DEVELOPMENT AND VALIDATION OF INTERPERSONAL RELATIONSHIP SCALE AMONG LATE ADOLESCENTS

**ABSTRACT**

The study’s aim was to construct and validate Interpersonal Relationship Scale among late adolescents. The Interpersonal Relationship Scale (IRS) consisted of 85 statements on selected dimensions of interpersonal relationship. To establish the content validity, Interpersonal Relationship Scale was evaluated by subject experts and thereafter reliability of the scale was calculated through pilot study. A total sample of 60 late adolescents i.e. 20 respondents from nuclear families, 20 respondents from single parent families and 20 respondents from joint families, between the ages of 19-21 years were selected through simple random sampling method from College of Community and Applied Sciences, MPUAT, Udaipur. For deriving reliability of the scale, split-half method was used. This finding of reliability and validity scores suggested that IRS is an acceptable instrument for assessment interpersonal relationship of late adolescents.

***Keywords:*** Interpersonal Relationship, late adolescents, Validity, Reliability, Split-half Method

1. **INTRODUCTION**

A late adolescent is a stage characterized by greater stability than the others. At this stage, the teen is pretty much sure of whom they are1. **They start getting excited about the future.** Sometimes, some crises manifest due to the new adult responsibilities that they must assume and don’t feel ready for2. Unlike the previous stages, in late adolescence, it’s not so important to be part of a somewhat stable group**. In this stage, teens give greater importance to personal relationship.**Furthermore, they tend to have fewer problems with their family members3. Likewise, teens tend to prioritize great projects and the desire to change the world. Usually, late adolescents still have many problems with their parents4. They blame and reproach their parents but, at the same time, it’s impossible for them to separate themselves from them emotionally. Sometimes, they may also be reticent to move to their own place5.

Interpersonal relationship is strong bonds that they develop with their family, friends with their teachers and in professional circles. These are also the relationship that gives late adolescents the most joy and satisfaction6. It is an association between two or more people that may range from fleeting to enduring. It may be based on inference, love, solidarity, regular business interactions or some other type of social commitment7. Depending on their ability to develop and maintain efficient interpersonal relationship with the people who matter in their life, their qualities of life are determined8. Interpersonal relationship is formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs and neighborhoods9. An interpersonal relationship can develop between individuals working together in the same organization; people working in the same team; relationship between a man and a woman (love, marriage); relationship with immediate family members and relatives; relationship of a child with his parents; relationship between friends and relationship can also develop in a group (relationship of students with their teacher)10.

By conducting this research it is hoped to bring attention towards ways to improve new trends and issues in interpersonal relationship among late adolescents and factors which affect. Interpersonal relationship that create love and trust, provide role models and offer encouragement and reassurance11. Positive family, friends, peer, student and teacher relationship are important in reducing symptoms such as suicidality, anxiety and depression12. Perhaps that’s why when late adolescents are in trouble, they naturally look to their social networks for help whether they offer emotional support or simply a helping hand13. Positive interpersonal relationship has been demonstrated over many studies to be critical to positive mental health in terms of keeping them strong and well14.

1. **MATERIAL AND METHODS**

The Interpersonal Relationship Scale (IRS) consisted of 85 statements on selected dimensions of interpersonal relationship. To establish the content validity, Interpersonal Relationship Scale was evaluated by subject experts and thereafter reliability of the scale was calculated through pilot study. A total sample of 60 late adolescents i.e. 20 respondents from nuclear families, 20 respondents from single parent families and 20 respondents from joint families, between the ages of 19-21 years were selected through simple random sampling method from College of Community and Applied Sciences, MPUAT, Udaipur. For deriving reliability of the scale, split-half method was used.

1. **RESULTS AND DISCUSSION**

The study’s aim was to construct and validate, Interpersonal Relationship Scale Among Late Adolescents. The steps involved in development and validation Interpersonal Relationship Scale of are explained below:

* 1. Construction of Scale
	2. Scoring of the Scale
	3. Content validation of Scale
	4. Reliability of Scale
	5. **CONSTRUCTION OF INTERPERSONAL RELATIONSHIP SCALE** **(IRS):**The dimensions of Interpersonal Relationship Scale Among Late Adolescents are explained as follows:
1. **Family relationship**
2. **Friendship relationship**
3. **Peer relationship**
4. **Student-teacher relationship**
5. **List of dimensions:** Detailed information of dimensions is given as below-

**Table 1. Dimensions of Interpersonal Relationship Scale**

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Dimensions** | **Statements**  |
| **1.** | Family relationship | 35 |
| **2.** | Friendship relationship | 15 |
| **3.** | Peer relationship | 20 |
| **4.** | Student-teacher relationship | 15 |
| Overall Interpersonal relationship | 85 |

1. **Operational layout of scale construction:** Scale construction is a time consuming process. The detailed information in regard to completion of the scale is given as below-

