization analysis and interpretation of the data and formulation thus collected. The collection of data needs to be systemized and organized, i.e., edited classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

## TESTING HYPOTHESES

**Hypothesis-1:** There is no significant difference between Nuclear and joint family girl students with respect to Social relationship on higher secondary level.

**Table 1: Showing the Mean, SD, t-Value and Level of Significance of Nuclear and Joint Family Girl Students with Respect to Social Relationship on Higher Secondary Level**

Variable	Family Type	N	Mean	S.D	't' value	L.S
Social Media on Social Relations	Nuclear Family	221	84.53	3.51	0.16	Not Significant at 0.05 level
	Joint Family	79	84.46	3.33		

From the above table it is inferred that there is no significant difference between Nuclear and joint family girl students with respect to Social relationship on higher secondary level.

**Hypothesis-2:** There is no significant difference between rural and urban area girl students with respect to Social relationship on higher secondary level.

**Table 2: Showing the Mean, SD, t-Value and Level of Significance of Rural and Urban Area Girl Students with Respect to Social Relationship on Higher Secondary Level**

Variable	Locality of the School	N	Mean	S.D	't' value	L.S
Social Media on Social Relations	Rural	41	85.29	3.40	1.56	Not Significant at 0.05 level
	Urban	259	84.39	3.46		

From the above table it is inferred that there is no significant difference between rural and urban area girl students with respect to Social relationship on higher secondary level.

## CONCLUSION

It is concluded from the study that higher secondary school girl students are having average level of Social relationship. The sub sample of locality of the school and type of family shows a not significant difference in the social relationship. So, to develop better the social relationship on higher secondary level school girl students should be minimized with suitable intervention strategies. Higher secondary level school girl students social relationship helps to make the social-awareness. The young generation should be social-relationship and social-awareness to do performance better in their professional career and able to face the any positions in future.

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