CHAPTER III

PROBLEM, VARIABLES AND THEIR DIMENSIONS

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CHAPTER 3

PROBLEM, VARIABLES AND THEIR DIMENSIONS

3.1 INTRODUCTION:
The research problem of this study was to explore a more complete, systematic analysis, concerning the social, psychological and educational phenomenon of the group structure. It was certainly not adequate merely to indicate the perspectives from which a theory of classroom peer group could be constructed. Therefore the present chapter represents a theoretical scheme as well as some relevant empirical data for the investigation into the problem. The present study was undertaken with a view to explore the patterns of relationships among the positions in the peer groups and its association with some socio-pscho factors.

3.2 NEED FOR RESEARCH IN THE AREA OF GROUP STRUCTURE:

Hardly any study concerning the group structures of adolescent pupils, has been done empirically in the field of sociology, psychology and education. When an educational research is embarked, it covers the field of sociology and psychology as well by its very nature. Therefore it would be in fitness of things to describe in greater detail the need for the research in the subsequent paragraphs.
Firstly, such a study has an educational and social as well as cultural value. Any research which is made in scientific way, leads to a systematic body of knowledge. Therefore it is a sufficient ground to take a study like the present one.

In foreign countries there are some investigations in similar area, but the social, cultural and economic conditions differ from country to country and as such, the patterns of human relation, which are influenced by these conditions may also show corresponding deviations, and thus the findings of one country may not be applicable to another.

Again, the problem of group structures among pupils is likely to assume greater importance with the shift in urbanization and industrialization of India; and because of it the impact of growing civilization is taken to be known what destiny of India is being shaped in her classroom.

In recent years the schools and colleges are faced with the behavioural problems of large group like gangs, and pupils crowds. These institutes also have to face equally serious problems of patterns of interpersonal relationships which differ in homogeneity of structure of classroom pupils. Therefore the study of group structures is of considerable educational importance.
The probe into the phenomenon of group structures may thus lead us to have relevant and helpful influences on school organization, planning, curricular and co-curricular activities and may assist us in finding ways and means of socialization of the adolescence. Besides, it may also give us clues to form homogeneous grouping among provincialism, linguism etc. if present, can be discouraged and healthier feeling be fostered.

In a way, the success of our infant democracy depends on the creation of a corporate life structure among members of the various groups.

Lastly, the present study may also contribute to the understanding of extreme group structures as well as the new factors for further research. It is for this reasons and since, the phenomenon of group structures among pupils is still unexplored in India, the present work is thought to be attempted.

3.3 THE PROBLEM:

The main objective of education is to produce a citizen, who would care for the society as well as for himself. Moreover, he must have that tremendous power of adjustment with his fellowmen that he may have least conflict within his personality and in the operational group of the individual.

A person can never develop his personality within the four walls of his home or school. The personality
can best be developed through the interpersonal relationships that they have in home, street or any other place. The school is a unique place, where both the important aspects of societal and academic development of the individual are possible.

It is known that the school is the only place where the pupil can obtain extensive experience in social interaction with age mates, and the majority of their working hours is spent in school.

But, within any given pupil's group of a classroom in the school, the various differentiations result in part of the group that reside in individual group members. The total characterization of the differentiated parts associated with an individual group member may be referred to the positions in the group. Thus, each group member occupies a position in the group, and the pattern of relationships among the position in the group constitutes a group structure.

Therefore, in the educational process, it is necessary, that each individual are placed in the most favourable position for developing satisfying social relationships and which results in the most generally cohesive and integrated group structure. Thus, both the welfare of the individual and the welfare of the group must be considered.
The group structures formed in the schools are a bye-product of education. Nonetheless they exert a pivotal impact on the lives of the pupils. The school is meant for transmission of knowledge and information. But the investigator of the present problem thinks that knowledge and information can best be acquired if the group structures are of healthy and congenial nature. If these group structures are homogeneous, there would be less conflicts and clearages in the school environment; as a result of this the academic instruction would be imparted without any friction and restlessness.

Thus, it is hypothesized that group status and academic achievement go hand in hand in any educational institute. In order to identify the group structures in any school, some exploration is needed in the form of studies.

Such studies have been reported in foreign countries with some relevant variables. But these studies have been undertaken in foreign culture. As a result these cannot be applied to Indian Social Context. In India certain, researches have also been reported regarding sociometry but these have been with univariate designs. The present investigator thinks that the study of sociometry and its relation with academic achievement should be undertaken in social.
milleaue itself so that a natural setting of the research is long overdue and is warranted especially in recent times where educational institutions have lost its function and dignity. This was the exegesis for selecting the present problem for Ph.D., the full title of which is given below:
"The cross-sectional study of . . . group structures among pupils attending secondary and higher secondary schools."

