The Impact of Social Interpersonal Relationships on Learning Effectiveness among College Students - Take Jiangxi Institute of Fashion Technology as an Example

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Abstract

This study aimed to explore the impact of social interpersonal relationships on learning effectiveness among College Students - Take Jiangxi Institute of Fashion Technology as an example. A questionnaire survey was conducted on 5 teachers and 70 students at Jiangxi Institute of Fashion Technology by random sampling. This study found that social interpersonal relationships refer to the interaction and interpersonal relationships between individuals and others in the social environment. It involves an individual's role and status in society, as well as their emotional connections and ways of interacting with others. The formation and development of social interpersonal relationships are influenced by various factors such as culture, family, education, and social environment.

KEYWORDS: College Students, Social International Relationships, Learning Outcome

Introduction

Currently, the field of higher education no longer only values the mastery of professional knowledge and skills for students' learning outcomes. With the rapid development of society and increasingly fierce professional competition, higher education has also begun to focus on cultivating students' comprehensive qualities and abilities. Among them, students' social interpersonal skills are considered very important. Social interpersonal skills include the ability to interact, collaborate, and communicate with classmates, teachers, and other members of society. Through good social interpersonal relationships, students can establish positive interpersonal networks, receive support and assistance, and achieve smoother and more efficient learning processes (Reith-Hall, 2022).

Although the impact of students' social interpersonal relationships on learning outcomes is significant, research on this topic is currently relatively lacking. Therefore, it is of great theoretical and practical significance to deeply understand how the social interpersonal relationships of college students affect their learning outcomes. By studying this issue, we can

gain a more comprehensive and multifaceted understanding of the impact of social factors in the educational process on learning outcomes. Meanwhile, for university education managers and teachers, understanding the impact of students' social interpersonal relationships on learning outcomes can provide a scientific basis and strategies to improve the learning environment and cultivate students' comprehensive qualities (Roorda et al., 2011).

Purposes

The social interpersonal relationship of college students not only affects the development of college students themselves but also shoulders the great responsibility of promoting social construction and development. Therefore, grasp the characteristics of youth, analyze and study college students, and enhance the understanding of social interpersonal relationships among college students: Research will help to better understand the impact mechanism of social interpersonal relationships on learning outcomes among college students. We will be able to analyze how social factors affect students' learning processes and outcomes and identify positive and negative factors within them.

Based on the view that human beings are always social animals, the problem of interpersonal relationships is everywhere in the daily life of college students. It can be seen that the interpersonal relationship of college students has a profound impact on them.

Based on the above ideas and the current situation, this paper discusses and analyzes the learning outcomes of college students and the main types of college students' interpersonal problems from the perspective that college students' social

interpersonal relationships have an important impact on students' learning and development, and puts forward suggestions on the regulation of learning environment on social interpersonal relationships and learning outcomes according to the research results.

Research Objective

1. To explore and understand the characteristics and levels of social interpersonal relationships among college students;

2. To explore Exploring the relationship between social interpersonal relationships and learning outcomes among college students.

3. To Analyze the important influencing factors of social interpersonal relationships on learning outcomes.

4. To Propose corresponding suggestions and measures to promote the improvement of social interpersonal relationships and learning outcomes among college students.

Literature Review and Concepts

The definition of social interpersonal communication in the field of psychology is uncertain, but it can be seen in many studies that researchers have elaborated on it.