**Table 2. Operational layout of scale construction**

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Operational Details** | **Time consumed** |
| **1.** | Construction of a Interpersonal Relationship Scale | 2 Months |
| **2.** | Content validation of Interpersonal Relationship Scale by panel members | 15 Days |
| **3.** | Modification and improvements suggested by panel members in content of Interpersonal Relationship Scale | 1. Days
 |
| **4.** | Pilot study for reliability testing of Interpersonal Relationship Scale | 1. Days
 |

* 1. **SCORING OF INTERPERSONAL RELATIONSHIP SCALE (IRS)**

The scale contained 85 statements. There are 4 dimensions of Interpersonal Relationship including Family relationship, Friendship relationship, Peer relationship and Student-teacher relationship. There were four options for every statement i.e. “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree”. The scores assigned to positive statements were 4, 3, 2, 1 and for negative statements it was 1, 2, 3, 4. The maximum score was ‘340’ and minimum score was ‘85’.

1. **Description of format of statements in IRS:**

**Table 3:** **Description of format of statements in Interpersonal Relationship Scale**

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Dimensions** | **Statements regarding Interpersonal Relationship** |
| **1.** | Family relationship | 1. I am afraid to ask my parents for what I want.
2. My parents didn’t pay much attention to my misbehavior.
3. My sibling criticizes my every action.
 |
| **2.** | Friendship relationship | 1. My friends feel jealous of my progress.
2. My friends and I show mutual respect to each other.
3. My friends never criticize me in my absence.
 |
| **3.** | Peer relationship | 1. My peer group helps to solve many personal issues.
2. I feel much neglected in my peer group.
3. I stock my opposite-sex peers on social media.
 |
| **4** | Student-teacher relationship | 1. My teachers care about my academic and social well-being.
2. My teachers easily become angry at me.
3. My teachers are helpful in other aspects of my life too.
 |

**Note:** There were Response Options i.e. Strongly Agree, Agree, Disagree and Strongly Disagree for each statement as given in four aspects.

1. **Scoring Method of IRS:**

Interpersonal Relationship Scale has total 85 statements. Four alternatives and scores were assigned to each alternative as strongly agree (4), agree (3), disagree (2) and strongly disagree (1). In this scale maximum score was 340 and minimum score was 85. This score is divided into three categories to obtain good (257-340), average (171-256) and poor (85-170) scores. Family relationship dimension has a total of 35 statements. In this dimension maximum score was 140 and minimum score was 35. Score range obtains high (107-140), moderate (71-106) and low (35-70) scores. Friendship relationship section has a total of 15 statements. In this dimension maximum score was 60 and minimum score is 15. Score range obtains high (47-60), moderate (31-46) and low (15-30) scores. Peer relationship section has a total of 20 statements. In this dimension maximum score was 80 and minimum score was 20. These scores were divided into three categories to obtain high (62-80), moderate (41-61) and low (20-40) scores. Student-teacher relationship section has a total of 15 statements. In this dimension maximum score was 60 and minimum score was 15. The score range obtains high (47-60), moderate (31-46) and low (15-30) scores.

* 1. **CONTENT VALIDATION OF INTERPERSONAL RELATIONSHIP SCALE (IRS)**

For content validity, scales were given to a panel of 6 experts for technical validation of the developed scale. The expert’s panel were appealed to evaluate IRS for relevance of topic for subjects, length of the tool, format of sentences, language of the statements, clarity in the statements, continuity in the statements, appropriateness of the tool as objectives, scoring pattern, categorization and overall content15. On the basis of experts’ suggestions, some statement was restructured, merged and modified. The validation of IRS was based on five pointer rating scale (Likert Scale) i.e., excellent, very good, good, average and poor the score of five was assigned.

A score range of 4.3 was assigned for excellent, 3.5-4.2 for very good, 2.7-3.4 for good, 1.9-2.6 for average and 1-1.8 for poor. For quality ranking of scales, mean scores were computed for selected parameters. The calculated mean scores obtained were 4.1 for ‘IRS’ which shows that IRS were very good indication for measuring interpersonal relationship of late adolescents.

* 1. **RELIABILITY** **OF INTERPERSONAL RELATIONSHIP SCALE (IRS)**

Reliability of IRS was drawn by split-half method. A pilot study with 60 respondents was carried out. The collected data was coded and reliability for the whole scale and individual strategies was collected15. In split-half technique, the test was divided into two equal halves and then the correlation of the whole scale was estimated by calculating the coefficient of correlation between the variables. The pilot study has also provided necessary direction regarding the time required for the administration of scale and data analysis. The reliability of the scale measuring Interpersonal Relationship was found to be 0.86.

1. **CONCLUSION**

The reliability of Interpersonal Relationship Scale for the late adolescents’ population in MPUAT, Udaipur, Rajasthan. The validity and reliability index suggests that IRS is an acceptable instrument to assess interpersonal relationship among late adolescents. It is hoped that the publication of this IRS will be open new vistas for understanding the interpersonal relationship among late adolescents, in rapidly changing scenario. This IRS will prove to be useful for specialists and scholars of Human Development and Family Studies and allied fields.

**Disclaimer (Artificial intelligence)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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