3.4 DESCRIPTION OF THE TERMS:

The above problem has some words which require pertinent and precise definitions which are given below.

3.4.1 The Cross-Sectional Study:

The relationships of the element in social interaction may be examined from three points of view:

i. process  ii. structure  iii. change

When the focus is on process, it is analyzed the act-by-act sequences of events as it unfolds over time, that approach is called the longitudinal study.

But when the focus is on the structure, it analyses the patterns of interpersonal relationships among status of pupils in the classroom in the system at a given time; that approach of investigation is called the cross-sectional study.
Here the sample data are used to describe and to investigate the structures of the groups. It is not focused on changes in the structures of groups over time.

Because of this, the present study was undertaken by the cross-sectional study, the collection of data was involved at one point in time for this purpose. Hence this study was status quo study. This study was also undertaken to know the factors underlying group structures and about the sociological, psychological and educational factors responsible for them.

The cross-sectional design was undertaken by the investigator in preference to longitudinal sectional method because of the following reasons:

In the longitudinal sectional design, the investigator has to collect data at several points of time. Hence it takes a longer duration of time.

Moreover there would be a sizeable expense in carrying out a longitudinal research. Again there would be needed more time and energy. To economize time, money and energy the present investigator contemplated to go for cross-sectional study instead of longitudinal study.

3.4.2. The Group Structures:

In the interpersonal process among pupils in the classroom, group members are related to each other in
many ways. These patterns of relationship among pupils — aspects of groups structures, make different structures among them. (1)

This pattern of relation is determined by the sociometric tests. By this technique, the pattern of choices, positive or negative to and from individuals also revealing the network of interpersonal relations among pupils are being investigated, which are called the sociometric structures, the social structures or the group structures (2).

But "for the description and analysis of the group structures, status, role and norm are significant concepts and they are interrelated in a variety of way" (3). Hence in this study status and various interpersonal relationships were analyzed and depicted for the purposes of the research.

"Regardless of variations in the sociometric test, it is basically a method of evaluating the feelings (like or dislike) of the group members towards each other with respect to some criteria. The number of choices that each individual receives is referred to as his sociometric status" (4). So here investigator has got various status, which are represented in the following diagram:

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Dislike     Isolate     Like
-12-11-10-9-8-7-6-5-4-3-2-1 0 1 2 3 4 5 6 7 8 9 10 11 12
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Rejectee  Neglectee  Normal  Stars
The interpersonal relationship reflect in the reciprocity, which was analyzed by reciprocated choices.

In the present study of the group structures, the main five status like star, normal, neglectee, isolate and rejectee have been identified and isolated and taken for research study. Before going into the study of the group structures and their relationships with socio-psycho variables, it was thought pertinent to go for main properties of the group as a whole. For these the investigator computed certain ratios which indicated socio-dynamic effect and cohesion of the group. Investigator had also analyzed some interpersonal relationships like mutual pairs, reciprocated pairs, triangles, squares, wheels kites for purposes of further study for specific group structures.

3.4.3 Pupils Attending Secondary and Higher Secondary Schools:

The secondary school is that school which caters to the educational needs of the pupils of std. VIII to X. While higher secondary school is that which caters to the educational needs of the pupils from XI and XII. The sample of the present study was taken from the pupils of secondary and higher secondary schools of Ahmedabad city only. The age of pupils which were in samples for the study was from 12 + years to 18 + years. This age range of pupils encompasses 'Adolescence'.

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3.5. RATIONALE FOR SELECTING ADOLESCENTS:

The group structure has a tremendous impact upon the life of an individual. It influences the future course of an individual. Many a time it mars or makes the career of an individual.

The group structure of permanent nature emerges when an individual enters the threshold of adolescence. An adolescent is judged good or bad by the group he is in. Hence adolescent stage is thought to be an appropriate stage for the institution whose aim is to foster good citizenry for the nation as a whole.

Secondly, the instincts of an individuals are modifiable. This modifiability of the instincts leads the researcher to study the group structure of the pupils in greater detail so that if there is something wrong in the formation of groups, the sublimitory activities pertaining to the groups can be resorted to in the schools.

Thirdly, the adolescents are intractable in their moods. The intractability of their moods can be diverted or broken by the group therapy.

So it was thought that the present research should rivet its attention to the adolescent only. Hence the pupils of Std. VIII to XII were selected for this research. Looking to these reasons, it is not out of place to describe the word "adolescent."
"Adolescence is traditionally defined in physical forms as the period of growth beginning with puberty and ending with adulthood .... adolescence is both a biological process and a socio-cultural phenomenon" (5). Cole(6) defines it as a period of social development and adjustment.

Fowler D. Brooks (7) says, that it is a "period of growth extending approximately from ages twelve or thirteen to twenty". But the age limit is very approximate.

