



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

A Study on Interpersonal Relationship between Tamil Nadu Natives and People from Other States

Nivedha.B¹, Manoj. R², Rajashree.S³

¹Student, Msc. Clinical Psychology, Department of Psychology, Dr. M.G.R Educational and Research Institute, Chennai-600095, India

²Head of the Department, Department of Psychology, Dr. M.G.R Educational and Research Institute, Chennai- 600095, India

³Former Assistant Professor, Department of Psychology, Dr. M.G.R Educational and Research Institute, Chennai-600095, India

ABSTRACT

This study examines the difference in Interpersonal Relationship between Tamil Nadu natives and people from other states among adults. Data was collected from 300 samples of adults within 20- 30 years of age living in Tamil Nadu. The sampling technique used in this study was purposive sampling method. Functional Idiographic Assessment Template Questionnaire Short Form (FIAT-Q SF) developed by Dr. Michael L. Ward in early 2000 was used to assess Interpersonal Relationship. A quantitative research design is used in this research, the data was statistically analyzed with Independent sample t-test through SPSS. The analysis of the difference in interpersonal relationship between Tamil Nadu natives and people from other states is significant. This research emphasizes the complex nature of the variable and stress the requirement for further exploration into the role of interpersonal relationship. However, it is important to note that while the difference is significant, the study doesn't imply the causal factors. Other factors may influence the interpersonal relationship.

Keywords : Interpersonal Relationship, Tamil Nadu natives, People from other states, FIAT-Q SF

I INTRODUCTION

Interpersonal relationships are at the foundation of human social interaction and do play a vital role in characterizing the emotional well-being, communication, and the social development of any individual (Gudykunst & Kim, 2017). Interpersonal relationships are many, for example, family, friendships, and romantic relationships. Workplace relationships are also interpersonal. Interpersonal relationships are universal, even as the process of developing, maintaining, in addition to managing them varies greatly across culture to culture and place to place (Hofstede, 2001). Cultural practices, along with conventions, with language, and also social order, characterize the nature of the human interaction in the way people interact with one another (Sinha, 1988). In a multicultural country such as India, in which every state has its own culture, tradition, and values, relationships between people have identifying characteristics among various regional groups of the people. This active study attempts to carry out a comparative study of interpersonal relationships between Tamil Nadu natives as well as residents of other states residing in Tamil Nadu. Tamil Nadu is a south Indian state with a heritage possessing deep roots in language, tradition, and social norms (Annamalai, 2001). Tamil language has a vital role in the organizing of social relationships as well as solidarity among the locals. Tamil society is described as collectivist, where, within family values, respect for elders, and homogeneous social groups are stressed (Rao, 2005; Hofstede, 2001). In contrast, migrants who come to Tamil Nadu from other states bring to the region their own cultural forces, linguistic heritage, and also social norms. Native to non-native contact within Tamil Nadu is quite interesting and may lead to social integration as well as create cultural problems (Kumar, 2005). The present research tries to observe how the relationship among people differs across these two groups. It investigates communication pattern, social bonding, conflict pattern, and cultural flexibility (Mishra, 1994).

Culture has a major role within the formation of interpersonal relationships. Tamil Nadu's culture places a focus that is strong on family relationships, social stratification, and also community-based interactions (Rao, 2005). Family is, in fact, the basic unit of society, as well as familial relationships that are regulated by customary principles founded on respect for age, duty, also loyalty. Tamil society appreciates collectivism. Within it, people put group harmony ahead of individual wishes (Hofstede, 2001). This collectivist tendency shows up also in social life, like friendships, the workplace, and community ties (Mishra, 1994). Tamil Nadu locals seem to unite and form closely knit social groups centered around trust and long-term commitments. Those from differing states may have either collectivist or individualist cultures, so their approach interpersonally could differ (Parekh, 2000).

For example, people from North Indian states such as Delhi, Uttar Pradesh, as well as Punjab would certainly be different from natives of Tamil Nadu. That is, they would be different. North Indian cultures are expressive as well as straightforward in communication, while Tamil culture believes in being quite subtle including indirect communication (Gudykunst & Kim, 2017). Likewise, those people hailing from India's northeastern states, such as Assam and Nagaland, can have their unique form of social integration due to language variations and unfamiliarity regarding a particular culture (Khanna &

Khanna, 2022). These differences affect interpersonal relationship growth, how disagreements are settled, in addition to how one copes with other social settings.