A social interpersonal relationship is an indispensable part of life, and the cultivation of interpersonal communication skills is very important because it will affect their further development in the future. College students are in the formation period of world outlook and outlook on life, and their physical and mental development is rapid. Of course, groups of different ages, occupations, and genders will also present different characteristics of interpersonal communication. Therefore, this article will
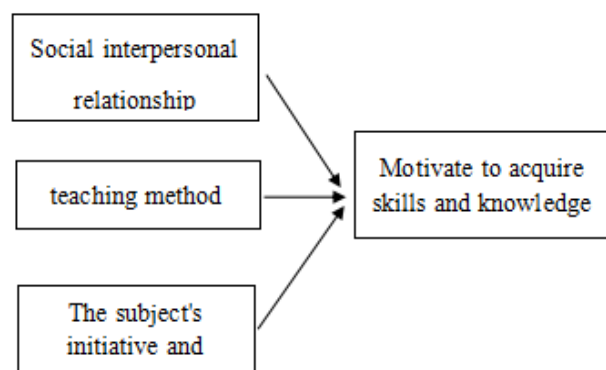
focus on the relationship between college students' social interpersonal communication and academic performance, and provide a theoretical basis for cultivating the interpersonal communication ability of this group in educational practice.

Conceptual Framework

Conceptual Framework

Independent Variable   **Dependent variable**

Combining the basic content of this study and the above framework, the research hypotheses of this article are following :

Hypothesis1: Social interpersonal relationships have a positive impact on the acquisition of skills and knowledge;

Hypothesis2 Teachers teaching methods will have a positive impact on the acquisition of skills and knowledge;

Hypothesis 3: Individual initiative will stimulate them to acquire more skills and knowledge;

Hypothesis 4: Individual learning passivity will reduce the acquisition of skills and knowledge.

Research Methodology

The data on interpersonal problems comes from a questionnaire survey of college students at Jiangxi Institute of

Fashion Technology. To ensure the representativeness and reliability of samples. The research sample was selected using the stratified random sampling approach. Stratified random sampling to divide the study population into various strata or subgroups. In every stratum, the research will randomly select participants to ensure every sample from every group is represented.

Population and Sample

Questionnaire survey: randomly selected teachers and students of Jiangxi Institute of Fashion Technology 75 questionnaires were valid. It includes 5 teacher questionnaires and 70 student questionnaires.

Instruments

The main research instruments used in this study include questionnaire surveys and recorded observations.

The questionnaire survey will be conducted face-to-face or online to meet the needs of different students and the feasibility of the survey. To ensure the effectiveness and credibility of the questionnaire design, researchers will conduct pretesting and make appropriate corrections based on feedback.

Through research instruments such as observational learning and recording social interactions, researchers have access to a wealth of quantitative and qualitative data. These data will provide strong support for subsequent data analysis to test hypotheses and answer research questions

A self-administered questionnaire was used in this study to aid in the data-gathering process (Faleiros et al., 2016). The research tool's questions were closed-ended. Given the size of the study's population and its affordability, the online

questionnaire was chosen as the best approach for gathering data.

In addition to questionnaire surveys, researchers will also collect relevant data through recording and observation.

Data Analysis

Questionnaire survey: All statistics were carried out by SPSS26.0 statistical software, which is the basis of survey data input, sorting, and statistical analysis

Descriptive statistical analysis is a method of describing and summarizing the basic information and main variables of a sample. This includes calculating indicators such as frequency, proportion, mean, and standard deviation to describe sample characteristics and variable distribution. For example, the number and proportion of students with different levels of social interpersonal relationships, as well as the average score and standard deviation of learning outcomes, can be calculated.

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Results

1. In the social relationship of college students, the score of peer relationship is the highest, and the score of teacher-student relationship is the lowest.

2. Students scored lower, especially in cognitive aspects.

3. There were significant gender differences in will.

4. Students with good family economic conditions also have better peer relationships and self-relationships. In the factors of self-evaluation, social confidence, learning ability, and appearance, college students with low family income are significantly lower than those with high family income.

Table 1 Analysis of Gender Differences in Various Dimensions and Total Scores of Interpersonal Communication among College Students

		Average	Standard Deviation	t	P
Communicate	Male	2.438	1.879	1.216	>0.01
	Female	2.235	1.703		
Networking and Making Friends	Male	2.875	2.012	-1.844	>0.01
	Female	3.214	1.928		
Treat people	Male	1.577	1.599	0.964	>0.01
	Female	1.446	1.343		
Intercourse with the Opposite Sex	Male	1.596	1.649	3.524	<0.001
	Female	1.100	1.395		
Overall Relationship Score	Male	8.443	5.659	0.884	>0.01
	Female	8.000	5.082		

The research results in Table 1 show that college students of different genders have no significant differences in the dimensions of interpersonal communication, communication and making friends, dealing with people, and the total score of interpersonal relationships. Score was significantly higher than that of girls.

