

# Demographic Differences in Satisfaction in Interpersonal Relationship among Consecrated Religious in Catholic Higher Education Institutions in Lang'ata Sub-County, Kenya

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## ABSTRACT

The study sought to examine the socio-demographic differences in relation to satisfaction in interpersonal relationship among consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya. The study employed a quantitative paradigm to collect data and analyze it. Proportionate stratified random sampling method was used to select 329 participants that took part in the study. The study was based on the Big Five Model and the Fundamental Interpersonal Relationship Orientation theory. Data was collected using the Big Five Inventory and the Relationship Assessment Scale and analyzed using descriptive statistics. The study revealed that levels of satisfaction in interpersonal relationship varied across different demographic variables in the following manner; gender (male,  $M=26.6889$ ,  $SD=3.24302$ ; female,  $M=26.3673$ ,  $SD=3.29400$ ), stage of religious life (perpetually professed,  $M=27.0000$ ,  $SD=3.05273$ , temporary professed,  $M=26.3578$ ,  $SD=3.3578$ ). Age, Participants within age range of 40-46 years old had a high mean of  $27.1818$ ,  $SD=2.83912$  than the rest. Respondents with PhD degrees had a high mean ( $M=27.0000$ ,  $SD=.00000$ ) as compared to the rest. Lastly, participants who had been in religious life for 11-20years old reported a higher mean of  $27.5455$ ,  $SD=2.99052$  as compared to the rest. The study concluded that demographic variables have an influence on satisfaction in interpersonal relationship among the consecrated religious. The study recommends that counselors need to psycho-educate the clients especially those who scored low in satisfaction in interpersonal relationship on how to develop interpersonal skills.

**Keywords:** Demographic Differences, Interpersonal Relationship, Consecrated Religious, Catholic Higher Education Institutions.

## INTRODUCTION

It is generally accepted that interpersonal relational skills enhance the quality of interactions among individuals and that these skills aid individuals to connect with friends, co-workers, family members and significant others with great confidence (Barnes et al., 2015; Phulsunge & Kalbande, 2019). From this standpoint, it can be argued that interpersonal relationship positively impact various aspects of individuals' life such as one's occupation, education, social interactions, motivation, engagement, emotional well-being among others. In support of these arguments, several scholars have established that positive interpersonal relationship is a means that curb stress and above all, it is a foundation for social and emotional development

(Green et al., 2009; Martin, 2013). Similarly, Martin and Dowson (2009) held that interpersonal relational competencies contributed positively to people's self-worth and self-esteem. This implies that quality interpersonal relationship should aim at meeting social needs of one another.

Several studies have demonstrated the significance of interpersonal relationship among different aspects of human life. Barnes, et al. (2015) for example, established that interpersonal skills such as affection and effective communication enhanced cooperation and commitment among workers in Chinese importing factories. Relatedly, Martin, et al. (2007) found out that good relationship between teachers, parents and learners enhanced positively students' level of motivation and engagement in learning activities. The same study noted that good rapport between the students and teachers led to active participation in the learning process.

Although interpersonal relationship remains a fundamental essence that has a determinant role with regard to people's general well-being, scholars such as Yu (2014) found out that socio-demographic factors vary across different individuals. In support of this finding, Ariyani and Hadiani (2019) conducted a study among 88 students from Indonesia and found out that male students scored high in interpersonal relationship than female students. Broadly taken, the study revealed that male students were more open ( $M=3.00$ ), empathetic ( $M=3.34$ ) and supportive ( $M=3.16$ ). On the other hand, female students reported the following findings; openness ( $M=2.86$ ), empathy ( $M=3.21$ ) and Support ( $M=3.15$ ). Based on these findings, it seems that male students had high capacity to build and maintain mutually positive relationship with others.

Similarly, Wang, et al. (2022) conducted the study among employees in Chinese company. The study discovered that male employees made more friends at work than female employees. These findings suggests that male employees were more likely to express their social needs and respond to those of others in return. Along the same lines, Yu (2014) also found out that female students in Chinese university preferred face to face interactions than male student. The study was conducted among 297 Chinese undergraduate students. Considering the female population in Yu's study, it is clear that individuals prefer to be involved and involve others in their activities. This is manifested through participation, membership, interaction, coming together and belonging.