One of the greatest determinants of interpersonal relationships among Tamil Nadu indigenes as well as people from other states is language (Annamalai, 2001). Tamil, the state's official language, is spoken widely in rural and urban settings. Language is, for indigenes in Tamil Nadu, a unifying and important factor that confirms cohesion in social settings and cultural identity (Lauring, 2008). Instead, other people from the several states who are not exactly Tamil speakers might have some difficulty for communicating, resulting in certain misunderstandings and limitations with intimate relationships. Though English and Hindi are spoken commonly throughout India, Tamil Nadu has been customarily resistant against Hindi, and therefore, fewer people speak Hindi as a common communication language (Annamalai, 2001).

Language differences create social barriers which separate Tamil Nadu natives from non-natives during social interactions and work settings and public encounters. The initial adjustment of non-Tamil speakers to Tamil society becomes difficult because of language differences. People who actively learn and apply Tamil language skills will experience better success in building social connections and gaining acceptance from society (Lauring, 2008). The level of Tamil fluency someone possesses determines the strength of their social connections because better language skills lead to more meaningful relationships.

The extent of cultural assimilation among other state inhabitants determines the quality of their social interactions with Tamil society (Khanna & Khanna, 2022). Foreigners who choose to fully adopt local customs and traditions of Tamil Nadu culture can develop strong bonds with native Tamil Nadu people. Some people choose to preserve their cultural heritage which leads to superficial connections and potential cultural differences. The integration process depends on multiple elements which include duration of residence and both personal flexibility and openness to cultural interactions (Kumar, 2005).

For the people of Tamil Nadu, social connections are typically influenced by trust and familiarity. Long-lasting bonds, whether in terms of friendships or professional relationships, are favored over temporary connections (Rao, 2005). This aspect can occasionally be difficult for non-natives accustomed to forming quick and smooth social bonds. Moreover, the collectivist culture in Tamil Nadu suggests that friendships and social connections are formed through shared acquaintances, family networks, or community living, while individuals from other states may rely more on professional networks and social groups that are not based on family ties (Mishra, 1994).

Conflict resolution mechanisms also vary between Tamil Nadu indigenes and non-indigenes from other states, which impact interpersonal relationships. Harmony maintenance and the avoidance of direct conflicts in working and personal relationship are accorded significance by Tamil society (Gudykunst & Kim, 2017). Conflicts are resolved by mediation, negotiation, or indirect communication. Conflicts between family members or social units are resolved in a patient attitude by prioritizing the maintenance of the relationship in the long term. Individuals from other states, however, might belong to cultures that favor direct conflict and open disagreement on matters. These conflict management mechanisms can result in misunderstandings, miscommunication, and possible tension in the relationships between natives and non-natives of Tamil Nadu.

Emotional expression is also an important aspect of interpersonal relationships. People from Tamil Nadu would typically express emotions in a conservative manner, particularly in work and formal relationships (Rao, 2005). Emotional restraint would typically be interpreted as a sign of maturity and respect. People from other states might have varying degrees of expressiveness based on their culture. North Indian cultures, for instance, might encourage more open expressions of emotion, thereby making interpersonal relationships different (Sinha, 1988).

As more and more people are migrating from state to state for education, employment, and globalization, cross-cultural interpersonal relationships are even more crucial to understand (Khanna & Khanna, 2022). Harmonious interactions between Tamil Nadu natives and non-natives require sensitivity, respect, and cultural awareness. Encouragement of bilingualism, facilitating intercultural activities, and the creation of social spaces are some ways in which the gap between communities can be bridged and more effective interpersonal relationships can be established (Parekh, 2000).

This comparative research attempts to offer a profound understanding of the distinct interpersonal connections between Tamil Nadu natives and non-state individuals. Through the examination of determinants of relationships, such as cultural practices, communication patterns, social bonding, and conflict resolution, this research attempts to make significant contributions to social harmony and integration in a multi-state society. Findings within this research will be relevant to social scientists, teachers, policymakers, as well as individuals facing cross-cultural relationships, hence making a contribution towards an integrated and plural social world (Kumar, 2005).

The interpersonal relationships are intricate and mostly dictated by local and cultural settings. The contrast between Tamil Nadu natives and non-natives offers the appropriate analysis on the construction, maintenance, and negotiation of social relationships in different cultural settings. The knowledge of differences and similarities in patterns of relationships enables one to comprehend different perspectives, hence possessing improved and meaningful relationships. This research will enable the identification of how to improve cross-cultural communication, integration, and quality of interpersonal relations in Tamil Nadu and elsewhere (Gudykunst & Kim, 2017; Mishra, 1994).