Table 2 Analysis of the differences in the dimensions and total scores of college students' interpersonal communication in grades

		Average	Standard Deviation	t	P
Communicate	Freshman, Sophomore	2.089	1.741	-3.237	<0.01
	Junior, Senior	2.621	1.788		
Networking and Making Friends	Freshman, Sophomore	2.851	1.904	-2.870	<0.01
	Junior, Senior	3.371	2.014		
Treat People	Freshman, Sophomore	1.355	1.289	-2.501	0.01
	Junior, Senior	1.689	1.626		
Intercourse with the Opposite Sex	Freshman, Sophomore	1.135	1.413	-2.743	<0.001
	Junior, Senior	1.519	1.631		
Overall Relationship Score	Freshman, Sophomore	7.391	4.837	-3.737	<0.001
	Junior, Senior	9.223	5.754		

Table 2 shows: In the four dimensions of interpersonal communication, communication and making friends, communication with the opposite sex and interpersonal relationship, the scores of sophomores and sophomores are significantly higher than those of juniors and seniors.

Table 3 Analysis of differences in the dimensions and total scores of college students' interpersonal communication in whether they are only children or not

		Average	Standard Deviation	t	P
Communicate	Only Child	2.306	1.774	-0.483	>0.01
	Not Only Child	2.429	1.587		
Networking and Making Friends	Only Child	3.097	1.972	0.473	>0.01
	Not Only Child	2.965	1.973		
Treat People	Only Child	1.482	1.427	0.558	>0.01
	Not Only Child	1.597	1.624		
Intercourse with the Opposite Sex	Only Child	1.280	1.505	0.898	>0.01
	Not Only Child	1.474	1.670		
Overall Relationship Score	Only Child	8.137	5.276	-0.525	>0.01
	Not Only Child	8.536	5.790		

The results in Table 3 show that there is no significant difference in the dimensions and total scores of college students' interpersonal communication whether they are only children or not.

Table 4 Analysis of the differences in the personality of college students in each dimension and total score of interpersonal communication

		Average	Standard Deviation	F	P
Communicate	Introverted	3.431	1.627	18.612	<0.001
	Extroversion	1.621	1.544		
	Hybrid	2.344	1.775		
Networking and Making Friends	Introverted	4.726	1.650	35.872	<0.001
	Extroversion	2.042	1.770		
	Hybrid	3.126	1.884		
Treat People	Introverted	1.843	2.033	3.015	=0.05
	Extroversion	1.240	1.262		
	Hybrid	1.518	1.387		
Intercourse with the Opposite Sex	Introverted	2:863	1.789	37.036	<0.001
	Extroversion	0.854	1.178		
	Hybrid	1.182	1.412		
Overall Relationship Score Communicate	Introverted	12.8627	5.737	34.248	<0.001***
	Introverted	5.7053	4.365		
	Hybrid	8.1558	5.025		

The results of variance analysis in Table 4 are significant, so the post hoc test (LSD) was performed. The results of post-hoc tests found that in terms of

communication dimension, communication and friendship, interaction with the opposite sex and the total score, the scores of extroversion were significantly higher than those of mixed and introverted, and the scores of mixed type were significantly higher than that of introverted.