Lee, et al. (2019) conducted a qualitative study among 10 clinical health providers in Southern California. The study found out that less educated staff or rather support staff were mistreated by their bosses. Inlight of Lee's study, it implies that the relationship between the less educated staff and the administration did not predict motivation, engagement and overall self-esteem among the affected group. A study conducted in Indonesia in order to understand the causes of social classes among her citizens revealed that education was one of the main factors that established strong social stratifications (Budiati & Rochmat, 2020).As per Budiati's and Rochmat's findings, it appeared that education became an avenue through which individuals differentiated themselves from each other in terms of highly educated to the least educated. As such, most educated individuals were considered important as opposed to their counterparts who had low levels of education. This is likely to influence the quality of relationship among people.

Zhaoyang, et al. (2018) conducted a study among 173 participants from New York aged 20 – 80 years old. They found out that there is an association ( $r=.39$ ,  $p<.000$ ) between old age and greater daily interaction with family members. The same study noted that older people did not prefer to interact with strange or distant relatives. Relatedly, Fernandez-Portero, et al. (2023) conducted a study among 365 older adults aged 65 years and above from Spain and discovered that there is a negative association between age and leisure activities ( $r = -0.313$ ,  $p = 0.000$ ) and also social integration at a value of  $r = -0.128$ ,  $p = 0.017$ . This reality may be due to physiological changes which affects general well-being of old people such as motor functioning, sensory functioning and so on.

Along the same lines, a study by Antoniou, et al. (2013) found out that female teachers in Greece encountered high levels of stress and low personal accomplishments as compared to their counterparts male teachers. This situation resulted from strained relationship between teachers, pupils and family members. According to the findings of Antoniou and companions, it can be concluded that this condition could be as a result of an interplay between negative classroom experience, students' behaviours and family or colleagues' interactions.

In Africa, Kabito and Wami (2020) established that lower levels of education were associated with higher stress levels which contributed to role related complexities and poor interpersonal relationships (AOR, 1.88, 95%, CI (1.07,3.31) among secondary school teachers in Gondar city, Ethiopia. In light of the reviewed study, it therefore follows that offering opportunity for teachers to upgrade their education levels could have been beneficial in addressing stress levels, work related challenges and interpersonal relations.

Harling, et al. (2018) carried out a longitudinal study among middle-aged and older men and women in 27 villages in South Africa. The study found out that older participants (above 60 years of age) reported fewer social contacts and frequent communications as compared to their counterparts middle-aged peers (under 60 years of age). The findings of Harling and companions suggests that older people are likely to experience social needs of which if they are not addressed, they manifest themselves through decline in social interactions.

Waiswa, et al. (2020) found out that positive interpersonal relations directly impacted female students' academic achievement in Makerere university, Uganda. In line with this study, it seems that positive relationship facilitated the spirit of teamwork and collaboration among the female students and their teachers. In other words, positive achievements among the female students in Makerere University were as a result of good interpersonal relationship between them and their colleagues as well as their teachers.

A study was conducted by Aloka (2023) to investigate age differences in interaction and adjustment in the public university among 213 new students in western Kenya. It was established that age had a significant influence on new students' adjustment in the university at a value of  $F(2, 210) = 18.581, p = .000$ . As per the study, students who were older (above 21 years old) reported high levels of adjustment and interaction in the University ( $M=2.07, SD=0.48$ ) while young new students (17-18 years) reported low levels of adjustment and interaction in the university ( $M=1.58, SD=0.32$ ). According to Aloka's study, young new students are likely to experience low level of satisfaction in interpersonal relationship due to insufficient interpersonal relationship skills.

