Psycho-Social Interaction Patterns of IX Class Students

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ARTICLE DETAILS

ABSTRACT

The attitude of the learners, the personality of the learner and the traits of personality can be considered as defining factors of patterns of Psycho-social interaction. The objectives of the study are to find out the psycho-social interaction patterns of IX class students and to find out the association between their gender and psycho-social interaction patterns. The sample of the study is comprises on 467 students (273 girls and 194 boys). The results of the study revealed that 1) 22 types of Psycho-Social interaction patterns have exposed by students pursuing ninth class in Government Urdu Medium School of Hyderabad. 2) Gender does not impact the Psycho-social interaction patterns of students pursuing ninth class in Government Urdu Medium School of Hyderabad. These results of this study would be helpful to the counselor for guiding and counseling of the students appropriately.

1. Introduction

The attitude of the learners, the personality of the learner and the traits of personality can be considered as defining factors of patterns of Psycho-socialinteraction. David G. Myers (1993) observed that "Social Psychology is the study in psychology of how people and groups interact."

Social Interaction patterns are a measure of students' psycho –social behavior. The students behave with one another on the basis of their social interaction patterns. It's true that no two people are the same in this world i.e. everyone is different from one other. This difference is called an individual difference in psychology. An individual may differ from others on the basis of many characteristics. Each individual also differs in the way he interacts socially with others and on the basis of the social interaction patterns can be made. This interaction patterns may sometimes become the identity of some individual and at times someone become famous due to his specific interaction patterns. According to psychology a child interact to someone on the basis of his personality characteristics or personality traits. There are many personality traits (Alport told that there are 18000 traits but after Factor Analysis Cattell told that there are only 35 personality traits.) on which basis humane being interact to one another- i.e. reserved, cool, warm- hearted, outgoing, affected by feeling, emotionally calm, mature, shy, There are many psycho-social interaction patterns but the chosen psycho-social interaction patterns which were chosen by the researcher are : (a) Extroversion vs. introversion (b) Cooperativeness vs. competitiveness(c) Friendliness vs. hostility (d) Shyness vs. Sociability and (e) and Adjusted vs. maladjusted.

2. Operational Definition of the Variables under the Study

1) **Psycho-Social Interaction Patterns:** In this study, psycho-social interaction patterns are mode of behavior. Those provide a way of behavior to someone. These are not out world situation or circumstances but these are personality traits on which basis people make a view point about one other. These traits may be the identity of people. Following selective personality traits are considered to be the psycho-social interaction patterns in this research.

2) **Extroversion vs. Introversion :** According to this research study the students who possesses introversion psycho-social interaction patterns thinks more than they speak and they think more and more before they speak and when a teacher ask question in the class during the teaching learning process, they don't like to respond until the question is asked addressing them. And on the other side extrovert students are talkative and they have many friends and they attempt to answer the entire questions that are asked in the classroom by the teacher.

3) **Cooperativeness vs. Competitiveness :** According to this research study competitiveness psycho-social interaction patterns is based on comparison to every opportunity everywhere as two friends are eating ice-cream who have competitiveness says 'let us see who can finish own ice-cream first. And on the other hand who have cooperativeness says 'let us finish our ice cream and play together. Cooperative students believe 'let 'us all of us read together and success together.'

4) **Friendliness vs. Hostility:** In this research study, astudent who is known as friendly behaves to others politely, cooperatively and as informal as possible.A hostile person reacts to such frustrations with disagreeable behavior, attacking the machine or swearing and kicking the garbage can as he or she sulk away.

5) **Shyness vs. Sociability:** According to this study shy students are those who hesitate to go before older and strange persons. They are suffering from the approach-avoidance conflict to go on stage and at public places. In the contrast to these types of

students, the students who have sociability as their psycho-social interaction patterns have social approach tendency. They talk every one freely and they also like to meet others.