Table 5 Regression analysis of communication and making friends on academic performance

Variable	Dependent Variable:	Academic Performance
	Model 1	Model 2
	βt	βt
Gender	0.154**2.223	0.158*0.006
Only Child	0.074*1.038	0.0690.983
Controlling Place of Domicile	-0.056-0.749	-0.044-0.599
Variable Accommodation	0.0330.471	0.0430.616
Household Income	-0.081-1.153	-0.088-1.269
Parent Status	0.030.423	0.0380.548
Independent Variable Socializing and Making Friends		**0.166**2.445**
F	1.441	2.118*
R	0.2	0.259
R2	0.04	0.067
Adjusted R2	0.012	0.035
ΔR2	0.04	0.027
Tolerance	0.628-0.729	0.718-0.973
VIF	1.335-2.938	3.255-4.791

It can be seen from Table 5 that the VIF is between 0-10, and the tolerance is maintained between 0. 628-0. 973, indicating that the latent variables are suitable for regression analysis. The regression results show that the coefficient of determination R^2 is 0. 067, and the adjusted R^2 is 0. 035. It shows that the control variables, communication and making friends jointly explain 6. 7% of the overall variance of academic performance. After controlling variables such as gender, only child, place of household registration, boarding status, parental status, and family income, and the variance explained by communication and making friends on the overall explanation of academic performance increased by 2.7% . In Model 1, gender and only child among the control variables are significant at the 0. 01 and 0. 05 levels respectively, but the overall F= 1. 441 of the control variables, the difference is not significant, indicating that the regression effect of the control variables on academic performance is not obvious, and in Model 2 After adding the independent variable of communication and making

friends, the F value is 2. 118, which is significant at the 0.05 level, indicating that the independent variable has a certain positive predictive effect on academic performance. At the same time, the standardized regression coefficient β value of communication and making friends on the overall academic performance is 0. 166, and it is significant at the 0.01 level, indicating that communication and making friends have a positive predictive effect on academic performance.

Table 6 Regression Analysis of College Students' Learning Effectiveness on Interpersonal Communication

Dependent Variable	Predictor Variable	Beta	t	R^2	F
Interpersonal Communication	Learning Outcomes	-0.328	-7.490***	0.107	56.094***

Table 6 shows that from the perspective of R, learning effectiveness can explain 10.7% of the total variance in the overall interpersonal communication, learning outcomes have a predictive effect on interpersonal communication.

Table 7 Statistical table of various variable characteristics of the subject group

Variable	Dimension	Minimum Value	Maximum Value	Average	Average Value for Each Item	S.D.	Skewness	Kurtosis
Interpersonal Relationship	Teacher-Student Relationship	7.00	5.00	19.68	2.81	4.832	0.139	0.573
	Companionship	4.00	20.0	17.91	3.58	3.312	-0.485	1.084
	Parent-Child Relationship	0	20	12.92	3.23	3.539	-0.131	-0.063
	Self-Relationship		20	12.89	3.24	2.740	0.137	0.775
	Social Relationship		100	63.40	3.17	10.474	-0.016	1.977
	Total Score							
Academic Performance	Total Score	114	365	216.34	/	2.621	0.479	0.933

If the absolute value of the skewness coefficient is less than 3 and the absolute value of the kurtosis coefficient is less than 10, it means that the subject population sample is approximately normally distributed. The following is the maximum value, minimum value, average value, standard deviation and skewness coefficient kurtosis coefficient of the subjects in each dimension when the test was officially administered. See the table below. It can be seen from the table that the scores of each questionnaire in each dimension and the absolute values of the skewness coefficient and kurtosis coefficient of academic performance are less than 3. It can be considered that the sample situation of the formal test basically obeys the normal distribution. It can also be seen from Table 7 that the average score of social relations is 63. 4. Among them, the teacher-student

relationship in social relations has the lowest score of only 2. 81, the peer relationship has the highest score of 3.58, and the scores of parent-child relationship and self-relationship are not high or low.