Several studies have demonstrated that satisfaction in interpersonal relationship differ across individuals due to their socio-demographic factors (Aloka, 2023; Bazezew & Neka, 2021; Harling et al., 2018; Kabito & Wami, 2020; Waiswa et al., 2020). Nevertheless, literature reviewed indicated that most of the studies conducted to highlight demographic differences insatisfaction in interpersonal relationship have paid much attention on other groups of individuals such as students, employees and elderly people (Ariyani & Hadiani, 2019; Fernandez-Portero et al., 2023; Wang et al., 2022; Yu, 2014). Strained interpersonal relationship caused by differences in demographic factors may easily lead consecrated religious to mental health issues and thus experience a lot of difficulties in their calling to serve God and humanity. There is little attention paid on differences insatisfaction in interpersonal relationship caused by demographic factors of age, gender, education level and stage of religious life among consecrated religious people. Thus, this study aimed at examining demographic differences in satisfaction in interpersonal relationship among consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya.

## METHODOLOGY

The study applied descriptive statistics to investigate demographic differences in satisfaction in interpersonal

relationship among the respondents (Mugenda & Mugenda, 2012). The study was conducted in Catholic higher education institutions found in Lang'ata Sub-County, Nairobi, Kenya. They include, The Catholic University of Eastern Africa, Tangaza University College, Marist International University College and ChemiChemi ya Uzima College. The target population included approximately 1862 consecrated religious. A sample size of 329 consecrated religious was calculated using Yamane's (1967) formula. Proportionate stratified random sampling method was used to select 159 respondents from Tangaza University College, 109 respondents from Catholic University of Eastern Africa, 38 respondents from ChemiChemi ya Uzima College and lastly, 23 respondents from Marist International University College.

Two standardized questionnaires were used to collect data from the participants. That is, The Big Five Inventory (John & Srivastava, 1999; Novikova, 2013; Srivastava, 2022) and the Relationship Assessment Scale (Hendrick, 1988). The Big Five Inventory which is a forty-four item scale was used to obtain data on personality traits of the participants. On the other hand, Relationship Assessment Scale was used to yield data on satisfaction in interpersonal relationship among the consecrated religious. The instruments were pre-tested before use and they reported internal consistency of .630 for the Big Five Inventory and .875 for Relationship Assessment Scale.

Prior to data collection, the researcher sought permission from Tangaza University College, National Commission for Science, Technology and Innovation (NACOSTI), University Review Board for each research site and the individual participant. Pre-visit to the research sites were done in order to prepare respondents for exercise before administering the questionnaires. The researcher used codes and numbers in order to ensure that anonymity and privacy of the respondents is maintained. Anything that intended to put participants at risk was carefully guarded (Creswell, 2013). Furthermore, participants were not allowed to disclose their identities.

The SPSS version 22 was used to analyze data. Descriptive statistics helped in summing up opinions of participants by establishing the percentages and frequencies of socio-demographic variables and levels of satisfaction in interpersonal relationship from the study scale. They also aided in generating means and standard deviation from the study tools.

## FINDINGS

### Demographic Variables and Satisfaction in Interpersonal Relationship

The study examined socio-demographic differences such as age, gender, education level, religious stage and duration in religious life in relation to satisfaction in interpersonal relationship among consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya. The findings are presented in the following sub-sections.

### Gender Differences in Satisfaction in Interpersonal Relationship

Descriptive statistics were conducted to compare satisfaction in interpersonal relationship and gender of the respondents. Participants were asked to indicate their gender either as male or female. The means of the two variables were computed and compared. The findings are presented in Table 1.

**Table 1: Gender Differences in Satisfaction in Interpersonal Relationship**

Gender of Participants	Satisfaction in Interpersonal Relationship	
Male	Mean	26.69
	N	180

	Std. Deviation	3.24
Female	Mean	26.37
	N	149
	Std. Deviation	3.29
<b>Total</b>	<b>Mean</b>	<b>26.54</b>
	<b>N</b>	<b>329</b>
	<b>Std. Deviation</b>	<b>3.26</b>

As seen in Table 1, the findings show that the male consecrated religious have a mean score (M= 26.69), and standard deviation (SD = 3.24) on satisfaction in interpersonal relationship, while the female consecrated religious have a mean score (M= 26.37), and standard deviation (SD= 3.29) on satisfaction in interpersonal relationship. This indicates that male participants had higher levels of satisfaction in interpersonal relationship as compared to their counterparts' female participants.