II. REVIEW OF LITERATURE

Basyouni.R. (2022) explored on Mapping the social landscape: tracking patterns of interpersonal relationships. The review focuses on the ability to acquire, maintain, and use knowledge of interpersonal relationships, which is essential in human cognition within large, complex social groups. It synthesizes research from various fields related to social networks, including the neural encoding and cognitive consequences of social relationship knowledge. Studies on how both children and highly social primates track and use third-party relationship knowledge are examined. The review also

explores how understanding social networks can inform behaviour change interventions and efficient information spread. Unanswered questions and potential research directions are highlighted, particularly in understanding how knowledge of social networks impacts human behaviour and cognition in social contexts.

Thompson et.al., (2021) analysed the impact of personality traits on conflict management within. They studied 150 college students selected randomly. The Big Five Personality Test and Conflict Management Style Scale were the tools used. Statistical techniques like factor analysis and regression analysis were applied. The results showed that neuroticism was associated with more conflict in relationships, while agreeableness contributed to more positive conflict management, emphasizing the role of personality traits in relationship dynamics.

John et.al., (2020) explored the influence of emotional intelligence on interpersonal relationships. Their study involved 200 university students selected through random sampling. They used the Emotional Intelligence Scale and Relationship Satisfaction Scale as tools for data collection. Statistical analysis included Pearson correlation and regression analysis. The results showed that emotional intelligence significantly predicted relationship satisfaction, with higher emotional intelligence correlating with better interpersonal relationships. Their findings suggest the importance of emotional intelligence in maintaining healthy relationships.

Miller et.al., (2020) explored how empathy influences relationship closeness. A sample of 100 married couples, selected through purposive sampling, participated in the study. They used the Empathy Quotient and Relationship Closeness Inventory as measurement tools. Correlational analysis and t-tests were applied for statistical analysis. The results revealed that higher empathy scores were strongly associated with greater relationship closeness and intimacy, suggesting that empathy is crucial for fostering close, intimate relationships.

Carlson et.al., (2020) assessed the influence of family dynamics on adolescent social development. The study involved 200 adolescents, selected through purposive sampling. The Family Dynamics Scale and Adolescent Social Development Inventory were used for data collection. Statistical analysis involved ANOVA and correlation analysis. The results indicated that positive family dynamics contributed significantly to better social skills and peer relationships in adolescents, suggesting that family environment plays a critical role in adolescent social development.

Li.J.(2020) examined Mental health problems and associated school interpersonal relationships among adolescents in China: a cross-sectional study. The study involved a sample of 10,131 middle school students selected through stratified random sampling from three cities in eastern China. The Symptom Checklist-90 (SCL-90), Teacher-Student Relationship Questionnaire (TSRQ), and Peer Relationship Scale (PRS) were utilized to evaluate psychological symptoms, teacher-student relationships, and peer relationships, respectively. Multivariable logistic regression analysis was employed for data analysis. The findings revealed that 36% of the participants experienced mental health problems, with obsessive-compulsive symptoms being the most prevalent (43.3%). Poorer school interpersonal relationships were significantly associated with a higher risk of psychological symptoms across all dimensions. The study highlights the importance of addressing school interpersonal relationships to mitigate mental health problems among adolescents.

Kiuru. N et.al., (2020) explored associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during educational transitions. Data were collected from 848 Finnish adolescents (54% girls, mean age 12.3 years) across sixth and seventh grades. Tools such as longitudinal survey data and transactional modelling were employed to examine these associations. A transactional model was used to analyse the data, demonstrating reciprocal links between interpersonal relationships and school well-being. Findings indicated that high-quality interpersonal relationships promoted higher academic achievement through improved school well-being. Similarly, increased school well-being enhanced academic outcomes through better interpersonal relationships. The study highlights the critical role of fostering interpersonal relationships and school well-being to support academic achievement and ease transitions in adolescence.

Adams et.al., (2019) investigated the link between attachment styles and relationship stability. Their study involved 250 young adults who were randomly selected. The Adult Attachment Scale and Relationship Stability Inventory were employed to measure variables. The researchers conducted multiple regression analysis. Their findings indicated that insecure attachment styles predicted lower relationship stability, whereas secure attachment was linked to greater relationship stability, emphasizing the influence of attachment on relationship outcomes.

Williams et.al., (2018) investigated how communication styles affect relationship satisfaction. A sample of 150 couples, selected through convenience sampling, participated in the study. They utilized the Communication Style Questionnaire and Relationship Satisfaction Scale as measurement tools. Statistical tests such as ANOVA and path analysis were applied. Their results indicated that assertive communication positively influenced relationship satisfaction, while passive communication contributed to dissatisfaction. This research highlights the importance of communication style in fostering satisfying relationships.