Table 8 Multi-factor analysis results of college students

	Teacher-Student Relationship	Companionship	Parent-Child Relationship	Self-Relationship	Interpersonal Relationship
Gender (1)	1.508	0.018	0.076	1.018	0.105
Place of Residence (2)	0.745	0.964	1.326	0.690	0.605
Only Child (3)	0.188	0.039	1.518	0.079	0.466
Total Annual Household Income (4)	0.411	0.940**	0.474	0.699*	0.927

When the test was officially administered, the number of girls was greater than the number of boys, but the overall number of subjects was relatively balanced. T-test was used to test the differences among subjects of different genders, social relationships, various factors and academic performance. The results are shown in the table below. It can be seen from Table 8 that in, the difference between male and female students is only reflected in the dimension of will. Boys are stronger in behavioral firmness, decisiveness and independence than girls, and are significant at the 0. 05 level. In social relationships, whether it is teacher-student relationship, peer relationship, parent-child relationship or self-relationship, there is no significant difference between male and female students.

Table 9 Difference test between variables of subjects of different genders

	Variable	Gender	Mean	t
Social Relationship	Teacher-Student Relationship	Male	14.49	4.12
		Female	14.23	
	Companionship	Male	8.28	0.32*
		Female	9.76	
	Parent-Child Relationship	Male	8.17	3.29
		Female	9.26	
	Self-Relationship	Male	8.97	3.34
		Female	9.01	
	Social Relationship	Male	11.23	3.12
		Female		

When the test was officially administered, the number of only children was greater than that of non-only children, but the overall number of subjects was relatively balanced. The T test was used to test the differences in the different categories of subjects in terms of social relations, factors and academic performance. The results are shown in the table. It can be seen from Table 9 that there is no statistically significant difference between the demographic variable of only child and each factor, social relationship, each factor and academic performance of students.

Table 10 Difference test between only child and non-only child variables

	Variable	Whether a Single Child	Mean	t
Social Relationship	Teacher-Student Relationship	Only Child	12.55	6.98
		Not Only Child	13.21	
	Companionship	Only Child	7.39	0.38*
		Not Only Child	8.42	
	Parent-Child Relationship	Only Child	9.09	3.76
		Not Only Child	10.23	
	Self-Relationship	Only Child	11.18	6.37
		Not Only Child	12.38	
	Social Relationship	Only Child	10.48	3.37
		Not Only Child	9.29	

In this official test, there are slightly more students from rural areas than from urban areas, but the difference is very small. T test is used to test the heterogeneity of the students' presence, social relationship, factors and academic performance in these two different places of origin. The results are shown in Table10 It can be seen from the table that there is no statistical difference between rural students and urban students in terms of social relations, factors and academic performance.

Table 11 Test of Differences between Rural and Urban Hukou Subject Variables

	Variable	Rural or Urban	Mean	t
Social Relationship	Teacher-Student Relationship	The Countryside	20.0833	0.772
		City	19.3065	
	Companionship	The Countryside	17.7955	6.559
		City	18.0806	
	Parent-Child Relationship	The Countryside	12.9167	
		City	12.9355	0.771
	Self-Relationship	The Countryside	13.0152	
		City	12.7903	4.169
	Social Relationship	The Countryside	63.8106	0.745
		City	63.1129	

This study uses the total annual household income level as an indicator to measure family economic conditions. This article divides the income level into four ranges of less than 20,000, 20,000-40,000, 40,000-60,000, and more than 60,000.

From the distribution structure of the sample in this category, income levels below 20,000 and The number of people above 60,000 is less than the middle number, which shows that the division of this indicator is more reasonable. This

study uses one-way analysis of variance (One-Way ANOVA) to test the differences in family economic conditions among different variables. If there is a significant difference, the LSD method is used for post hoc comparison to determine the source of the difference. Table 11 shows the statistical analysis results.

Table 12 Test of differences among test variables of different levels of family economic conditions

Variable		Source of Variation	SS	df	MS	F	Significant
Social Relationship	Teacher-Student Relationship	S	5023.38	254	19.7771		
		Sum	2504	257			
		Between Groups	0.496	3	39.9610	0.940	0.009**
	companionship	s	2219.113	254	8.7367		
		Sum	2338.996	257			
		Between Groups	70.294	3	23.4313	0.474	0.126
	Parent-child relationship	S	2673.987	254	10.5275		
		Sum	2744.281	257			
		Between Groups	73.249	3	24.4163	0.699	0.019*
	Self-Relationship	S	1579.304	254	6.2177		
		Sum	1652.554	257			
		Between Groups	374.363	3			
	Social Relationship	S	22571.547	254	125.2210	0.926	0.3.3
		Sum	22947.210	275	88.865		

It can be seen from Table12 that family economic status has no significant difference on academic performance and other factors (p>0. 05) , but there is a significant difference on peer relationship and self-relationship in social relations, among which peer relationship reaches 0.01 level Significant, self-relation is also significant at the 0.05 level.