### Comparison between Satisfaction in Interpersonal Relationship and Stage of Religious Life

Descriptive statistics were also conducted to compare satisfaction in interpersonal relationship and stage of religious life. The respondents indicated their stages of religious life as either temporary professed or perpetually professed. The means of the two variables were computed and compared. The findings are tabulated in Table 2.

**Table 2: Religious Stage Differences and Satisfaction in Interpersonal Relationship**

Religious Stage of Participants	Satisfaction in Interpersonal Relationship	
Temporary Professed	Mean	26.36
	N	234
	Std. Deviation	3.34
Perpetually Professed	Mean	27.00
	N	95
	Std. Deviation	3.05
<b>Total</b>	<b>Mean</b>	<b>26.54</b>
	<b>N</b>	<b>329</b>
	<b>Std. Deviation</b>	<b>3.26</b>

According to the results in Table 2, descriptive statistics regarding satisfaction in interpersonal relationship among the consecrated religious demonstrated that the temporary professed had a mean score (M= 26.36), and standard deviation (SD= 3.34), while the perpetually professed had a mean score (M= 27.00), and standard deviation (SD = 3.05) on satisfaction in interpersonal relationship. As per these findings, it appears that, perpetually professed religious encountered higher levels of satisfaction in interpersonal relationship as compared to temporary professed religious.

### Age Differences in Satisfaction in Interpersonal Relationship

The study aimed at understanding satisfaction in interpersonal relationship across different age ranges. Consecrated religious from Catholic higher education institutions were asked to indicate their ages based on the following age ranges: 18-25 years, 26-32 years, 33-39 years, 40-46 years, 47-53 years and above 54

years old. The results are outlines in Table 3.

**Table 3: Age Differences in Satisfaction in Interpersonal Relationship**

Age of Participants	Satisfaction in Interpersonal Relationship	
18-25	Mean	26.74
	N	51
	Std. deviation	2.84
26-32	Mean	26.47
	N	175
	Std. Deviation	3.36
33-39	Mean	26.58
	N	52
	Std. Deviation	3.53
40-46	Mean	27.18
	N	22
	Std. Deviation	2.84
47-53	Mean	26.53
	N	17
	Std. Deviation	2.94
above 54	Mean	25.30
	N	10
	Std. Deviation	3.80
<b>Total</b>	<b>Mean</b>	<b>26.54</b>
	<b>N</b>	<b>329</b>
	<b>Std. Deviation</b>	<b>3.26</b>

Table 3 indicates that participants who were within age range of 40-46 years old had the highest mean in interpersonal relationship (M= 27.18, SD = 2.84). Relatedly, participants within age range of above 54 years old had the lowest mean in interpersonal relationships (M = 25.30, SD = 3.80). The findings posit that participants within age range of 40-46 years old had high levels of satisfaction in interpersonal relationship as compared to those within age range of above 54 years old who had the lowest mean of satisfaction in interpersonal relationship.

### Education Level Differences and Satisfaction in Interpersonal Relationship

The study aimed at understanding satisfaction in interpersonal relationship across different education levels. Respondents were asked to indicate their education levels in terms of Secondary Certificate, Diploma, Bachelors, Masters, and PhD. The means for the two variables were computed and compared. The findings are reported in Table 4.

**Table 4: Educational level Differences and satisfaction in Interpersonal Relationship**

Education of Participants	Satisfaction in Interpersonal Relationship	
Secondary school	Mean	26.64
	N	54

	Std. Deviation	3.04
Diploma	Mean	26.20
	N	91
	Std. Deviation	3.38
BA	Mean	26.65
	N	163
	Std. Deviation	3.14
MA	Mean	26.74
	N	19
	Std. Deviation	4.42
PhD	Mean	29.00
	N	2
	Std. Deviation	.00000
<b>Total</b>	<b>Mean</b>	<b>26.54</b>
	<b>N</b>	<b>329</b>
	<b>Std. Deviation</b>	<b>3.26</b>

According to Table 4, respondents who had doctorate degree had a higher mean in satisfaction in interpersonal relationship ( $M=29.00$ ,  $SD=.00$ ). On the other hand, respondents who were diploma holders had the lowest mean in satisfaction in interpersonal relationship ( $M=26.20$ ,  $SD=3.38$ ). The findings also postulated that participants with PhD degrees had the highest level of satisfaction in interpersonal relationship as opposed to diploma holders who had the lowest level of satisfaction in interpersonal relationship as compared to the rest of the participants.