6) **Adjusted vs. Maladjusted:** According to this study the students who live peaceful and happy following the value of their society, making harmonious relationship to their environment are called adjusted. Due to shortage of self-esteem, students cannot fulfill their needs in all situations and at every place because they feel difficulty to react according to values and demand of the society and due to

thesethey cannot make harmonious relationship with their environment this type of students are called maladjusted in this study.

7) **Students:** Students studying inIX class are referred to as students.

3. Variables of the Study

The variable chosen for testing their influence on Psycho-Social Interaction Patterns of secondary school students were as follows:

Table-1 Variables of the Study

S. No	Independent Variables		Dependent Variables
1	Gender	Girls	1) Psycho-Social Interaction Patterns (a) Extroversion vs. Introversion (b) Cooperativeness vs. competitiveness (c) Friendliness vs. hostility (d) Shyness vs. Sociability and (e) Adjusted vs. maladjusted
		Boys	
2	Medium of Instruction	Urdu	
3	Type of school	Government	
5	Location of Residence	Urban	

4. Statement of the Problem

Human being is a social animal. He learns to live like humane being by interaction with each other. Education is one of the primary needs for human being for pursuing a successful life. Education aims to learning and to change behavior in a positive way. To provide suitable facilities and to give suitable responsibilities that the academic life of the students may be successful it is necessary to know the students' social interaction patterns and hence the researcher has chosen the topic "Psycho-Social Interaction Patterns of IX class Students."

This study will help in identifying the patterns of psycho-social interaction of IX class students that would help teachers as well as academic managers to plan curricular and co-curricular activities. This research will also help teachers to categorize the students for any activities on the basis of their interaction patterns to achieve a fruitful result of the activities. This research also will help to provide inputs to teachers to provide educational guidance and counseling.

5. Objectives of the Study

The objectives of the study are the following: -
1) To find out the overall psycho-social interaction patterns of IX class students with respect to select bipolar aspects i.e., Extroversion vs. Introversion (b) Cooperativeness vs. Competitiveness (c) Friendliness vs. Hostility (d) Shyness vs. Sociability and e) Adjusted vs. Maladjusted.
2) To find out the association between Gender and Psycho-Social Interaction Patterns of IX class students with respect to select Bipolar aspects i.e., (a) Extroversion vs. Introversion (b) Cooperativeness vs. Competitiveness (c) Friendliness vs. Hostility (d) Shyness vs. Sociability and (e) Adjusted vs. Maladjusted.

6. Hypothesis of the Study

1. There exists no significant association between Gender and Psycho-Social Interaction Patterns of secondary school students with respect to select bipolar aspects i.e., (a) Extroversion vs. Introversion (b) Cooperativeness vs. Competitiveness (c) Friendliness vs. Hostility (d) Shyness vs. Sociability and (e) Adjusted vs. Maladjusted.

7. Methodology

- **Sample and Sampling**: 467 IX class students were chosen as sample from the Urdu medium schools located in Hyderabad division of Hyderabad city. The sample comprises on 273 female 194 Male students. The sample has been chosen using Multi Stage Sampling Technique.
- **Method of Study:** As the area of the investigation and population of the study are vast, so the investigator has chosen the survey method for this study. A survey is a research method for collecting information from a selected group of people using standardized questionnaires or interviews and the researcher employed it for data collection.
- **Data Gathering Tool**: Researcher prepared a bi-polar checklist as it was used for data collection. The bi-polar checklist has 50 items. There are 10 items from each bi-polar psycho-social interaction patterns. For example:

When my teacher is introducing a new topic in my classroom, I will…
  a) listen quietly even if I know a little about it.(for Introvert)
  b) try to participate even with my limited or no knowledge.(for Extrovert)

8. Analysis of the Data:

To test the statistical significance of the hypothesis this study χ^2 test (Chi square) is used as the statistical technique to analyze the collected data.