During this period the boy or girl becomes actually aware of social pressures and relationships. "One of the characteristics" says Doris Odlum (8) "of adolescence is the desire to have an intimate friend". They want to have personal relationships with some one with whom they can share their hopes and fears, joys and sorrows and their secrets.

Thus we find that adolescence is a period of psycho socio physical changes. Taking this in view this particular period has been selected for study. It studies only the later adolescence in the age range 12 + to 18 +.

It was originally intended to assess the pattern of interpersonal relationship between boys and boys, girls and girls and also between boys and girls, but
since sociometric structure or group structure of boys and girls were not available, we had to restrict our study to the unisexual relations only.

3.6. FURTHER ELABORATION ON THE PROBLEM:

Certain aspects of some linkages between group structures among pupils in the classroom groups and individual performance have not been explored fully. Investigator has attempted to organize some of the relevant researches to lend some support to assumed linkages. By and large, many problems still stand as virtually unsolved in our Indian conditions.

The first problem, to fill some of the gaps in our knowledge is the conceptualization and the empirical investigation of the important dimension of the group structures. Much research is being performed in the area of small group structure, yet, the fact remains that sociometric structure in the classroom have not been so researched.

The second major gap concerns the difficult problem of describing and explaining the complex relationship between group structures among pupils and personal social or psychological factors of an individual.

The third major gap concerns our knowledge about the linkage between an individual actual status position and reciprocity in a sociometric structure of
classroom group and his/her academic achievement. For instance, what sort of group structural conditions produce low achiever in classroom and what conditions produce high achiever in a classroom at learning processes?

In short, there are many problems which require more conceptualization and research which are required to be investigated each of these more completely.

3.7 GROUP STRUCTURE AS SITUATIONAL FACTORS:

In the previous chapter, a study done by Van Egmond in which he was able to show a clearly positive association between actual sociometric position — status and utilization of academic abilities in fifth graders. He also found that influence status is more significant for boys, while affective or liking status is more significant for girls.

The scheme developed here leads to questioning of the generality of these result especially where the very nature of the sociometric structure in question precludes a clear and accurate position and the pattern of relationships between position among pupils in the classroom within that structure.

Our major orientation to this problem has been that a pupil’s position — status in a given sociometric criteria within the classroom is more highly related to
his performance either positively or negatively, as the sociometric structure approaches centrality i.e., when interpersonal choices tend to be narrowly focused. In such a situation a large number of pupils agree in selecting a small cluster of their classmates in the given sociometric criteria. Along with this narrow focus on a small number of pupils, many other pupils are neglected entirely.

On the other hand, a pupil's position in a given sociometric criteria is not highly related to his/her performance as the sociometric structure approaches diffuseness i.e. when interpersonal choices tend to be widely focused, such situations would be distinguished by a more equal distribution of choices, by no distinct sub-groups whose members receive a large proportion of preferences, and by fewer entirely neglected pupils.

The essential theoretical basis for these two varieties of sociometric structure emanates two rather diverse perspectives in social sciences - Gestalt perceptual theory and group dynamics.

Here we argue that the centrally structural sociometric situation represents a clearer and more distinct distal stimulus for the individual pupils than the diffusely structural situation.

From group dynamics, studies on communication nets and group structure indicates among other things, that
task leadership is recognized more quickly and easily in centrally structured groups. It can be argued from this work that social emotional leadership might also be more easily recognized in groups with centrally structured sociometric dimensions. In any case, both of these perspectives represent the theoretical and empirical basis for the thinking on group sociometric structuring.

One potentially significant sociometric dimension, then for investigating classroom informal peer patterns as the group structures, is that of social status. However, in sociometric criteria such as liking and disliking both positive choices and negative choices are made. Thus, actually two separate dimensions should be considered for each of sociometric criteria, the dimensions of positive centrality diffuseness which can be separated like stars, normal, neglectee and isolate and the dimensions of negative centrality diffuseness, which can be separated like rejectee.

Still another important dimension here is that of mutuality. The groups might be characterized by reciprocity of choice in a given sociometric criteria. Differences along this dimension should differentially condition the effects of the two dimensions of centrality - diffuseness. Here are some "idea type"
examples of classroom peer group situations which might discover using some indices relating to group structure of group as a whole. One of these indices is cohesion or cohesiveness.

3.8 MAJOR VARIABLES:

The specific variables on which, will be focused in generating testable hypotheses represent a chain of social psychological events linking peer group structures through personal processes to individual classroom performance. From specific social and psychological variables the null hypotheses would be generated and they would be tested using Chi-Square test.

3.8.1. THE INDEPENDENT VARIABLES:

The present study also aims to know the factors underlying group structures among pupils attending secondary and higher secondary schools. Specifically speaking, it is an investigation into the sociological, psychological and educational factors responsible for the groups structures during later adolescence. The factors assumed in this study were considered under three major headings viz.