### Duration in Religious Life and Satisfaction in Interpersonal Relationship

The study aimed at understanding satisfaction in interpersonal relationship across respondents in different durations in religious life. The respondents were asked to state their durations in religious life as follows: 1-5 years, 6-10 years, 11-20 years, 21-25 years and above 26 years. The means for the two variables were computed and compared. Results are shown in Table 5.

**Table 5: Duration in Religious Life and Satisfaction in Interpersonal Relationship**

Duration in Religious Life	Satisfaction in Interpersonal Relationship	
1-5 years	Mean	26.56
	N	154
	Std. Deviation	3.20
6-10 years	Mean	26.06
	N	109
	Std. Deviation	3.42
11-20 years	Mean	27.55
	N	33
	Std. Deviation	2.99
21-25 years	Mean	27.44
	N	16
	Std. Deviation	2.78

26 and above	Mean	26.60
	N	15
	Std. Deviation	3.11
<b>Total</b>	<b>Mean</b>	<b>26.54</b>
	<b>N</b>	<b>329</b>
	<b>Std. Deviation</b>	<b>3.26</b>

As seen in Table 5, results indicate that consecrated religious who have been in religious life for 11-20 years had higher mean ( $M=27.55$ ,  $SD=2.99$ ) in satisfaction in interpersonal relationship. Respondents who had been in religious life for 6-10 years had the lowest mean ( $M=26.07$ ,  $SD=3.42$ ) in satisfaction in interpersonal relationship. The results showed that participants who had been in religious life for about 11-20 years reported a higher mean on satisfaction in interpersonal relationship than the rest of the participants.

## DISCUSSION

### Socio-Demographic Differences in Satisfaction in Interpersonal Relationship

The study aimed at investigating demographic differences (of age, gender, educational level, stage in religious life and duration in religious life) in satisfaction in interpersonal relationship among consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya. The findings revealed that male participants had the highest mean of satisfaction in interpersonal relationship ( $M=26.69$ ,  $SD=3.24$ ) while female participants had ( $M=26.37$ ,  $SD=3.29$ ) of satisfaction in interpersonal relationships. These findings may be due to gender differences. Generally, men and women behave differently in any interaction. As already noted by Tannen (1991), men mostly tend to establish power and status while women tend to present a cooperative approach of concern, care and intimacy. Thus, an interaction that does not allow women to express such aspects will definitely interfere with their manner of interactions.

These findings are in line with those of Fernandez-Portero, et al. (2023) who found out that Spanish men scored high in social integration ( $M=2.28$ ,  $SD=0.90$ ) than women ( $M=2.27$ ,  $SD=0.83$ ). Similarly, the findings of this study resonate those of Szostek (2021) who established that the quality of interpersonal relationships varied by gender in the sense that men had high level of quality relationships than women among selected Polish workers. Gomez-Marmol, et al. (2014) also noted that demographic variable of gender had significant relationship ( $p=0.002$ ) with students' level of interaction and personal responsibility among Spanish learners.

The similarity between the current study and the former studies is based on gender domination. In general, men tend to be open, confident, supportive and leaders as compared to women who seek to establish empathy, care and concern. These characteristics are manifested in their manner of relating with others where men may appear to express power, status and dominance. This could explain the mean differences in the two studies.

The findings of the current study disagreed with those of Yu (2014) who found out that female students of age 18 to 25 were more out-going and preferred face to face interactions than male students in the university of Eastern China. The differences between the current study and that of Yu's could be based on different target populations. Yu included only university students from China while the current study considered solely consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya. As such, the social needs of university students in China are far much different from those of consecrated religious in Lang'ata Sub-County, Kenya.