Zhang et.al., (2018) explored the effects of social media use on relationship quality. The study included 300 individuals, selected using stratified random sampling. The Social Media Use Scale and Relationship Quality Scale were employed. Statistical analysis consisted of ANOVA and structural equation modelling. Their findings showed that excessive social media use had a negative impact on relationship quality, especially in younger couples, highlighting the potential downsides of social media on interpersonal relationships.

Orehek.E. (2018) explored on as people -as- means approach to interpersonal relationships. Multiple studies were reviewed to substantiate the principles of means-goal relations. In study 1, researchers examined how people serve as means to goals by contributing time, knowledge, skills, resources, and emotional support. The study highlighted the significance of interpersonal support in facilitating goal achievement and fostering stronger relationships. Tools such as self-reported measures of relationship quality, goal progress scales, and social network analyses were employed to gather data. In study 2, principles of goal pursuit were applied to explore their implications for relationship formation, maintenance, and dissolution. Data was collected from diverse populations, including undergraduate students and working professionals. Analytical methods, such as structural equation modelling and

multivariate regression, were utilized to assess the interplay between relationship dynamics and goal achievement. The findings demonstrated that individuals who viewed their relationships through the lens of goal facilitation reported higher relational satisfaction and stability. Conversely, relationships characterized by unmet goal support tended to experience strain and were more likely to dissolve. These insights provide a novel framework for understanding the role of interpersonal relationships in goal pursuit, with implications for improving relational quality and achieving personal aspirations.

Davis et.al., (2017) examined the impact of trust on interpersonal conflict resolution. The study sample included 180 employees from various corporate organizations, chosen using stratified sampling. Tools used included the Trust Scale and Conflict Resolution Inventory. The researchers applied structural equation modelling (SEM) for statistical analysis. Their findings revealed that trust was a significant predictor of effective conflict resolution, with higher trust levels leading to smoother resolutions in interpersonal conflicts.

Mantilla.J.M. (2017) explored on the effect of interpersonal relationships on burnout syndrome in Secondary Education teachers. Analysed the impact of interpersonal relationships on the development of burnout syndrome among 794 secondary education teachers in the Community of Madrid. The study applied structural equation modelling to examine the teacher-student relationship, teacher-superior relationships, and teacher-coworker relationships. The results revealed that the teacher-student relationship had a significant effect on all three burnout dimensions: exhaustion, cynicism, and inefficacy. Additionally, teacher-superior and teacher coworker relationships showed moderate effects on these dimensions. The findings highlight the importance of fostering positive interpersonal relationships in the school environment, as they play a crucial role in teacher well-being and, in turn, impact the quality of the learning process.

Lee et.al., (2016) focused on the role of social support in reducing stress within relationships. The sample comprised 120 individuals in romantic relationships, chosen through snowball sampling. The Social Support Scale and Perceived Stress Scale were the tools used for data collection. Statistical analysis involved T-tests and correlation analysis. Their results showed that higher levels of social support were associated with lower stress levels in relationships, underlining the importance of supportive relationships in managing stress.

Kornhaber.R.(2016) explored on Enhancing adult therapeutic interpersonal relationships in the acute health care setting: an integrative review. The study utilized an electronic search of peer reviewed research using databases such as PubMed, Cumulative Index to Nursing and Allied Health Literature, and PsycINFO. Search terms were designed to reflect therapeutic interpersonal relationships in health care and were limited to English-language studies. The key characteristics of strategies for Improving therapeutic interpersonal relationships were identified, including therapeutic listening, responding to patient emotions and unmet needs, and patient-centeredness. These elements were highlighted as essential for fostering positive clinician-patient interactions and enhancing patient experiences, particularly in the context of patient-centred care.

Joao.A.N.(2016) explored on Mobbing and Its Impact on Interpersonal Relationships at the Workplace. A quantitative, correlational, and cross-sectional research design was adopted. A questionnaire was used for data collection, which was distributed to 11 randomly selected institutions in Portugal and made available online. The sample consisted of 3,227 nurses from various Portuguese health institutions. The results revealed that, on average, each nurse experienced 11 aggressive behaviours at their workplace. The most intense types of aggression included communication blockage and discrediting at work. Horizontal and descending mobbing were identified as the predominant forms. Nurses attributed the perpetrators' motivations to envy or jealousy, resistance to yielding or blackmail, non-subservience, and being innovative or entrepreneurial in introducing new work methods. Nearly half of the victims reported experiencing health problems as a consequence of mobbing.