12	Ex-Ho-Com-Sh-Mad	2
13	Ex-Ho-Com-So-Ad	2
14	Ex-Fr-Com-So-Mad	2
15	In-Fr-Com-Sh-Ad	1
16	In-Fr-Com-Sh-Mad	1
17	Ex-Ho-Cop-So-Ad	1
18	Ex-Fr-Co-Sh-Mad	1
19	Ex-Ho-Cop-So-Mad	1
20	In-Ho-Com-Sh-Ad	1
21	In-Ho-Cop-Sh-Ad	1
22	In-Ho-Cop-So-Ad	1
Total		**467**

⇒ *Overall Social Interaction Patterns*

The major objective of the study was to find out the Psycho Social Interaction Patterns of students pursuing ninth class in Hyderabad and data relating to it is presented in Table-2. The Bipolar check-list was used for data collection and that enabled the researcher to categories the student as either (1) Extroversion-Ex or Introversion-In (2) Competitiveness-Com or Cooperativeness-Cop (3) Friendliness- Fr or Hostility-Ho (4) Shyness-Sh or Sociability-So (5) Adjusted-Ad or Maladjusted-Mad. Each student was given a pattern showing their individual social interaction of the five bipolar areas, and the overall patterns were grouped and Table 2 shows patterns distribution.

The first objective of the study was to find out the social interaction patterns of the students pursuing ninth class in Government Urdu Medium School of Hyderabad and data relating to it is presenting in table-2

The bipolar checklist was administered in Ninth class of different Urdu medium Government schools in Hyderabad for data collection enabled the researcher to categories the student as either (1) Extroversion-Ex or Introversion-In (2) Competitiveness-Com or Cooperativeness-Cop (3) Friendliness- Fr or Hostility-Ho (4) Shyness-Sh or Sociability-So (5) Adjusted-Ad or Maladjusted-Mad.

Each student was them given a pattern showing their individual Psycho-social Interaction of the five bipolar areas, and the overall patterns were grouped and table 2 shows patterns distribution.

Table No. 2
Over all Grouped Psycho-Social Interaction Patterns

S.N.	Social Interaction Patterns	N.
1	Ex-Fr-Cop-So-Ad	278
2	Ex-Fr-Cop-Sh-Ad	83
3	Ex-Fr-Cop-So-Mad	28
4	In-Fr-Cop-So-Ad	24
5	In-Fr-Cop-Sh-Ad	11
6	Ex-Fr-Cop-Sh-Mad	9
7	In-Fr-Cop-So-Mad	5
8	Ex-Fr-Com-Sh-Ad	5
9	Ex-Fr-Com-So-Ad	4
10	In-Fr-Cop-Sh-Mad	3
11	Ex-Ho-Com-Sh-Ad	3

Table number-2 reveals 22 types of Psycho-social interaction patterns out of 467 students of ninth class students. 278 of them have shown social interaction patterns Ex-Fr-Cop-So-Ad, 83 students have exhibited Ex-Fr-Cop-Sh- Ad, 28 students have displayed Ex-Fr-Cop-So-Mad, 24 students have exhibited In-Fr-Cop-So-Ad, 11 students have shown In-Fr-Cop-Sh-Ad, 9 students have revealed Ex-Fr-Cop-Sh-Mad patterns, 5 students have shown In-Fr-Cop-So-Mad patterns, 5 students have shown Ex-Fr-Com-Sh-Ad patterns, 4 students have exhibited Ex-Fr-Com-So-Ad pattern, 3 students have displayed In-Fr-Cop-Sh-Mad pattern, 3 students have displayed Ex-Ho-Com-Sh-Ad pattern, 2 students have shown Ex-Ho-Com-Sh-Mad pattern, 2 students have appeared Ex-Ho-Com-So-Ad pattern, 2 students have exhibited Ex-Fr-Com-So-Mad pattern, and these 8 (In-Fr-Com-Sh-Ad, In-Fr-Com-Sh-Mad, Ex-Ho-Cop-So-Ad, Ex-Fr-Co-Sh-Mad, Ex-Ho-Cop-So-Mad, In-Ho-Com-Sh-Ad, In-Ho-Cop-Sh-Ad and In-Ho-Cop-So-Ad) are those patterns that have exhibited by one students each only.