With relation to stage of religious life, perpetually professed religious had a high mean of satisfaction in



interpersonal relationships ( $M=27.00$ ,  $SD=3.05$ ) than temporary professed religious ( $M=26.36$ ,  $SD=3.36$ ). This means that perpetually professed members were more satisfied with their relationship with one another as opposed to the latter group. These results could be attributed to different levels of experience among the consecrated religious in Catholic higher education institutions in Lang'ata Sub-County, Kenya. For example, since members that were perpetually professed have been in religious life for long period of time, it can be concluded that they had sufficient opportunity to develop interpersonal skills that enabled them to form and maintain mutually satisfying relations. This could justify the differences expressed by the perpetually professed and the temporary professed consecrated religious. Nevertheless, to researcher's knowledge, it appears that across literature review, no known empirical study has reviewed this demographic difference in relation to satisfaction in interpersonal relationship. Hence, these findings addressed the existing gap.

Concerning age of the participants, respondents within age range of 40-46 years old had a high mean of satisfaction in interpersonal relationship ( $M=27.18$ ,  $SD=2.84$ ) while participants within age range of above 54 years old had the lowest mean of satisfaction in interpersonal relationship ( $M=25.30$ ,  $SD=3.80$ ). This suggest that participants within the age bracket of 40-46 years old were more satisfied with their relationship with one another as compared to the rest. These findings could be as a result of developmental factor. According to Erik Erikson's theory, participants that had higher mean in satisfaction in interpersonal relationships were within the onset of generativity versus stagnation stage (40-65 years) which is characterized by productivity and development of meaningful relationships. Individuals who belong to this stage strive to be functional to the community, establish healthy relationships with one another and mentor others. However, those that exhibit elements of self-centeredness, inability to relate with others and not being functional to the society end up in a crisis referred to as stagnation. This could be the reason as to why participants within age range of 40-46 years had the highest mean in satisfaction in interpersonal relationships.

The findings of this study were consistent with those of Kamau (2015) which discovered that employees aged between 55-65 (34%) years old scored high in both work commitment and relationship with others at the Kenya Airport Authority. Similarly, Geldenhuys and Henn (2017) also noted that participants within age bracket of 35-65 years old experienced mutually satisfying relationships as compared to their counterparts who belonged to the age bracket of 18-34 years old. Finally, a study of 123 junior secondary school students from Oyo state, Nigeria found out that there is an association existing between age ( $r = 0.214$ ,  $p < .000$ ) and interaction in the learning process (Lazarus, 2020).

The similarities between the current study and the other studies could still be attributed to a common psychosocial stage that most of the participants of these studies belonged to. That is, the stage of generativity versus stagnation (40-65 years). Keeping in mind that this stage is characterized by social commitments, mentorship and establishment of relationships, it therefore follows that individuals who sought to maintain its demands encountered satisfaction in their relations with others. On the other hand, those that portrayed elements of neuroticism and unproductivity were likely to experience psychosocial crisis related to the stage of generativity and stagnation. This justifies the fact why most of the participants within the age range of 40-60 exhibited satisfaction in interpersonal relationships while others remained unsatisfied with their relations with one another.

The current study contradicted the findings of Wrzus, et al (2013), who established that relationship networks grow during adolescence and early adulthood, reach the peak in early 30's, but reduce in the late adulthood. Relatedly, the current study also disagreed with the findings of English and Carstensen (2014) which established that social interactions expanded until middle age and then gradually reduced during late middle and old life. The differences between the current study and the reviewed studies could be attributed to different life styles that each group embraces. For instance, lay people may encounter the reality asserted by Wrzus and companions due to other responsibilities that emerge of which some are related to roles such

as parenting and occupation. As such, people are likely to reduce their social networks in order to create time for other essential duties.