Ogihara.Y. and Uchida.Y. (2014) explored negative effects of individualism on interpersonal relationships and happiness. Two studies were conducted. In study 1, thirty-four women who worked for a large insurance company in Japan participated in the study. In study 2, One hundred and fourteen undergraduate students at Kyoto University in Japan and 62 undergraduate students at University of Wisconsin-Madison in the U.S participated in this study. Tools such as the revised version of the Contingencies of Self-Worth Scale, Subjective well-being scale and sociogram for assessing interpersonal relationships were used in both studies. Two-way ANOVA is used to analyse the data. Study 1 demonstrated that an individualistic orientation was not associated with decreased Subjective Well Being in the U.S., whereas an individualistic orientation was associated with fewer close friends and lower Subjective Well Being in Japan. Furthermore, Study 2 showed that an individualistic orientation was also associated with a decrease in the number of close friends and Subjective Well Being for adult women working in an individualistic-oriented workplace.

Antonio.P.D. et.al., (2014) explored on the future in the past: Hildegard Peplau and interpersonal relations in nursing. Hildegard Peplau (1952) proposed the transformative power of relationships in nursing through her seminal work, *Interpersonal Relations in Nursing*. Her concepts emphasize nursing as an interpersonal process. This theoretical framework advocates for the integration of relationship-based care alongside biological perspectives to enhance holistic patient care. Peplau's dynamic formulations are presented as guiding principles that remain relevant for contemporary clinical practice and education. While her ideas are not directly transposed from the 1950s, their adaptability and relevance to modern settings underline their enduring significance. These principles are particularly applicable in fostering healing relationships and enhancing the quality of care in today's healthcare landscape.

Drooganbroek.F.V. (2014) explored on Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. Examined the relationship between interpersonal relationships, workload, autonomy, and teacher burnout among Flemish teachers aged 45 years or older. The study investigated how four interpersonal relationships (students, colleagues, supervisors, and parents) and two types of workloads (teaching-related and nonteaching-related, e.g., paperwork) contribute to emotional exhaustion, depersonalization, and personal accomplishment. Data were collected from 1,878 teachers, and structural equation modelling was used for analysis. Results revealed differential impacts of interpersonal relationships on burnout.

Both teaching-related and non-teaching-related workloads were associated with emotional exhaustion. Autonomy was most strongly linked to non-teaching related workload, highlighting its significant role in mitigating burnout.

Sang,H.Y et.al., (2011) examined the effectiveness of an Interpersonal Relationship Program on interpersonal Relationships, Self-esteem, and Depression in Nursing Students. A quasi-experimental non-equivalent control group pre-post-test design was utilized. Sixty-four nursing students from three different colleges of nursing in Seoul participated, with 31 students in the experimental group and 33 in the control group. The program consisted of 10 sessions, each lasting 90 minutes, over 10 weeks. Tools such as the Interpersonal Relationship Change Scale, Rosenberg's Self-Esteem Scale, and the Centre for Epidemiologic Studies Depression Scale (CED-S) were employed for data collection. Data were analysed using SPSS 14.0 with Chi-square tests, t-tests, and paired t-tests. The results demonstrated significant improvements in interpersonal relationships and self-esteem, along with a reduction in depression among students in the experimental group. These findings suggest that interpersonal relationship programs are effective in fostering positive psychological outcomes in nursing students.

III. METHODOLOGY

Problem statement

This study investigates the difference in interpersonal relationships between Tamil Nadu natives and people from other states.

Aim

To compare the interpersonal relationships between Tamil Nadu natives and people from other states.

Objective

- To assess interpersonal relationships among Tamil Nadu natives.
- To assess interpersonal relationships among People from other states who lives in Tamil Nadu.
- To assess the difference in interpersonal relationships between Tamil Nadu natives and people from other states.

Hypothesis

H₀: There is no significant difference in interpersonal relationships between Tamil Nadu natives and people from other states.

Research design

In this study, a comparative cross sectional research design and a quantitative, non- experimental methodology is used to compare the interpersonal relationships between Tamil Nadu natives and people from other states.

Sampling technique

The sampling technique of the study is purposive sampling, in this technique participants are selected based on specific characteristics or criteria relevant to the study. This method is used to focus on individuals who have particular experiences, traits, or characteristics that align with the study. The sample size of the study is 300 participants which is collected from the adults aged from 20 to 30 living in Tamil Nadu.

Inclusion criteria

- Participants must be an adult living in Tamil Nadu
- Participants must be having native as Tamil Nadu or other states in India

Exclusion criteria

- Individuals living in other states were excluded
- Individuals from other countries were excluded

Variables

Dependent variable – Interpersonal relationship

Independent variable – Native place

Tools used

Functional Idiographic Assessment Template Questionnaire Short Form - Dr. Michael L. Ward in early 2000s.