Table 13 Multiple comparisons between variables among subjects with different family economic levels

Latent Variable	Household Income Level (I)	Household Income Level (J)	Mean Difference (I-J)	Standard Deviation	Sig.
Companionship	Less than 20,000 Yuan	40,000-60,000	-1.62153	0.67477	0.017
		Higher than 60,000	-1.82585	0.57799	0.002
Self-Relationship	Higher than 60,000	Less than 20,000	1.52885	0.487	0.002
		20,000-40,000			
			1.12443	0.49385	0.024

It can be seen from the table that in peer relationships, students with the lowest family economic level, below 20,000, are lower than students with the highest family economic level, 40,000-60,000 and above 60,000, and Significance levels were reached at 0.05 and 0.01 respectively. Therefore, it can be said that students with better family economic conditions have better peer relationships. In the self-relationship, students with the highest family economic level, above 60,000, are higher than students with the two lowest family economic levels, below 20,000 and 20,000 to 40,000, and are significant at the 0.01 and 0.05 levels respectively. . Therefore, it can be said that students with better family economic conditions have better self-relationship development.

Problem-Solving Outcome

From the university level, more departments should cooperate, establish a more comprehensive social and interpersonal relationship system, and pay attention to students' interpersonal relationships from more dimensions. At this stage, in many cases, only the psychological department is taking measures, and other departments are not linked to it, so the effect of a one-way breakthrough is often not obvious.

At present, the initiative of college students in social interpersonal relations is not strong, most of them only serve college students who actively seek help, and many students who need help may not dare to seek help because of the sense of shame. Therefore, the education center involves students too narrowly we must grasp the whole process of counseling, to help students more effectively, but also strengthen the ethics of the center, and pay attention to the principle of confidentiality. From the perspective of individual students, as subjects to alleviate their problems, they should learn to use appropriate methods and all aspects of interpersonal resources to help themselves. Nowadays, when students encounter problems, they often hide their problems in their hearts and do not want to seek outside help. Students should make timely use of external resources, such as support from parents and friends that can help. At present, the academic pressure is great; many students only care about grades, and ignore other aspects. Students should know how to develop in an all-round way and pay attention to improving their quality to become a complete and healthy person.

Conclusion and Discussion

This paper discusses the influence of college students' social interpersonal relationships on learning outcomes and draws the following conclusions: There is a significant positive correlation between the social relationship of college students and the teacher-student relationship in social relationships, which has a partially positive prediction effect on the will of college student's performance, and it has a positive predictive effect on academic performance. Will is manifested in three aspects: firmness, decisiveness, and independence. Students with a high level of will are more targeted toward their behavior, and they are more able to overcome all difficulties and persist to the end. This quality will also be reflected in other activities in learning, which will affect academic performance.

Deficiencies and Outlook

The study has some shortcomings. Due to geographical restrictions, 70 students from the Jiangxi Institute of Fashion Technology were selected. The number of subjects is small, the representativeness of the subjects is not strong, and the generalization ability of the

results is limited. In terms of research methods, although this paper adopts the empirical research method to study the current situation of college students' social interpersonal distress, due to the short research time, it can only do horizontal research and cannot follow up to do further research.

In the future, we can improve the representativeness of the sample and increase the sample size. We can collect information from students in different regions through online questionnaires to improve the generality of research conclusions. A longitudinal study was added to the study to track the changes in college students' social interpersonal relationships and compare the results of different periods to improve the data validity.

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