Unlike the lay people, religious persons have avenues that facilitate them to cherish continuous social interactions such as community life which is based on family spirit. In this context, the members are enabled to interact with each other despite the roles and responsibilities that they hold. In other words, both the young religious and the one in the late adulthood are likely to experience same levels of satisfaction in interpersonal relationships due to support systems that are at their disposal. This explains why social interactions may not be minimal among the religious persons even after their late 30's as pointed out by Wrzus, et al. 2013 and English and Carstensen (2013).

Regarding education levels, the findings indicated that participants with PhD degrees had the highest mean of satisfaction in interpersonal relationship ( $M=29.0000$ ,  $SD=.00000$ ) while participants who were diploma holders had the lowest mean of satisfaction in interpersonal relationship ( $M=26.2000$ ,  $SD=3.38271$ ). This indicates that participants with PhD degree were more satisfied with their relations with others as compared to the rest. This study is in line with that of Thakur (2015) which found out that educational level accounted for 83.4% of employee relations among academic staff of Kenyatta university.

Similarly, the findings of this study resonated those of Budiati's and Rochmat's(2020) study which revealed that education level determined individuals social environment in Indonesia where the highly educated belonged to elite social strata. In the same breath, Dan Li and Chen (2023) discovered a positive correlation between education and interpersonal trust ( $r = 0.466$ ,  $p < 0.01$ ) among college counsellors in Beijing university. These findings suggests that education plays a role with respect to interpersonal relationship among individuals.

The similarities between the current study and former studies could be attributed to the levels of awareness of the essential aspects of education such as community participation, improved skills, enhanced social status and access to variety of networks. Individuals who are aware of these facts tend to use education as a framework for establishing strong relationship with their companions, the school or institution and the entire community. On the other hand, those that have low regard for these aspects of education may tend to establish bureaucratism and education authorities within a social space.

Duration in religious life was the last socio-demographic variable whereby participants who had been in religious life for about 11-20 years reported a higher mean in satisfaction in interpersonal relationships ( $M=27.5455$ ,  $SD=2.99052$ ). Respondents who had been in religious life for 6 to 10 years had the lowest mean in satisfaction in interpersonal relationships ( $M=26.0652$ ,  $SD=3.41877$ ). The consecrated religious persons scoring high and low in satisfaction in interpersonal relationships can be based on the duration differences. Generally, individuals who have been in religious life for a long period of time are considered to have had more experience of fundamental elements of consecrated life. As such, they are likely to establish and maintain quality relationship as opposed to their counterparts who had a short duration in religious life. This could explain why participants with a duration of 11-20 years in religious life scored high in satisfaction in interpersonal relationships than those with a duration of 6-10 years old. However, just like socio-demographic factor of stage of religious life, it also appears that across literature review, no known empirical study has reviewed duration in religious life in relation to satisfaction in interpersonal relationships. Hence, these findings addressed the existing gap.

## CONCLUSION

The study concluded that socio-demographic variables have an influence on satisfaction in interpersonal relationship among the consecrated religious. For instance, male participants had the highest mean of

satisfaction in interpersonal relationship than female participants. With regard to stage of religious life, perpetually professed religious had a high mean of satisfaction in interpersonal relationship than temporary professed religious. Concerning age, participants within age range of 40-46 years old had high mean of satisfaction in interpersonal relationship as compared to the rest. About education levels, participants with PhD degrees had the highest mean of satisfaction in interpersonal relationship. Lastly, regarding duration in religious life, participants who had been in religious life for about 11-20 years reported a higher mean in satisfaction in interpersonal relationships than the rest.

## RECOMMENDATIONS

Since the study found out that levels of interpersonal relationship varied across participants due to socio-demographic factors, the following recommendations were thus made: First, the study recommends that religious superiors need to come up with strategies of enhancing high levels of satisfaction in interpersonal relationship such as frequent community gatherings, interpersonal communication and fraternal corrections. Secondly, counsellors especially those dealing with consecrated religious may use this study to psycho-educate their clients on how to develop interpersonal skills. Findings showed that some consecrated religious experienced low levels of satisfaction in interpersonal relationship. As such, offering social skills to this category of individuals helps them relate well with one another.

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