The above description show more than 50% students are Extrovert, Friendly, Cooperative, Sociable and Adjusted. Its mean there is no problem of interaction patterns in these students. All these patterns have value in a developing society. These patterns suppose key to success of students in the society.

⇒ *Psycho-Social Interaction Patterns Gender Wise*

The second objective of the research was to find out the association between Gender and Psycho-social interaction patterns of secondary school students with respect to select bipolar aspects i.e., (a) Extroversion vs. introversion (b) Cooperativeness vs. competitiveness (c) Friendliness vs. hostility (d) Shyness vs. Sociability and (e) Adjusted vs. maladjusted and data pertaining to it is presented in table 3.

Table-3
Psycho-Social Interaction Patterns Gender Wise

S. No	Social Interaction Patterns	Boys	Girls	Total	χ2
1	Extroversion	171	247	418	
	Introversion	23	26	49	0.049
	Total	194	273	467	
2	Hostility	8	8	16	
	Friendliness	186	265	451	0.922

	Total	194	273	467	
3	Cooperativeness	178	259	437	0.607
	Competitiveness	16	14	30	
	Total	194	273	467	
4	Shyness	175	232	407	0.429
	Sociability	19	41	60	
	Total	194	273	467	
5	Adjusted	163	252	415	0.049
	Maladjusted	31	21	52	
	Total	194	273	467	

Data from Table-3 exhibits that the obtained χ^2 (Chi square) value of all psycho-social interaction patterns is lower than the table value 1.98 at 0.05 level, so it can be inferred that there is no significant association between Gender and Psycho-social interaction patterns of IX class students and the null hypothesis is accepted. Thus it can be said that gender does not affect the Psycho-social interaction patterns of students pursuing ninth class in Government Urdu Medium School of Hyderabad.

9. Conclusion of the Study

1. 22 types of Psycho-Social interaction patterns have exposed by students studying in ninth class in Government Urdu Medium School of Hyderabad
2. Gender does not any association with the Psycho-social interaction patterns of studentspursuing ninth class in Government Urdu Medium School of Hyderabad.

10. Discussion of the Result

The finding of the study revealed that more than 50% of students possess positive Psycho-social interaction patterns as Ex-Fr-Cop-So-Ad. This finding is consistent with the result of the study ShaistaParveen and Dr. M Vanaja (February 2019) entitled "Social Interaction Patterns of B.Sc students of MANUU Hyderabad. These Psycho-social interaction patterns are proved that these are suitable and help to achieve good academic efficiency as extrovert exhibited to score slightly higher than the introvert(Zafar,S., Khan, Z.A. and Meenakshi, K (2017)) . The result of the study of Abdullah Abbas

Mohammed Ahmed Gubbad (2010) showed that the academic achievement of the students improve through the cooperative learning strategies.40% of students are shy according to Kasper, Alex, G (2012) "shy students have more difficulties in the classroom so along with parents school personalities may be able to monitor medication use, and provide some therapy services."Arkin& Grove (1990) proved through their research that sociable children like to meet different variety of people. Socialization and friendliness are positive characteristics in this modern urbanization era.

The hypothesis of the study 'there exists no significant association between gender and Psycho-social interaction patterns of IX class students with respect to select bipolar aspects i.e., (a) Extroversion vs. Introversion (b) Cooperativeness vs. Competitiveness (c) Friendliness vs. Hostility (d) Shyness vs. Sociability and (e) Adjusted vs. Maladjusted' is accepted. Some previous studies strengthen this result as the study of Dr. Nirmala Devi (2011) revealed that gender don't effect emotional adjustment. Dr. SubhashSarkar and SangitaBanik (2017) displayed that girls and boys are not significantly differ in adjustment. Augustine Adjei1 and Samuel Dontoh (2018) claimed that there is no significant relationship between gender and personality (extrovert and introvert).

School can provide educational facilities commensurate to curriculum and design co-curricular activities, syllabus, and teaching-learning materials according to students' psycho-social interaction patterns. This study will be helpful for teacher to handle and categorize the students and provide individual attention based on their psycho – social needs.

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