Tool description

The data is collected from the target population through structured questionnaire. Primary data is collected with a survey method and samples are chosen using simple random sampling. This study used the FIAT – Q SF scale to measure the interpersonal relationships. FIAT – Q SF - Functional Idiographic Assessment Template-Questionnaire Short Form.

The Functional Idiographic Assessment Template Questionnaire Short Form was composed by Dr. Michael L. Ward in in the early 2000s at the University of Sydney. This scale was composed of 32 items and assessed from the point -3(strongly disagree) to +3(strongly agree). The total score ranges from -96 to +96. Reverse scoring – 16, 17, 18, 19, 23, 25, 27. It has 6 subscales –Avoidance of Interpersonal Intimacy, Argumentativeness or Disagreement, Connection and Reciprocity, Conflict Aversion, Emotional Experience and Expression, Excessive Expressivity. Demographic information was obtained about name, age and native.

The Cronbach's alpha value of the subscales is .82, .74, .64, .72, .75, .77. The FIAT-Q SF has been validated through its ability to measure the intended construct—functional capacity and quality of life—across different domains. It shows good correlations with other established measures of similar constructs, supporting its construct validity. The scale was designed to be idiographic and personalized, which enhances its content validity. It captures a wide range of individual experiences, ensuring that it is relevant to various populations and contexts. The FIAT-Q SF has been shown to correlate well with other external criteria, such as physical or psychological outcomes, demonstrating its criterion-related validity.

Statistics used

The data was collected and analyzed using descriptive statistics and inferential statistics. Descriptive statistics was used to analyze data included frequencies, means and standard deviations. Independent Sample t-test was used to analyse the difference in interpersonal relationships between Tamil Nadu natives and people from other states.

Procedure

The participants were met individually. They were given a brief explanation of the study's objectives before being asked for their participation. The Functional Idiographic Assessment Template Questionnaire Short Form was administered along with the necessary instruction following the collection of few demographic details. As soon as the survey was finished, it was collected and everyone was thanked for taking the time.

IV. RESULTS AND DISCUSSION

DEMOGRAPHIC REPRESENTATION OF THE POPULATION

Table 1: Distribution of sample based on age group

AGE GROUP	POPULATION
21-23	117
24-26	84
27-30	99

Figure 1: Pictorial representation of sample based on age group

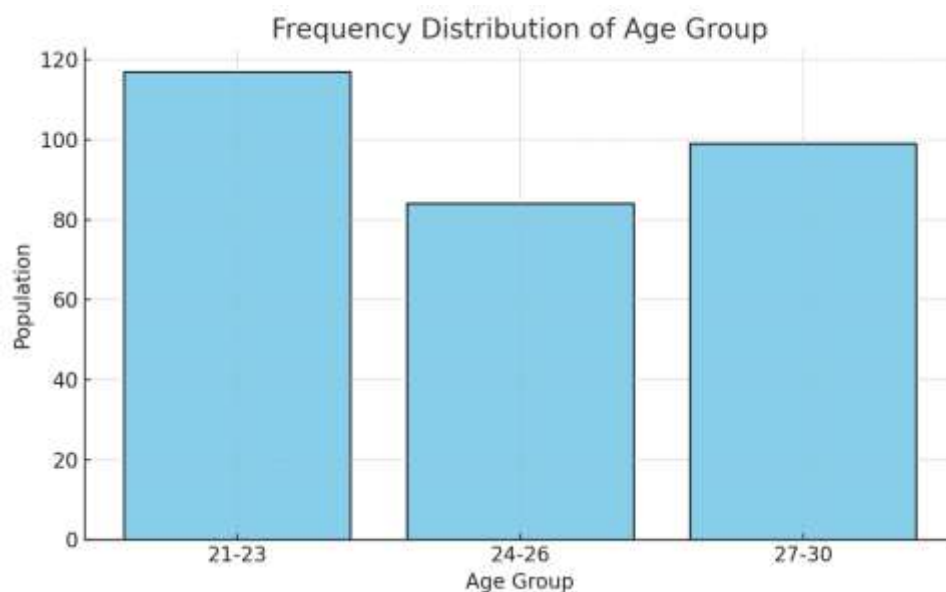


FIGURE 1 The “Pictorial representation based on age group” bar chart offers a comprehensive analysis of the age demographics within the population. The x-axis represents age group from approximately 21 to 30 years, while the y-axis denotes the population, indicating the number of participants in each age group. The total number of participants is 300, categorized into three specific age groups 21-23, 24-26 and 27-30 . The predominant age group is 21-23, containing 117 individuals, constituting 39% of the overall sample. This finding suggests that most participants fall within this age range. The next largest group, 27-30 comprises 99 individuals accounting 33%. The next largest group, 24-26 comprises of 84 individuals accounting about 28% of the total population. In summary, the chart reveals a clear preference for younger age groups particularly in the 21-23. This distribution offers important insights into the age demographics examined in the study and underscores age-related trends or preferences.

Table 2 : Interpersonal Relationships between Tamil Nadu natives and people from other states

DESCRIPTIVE STATISTICS

VARIABLE	GROUPS	N	MEAN	STANDARD DEVIATION
Interpersonal Relationship	Tamil Nadu Natives	150	101.16	18.695
	People from other states	150	112.07	7.846

T-TEST

VARIABLE	t value	df	p value	Mean difference
Interpersonal Relationship	- 6.59	199.90	<.001	-10.91

t-test is significant at 0.001 level

The examination of Interpersonal Relationships between Tamil Nadu natives and people from other states indicates significant level of difference. The average score of Interpersonal Relationship in Tamil Nadu natives is 101.16 and standard deviation is 18.695, while the average score of Interpersonal Relationship in People from other states is 112.07 and standard deviation is 7.846. The t-test indicates that there is a significant difference between the levels of Interpersonal Relationships between Tamil Nadu natives and people from other states.

V. SUMMARY AND CONCLUSION

The study examined the difference of Interpersonal Relationship between Tamil Nadu natives and people from other states among adults aged from 20 - 30. A comparative cross sectional study was used with a target sample of 300 adults. Participants completed Functional Idiographic Assessment Template Questionnaire Short Form (FIAT-Q SF). Most of the participants were aged between 21 and 23 years. The findings indicate there is a difference in interpersonal relationships between Tamil Nadu natives and people from other states, which was statistically significant. However, it is important to note that the difference is significant, but the causes are not implied in this study. Other factors may influence interpersonal relationships of individuals.

CONCLUSION:

Interpersonal Relationship between Tamil Nadu natives and people from other states :

- The research revealed a significant difference in Interpersonal Relationship between Tamil Nadu natives and people from other states.
- However, it is important to note that while the difference is significant, the study does not imply the causal factor.

LIMITATION OF THE STUDY:

- The study does not consider or was unable to determine the causal factors of the difference between two groups.
- The sample may not accurately reflect the larger population, which could impact the applicability of the findings
- The dependence on self-reported data may lead to biases, including to recall bias or social desirability bias.

FUTURE SCOPE:

- Employ larger and more varied samples to improve applicability of findings across diverse populations.
- Implement longitudinal research to investigate causal factors over extended period.

- Apply more through and objective assessment of interpersonal relationships based on the native place to enhance precision.

VI. REFERENCES

- Adams, K. L., & Roberts, F. L. (2019). Attachment styles and relationship stability. *Journal of Social and Personal Relationships*, 36(5), 800-810.
- Annamalai, E. (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations*. Sage Publications.
- Basyouni, Ruby .Trends in Cognitive Sciences, Volume 26, Issue 3, 204 – 221
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
- Baxter, L. A., & Montgomery, B. M. (1996). *Relating: Dialogues and dialectics*. Guilford Press.
- Berger, C. R., & Calabrese, R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. *Human Communication Research*, 1(2), 99-112.
- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46(1), 5-34.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Callaghan, G. M., & Follette, W. C. (2008). The Functional Idiographic Assessment Template (FIAT) system: For use with individuals, couples, and families.
- Carlson, L. W., & Moore, T. M. (2020). Family dynamics and adolescent social development. *Journal of Adolescent Research*, 31(4), 350-360.
- D'Antonio P, Beeber L, Sills G, Naegle M. *Nursing Inquiry* (2014) 21: 311–317 The future in the past: Hildegard Peplau and interpersonal relations in nursing
- Da Silva João, A. L., & Saldanha Portelada, A. F. (2019). Mobbing and Its Impact on Interpersonal Relationships at the Workplace. *Journal of Interpersonal Violence*, 34(13), 2797-2812.
- Davis, J. F., & Richards, H. P. (2017). Trust and conflict resolution in interpersonal relationships. *Journal of Organizational Behavior*, 35(4), 400-410.
- Gudykunst, W. B., & Kim, Y. Y. (2003). *Communicating with strangers: An approach to intercultural communication* (4th ed.).
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations* (2nd ed.). Sage Publications.
- John, P. R., & Smith, T. D. (2020). The role of emotional intelligence in interpersonal relationships. *Journal of Social Psychology*, 45(3), 200-210.
- Khanna, M., & Khanna, R. (2022). Cultural Intelligence and Cross-Cultural Adjustment in Indian Organizations. *International Journal of Intercultural Relations*, 88, 1–12
- Kim, U. (Eds.), *Individualism and Collectivism: Theory, Method, and Applications* (pp. 85–99). Sage Publications.
- Kumar, R. (2005). *From Market-Driven to People-Driven Globalization: A Civil Society Perspective on Global Trade*. Academic Foundation.
- Lauring, J. (2008). Rethinking Social Identity Theory in International Encounters: Language Use as a Negotiated Object for Identity Making. *International Journal of Cross Cultural Management*, 8(3), 343–361.
- Lee, A. S., & Brown, C. A. (2016). The role of social support in relationship stress. *Psychological Reports*, 32(1), 25-34.
- Miller, B. S., & Greene, R. L. (2020). Empathy and relationship closeness. *Journal of Family Psychology*, 22(1), 80-90.
- Mishra, R. C. (1994). Collectivism and individualism in India: Conceptual and empirical trends.
- O'Donohue, W. T., & Fisher, J. E. (Eds.), *General principles and empirically supported techniques of cognitive behavior therapy* (pp. 309–320).
- Parekh, B. (2000). *The Future of Multi-Ethnic Britain: Report of the Commission on the Future of Multi-Ethnic Britain*. Profile Books.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*.
- Rao, N. (2005). Family Matters: Feminine Mobility and Middle-Class Formation in South India. *Gender & Society*, 19(4), 463–481.
- Sinha, D. (1988). *Culture and psychology in the Indian context*. Sage Publications India.
- Thompson, D. J., & White, C. T. (2021). Personality traits and conflict management in relationships. *Personality and Social Psychology Bulletin*, 47(8), 1101-1112.
- Triandis, H. C. (2001). Individualism-collectivism and personality. *Journal of Personality*, 69(6), 907-924.
- Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research*, 23(1), 3-43.

Williams, M. J., & Turner, R. L. (2018). Communication styles and relationship satisfaction. *Journal of Marriage and Family*, 40(2), 150-160.

Zhang, Y. L., & Li, X. M. (2018). Social media use and relationship quality. *Cyberpsychology, Behavior, and Social Networking*, 21(2), 101-108.

VII. APPENDIX

Hello, hope you are doing good

This is Nivedha.B Final year student of MSc clinical psychology. As a part of my curriculum, I'm conducting this study. Kindly spend 5 minutes to fill this form. There are no right or wrong answers. Don't take too long to fill the responses. Just answer what comes first to your mind. I will assure you that, "your response will be kept confidential" and your information is used for my academic purpose. Thank you in advance

Name:

Age:

Native : Tamil Nadu/ other

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Strongly Agree	Moderately Agree	Mildly Agree
1. I do not want to share things about myself with others.						
2. I intentionally hide my feelings.						
3. I start to talk about what I am going through, and then decide it is better to keep my feelings to myself.						
4. When friends ask me about how I am doing, I choose not to tell them.						
5. I feel the need to keep secrets from people who are close to me.						
6. I have problems being close with others.						
7. I have difficulty making conversation with people.						
8. I avoid asking people for help in meeting my needs.						
9. I deliberately upset the other person during an argument.						
10. When I am arguing with someone, the argument goes on for a long time.						
11. People say I am not willing to compromise when there is a conflict.						
12. When I am arguing with someone, the argument becomes more intense as time goes on.						
13. When I have a disagreement with another person, I explain repeatedly why I think I am right.						
14. If someone gives me feedback that I don't like, I do the opposite of what the person wants.						

15. When people give me unfavorable feedback, I argue with them.						
16. Close relationships are important to me.						
17. I feel that there are times when it is beneficial to express disagreement in a relationship.						
18. I listen to others and offer them support.						
19. I ask other people to tell me about their feelings and their experiences.						
20. I withdraw in the face of conflict, regardless of the circumstances.						
21. I avoid conflict at all costs.						
22. In order to avoid conflict, I try to anticipate what the other person wants me to do.						
23. My emotional responses make sense to me when I consider the circumstances.						
24. I have problems with my emotions.						
25. I can tell the difference between one emotion and another.						
26. I have problems identifying what I am feeling.						
27. I express my emotions at appropriate times and places.						
28. People tell me that when I talk about my own experience, I share information that is too personal.						
29. People say that I talk about my feelings too much.						
30. I am told that I talk too much about myself.						
31. People are annoyed by the way that I express my emotions.						
32. I express my emotions in an overly intense manner.						