A. personal factors
B. sociological factors
C. psychological factors.
The broad general assumptions are taken that the group structures among the pupils are dependent on some personal, sociological and psychological factors, and the group structures influence on the academic achievement also.

A. PERSONAL FACTOR:

These factors are concerned with person only. In the educational process, grade and sex are always found essential factors. These factors have their own effect in the process of learning. The birth status and birth order are also found effective in peer relation.

A. (1). Grade:

So far as children’s interest and cognitive ability and other attributes are concerned, it starts at pre-operational stage and ends at the conclusion of concrete stage. This is not the generalization. The socializations of the children go ahead with his/her chronological age. Age is an important determinant of the kinds of behaviours an individual group member will display in the group. The complexity of interaction patterns increases with increasing age. There is good evidence that the chronological age of the group member is related to several aspects of group interaction. (2) Different grade is a simple measure of the age.

A. (2). Sex:

The sex of the individual group member another fairly obvious determinant of behaviour in groups. Boys
and girl's behave differently in groups and this has important implications for group process. The patterns of interpersonal relationships in different sex group may be an interesting results.

Grade is generally related to the age of the pupils. The group structures among the pupils it is assumed, may depend upon the ages or grades of the pupils. It sometimes happens that the grade instead of age of the pupils is very handy in the hands of the investigator to categorize pupils into the grade groups.

Moreover, the inclusion of grade in the research was warranted because the investigator desired that the social status of the various people should be known and described right from the grade VIII to XII. Hence he had taken the grades VIII, IX, X, XI and XII as levels of the grade variable.

In addition to these, it is found from general observation in the school atmosphere that certain indicators of stars, neglectees and isolates are also discernible at the early levels of the grade.

The needs of sociological urge of both the boys and girls are different. The social status depends upon these urges of the pupils. It was tacitly hypothesized by the present investigator that the social status found among the boys and girls were different and that this difference would also be significant at
conventional level. Hence it was deemed necessary to include sex as one of the variables of research.

In addition, to this, the Indian society is hierarchical in the sense of intelligence, interests and many other socio psychological traits which may influence the type and intensity of social status. Hence sex which also incorporates such traits at different occasions also seemed to important research variable.

A. (3). Birth Order or Birth Status:

The relationships between the position a child holds in his/her family and his/her sociometric status has been of interest to several investigators. In the family, child is given some status like eldest, middle, youngest and only one. It can also be ordered to a child like, first, second, third, fourth etc. These status or order mould various personality characteristics among pupils. In previous research the findings seem to indicate that position in the family is of little significance in the attainment of effective peer relation as measured by the sociometric test.

B. SOCIOLOGICAL FACTORS:

Those factors which have more or less concern with the society or people affecting the society have been categorized into sociological factors. These factors are concerned with social set-ups. They are affected by
traditions, customs, economic standards etc. Although the personal attributes an individual possesses are probably the main determiners of the degree to which he/she is accepted by his/her peers, social factors also have some influence on sociometric choices. Socioeconomic status, family size, births status etc. have all shown some relationships to sociometric results. These factors seem to limit and modify the sociometric choices of children in accordance with the social pattern of the community. Thus, when the sociometric status and structure of children’s group are being analyzed the possible influence of social factors must also be considered.

According to this assumption, the investigator listed the following factors in the category of sociological factors.

1. Caste
2. Father’s Occupation
3. Father’s Education
4. Family income
5. Family Size
6. Religion

Looking to the above list of variables, some would argue or criticize the inclusion of one or many variables. It is contingent for the present investigator that some logical variables, which are
included into sociological category be taken up for the study.
Each of above variables may be explained further as follows:

1. Caste:

From time immemorial in Indian conditions, caste is the important social indication of the status and virtue of the individual. The school is considered as the miniature society and an important community centre so all the hue and colour of the society would be reflected in the school atmosphere. So the caste factor may affect on the patterns of interpersonal relation among pupils.

In Indian society, some castes have upper status and some have lower status in the society. This phenomenon reflects in the school, which is a miniature society. This factor of the individual sometimes may give certain status among the pupils in the classroom group. Therefore the sociometric results may be found to be positively related with caste status of an individual. In Indian condition such type of research is lacking.
2. Father’s Occupation:

In Indian society, there is some feeling that some vocations are good and some are bad. The status of the vocation are not the same in the society. So the vocation of parents give the status to the pupils in their peer group, and may effect on their interpersonal relationships among pupils in their classmates.

3. Father’s Education:

A person may be rich yet illiterate. Illiteracy or lack of adequate education of the parents play a dominant role on the child rearing practices. The educated mother leaves a lasting impression over the child’s personality and its subsequent education in school and college. That is why investigator has separated the variables of parent’s educational level from SES variable. It is presumed that a child coming from high educational level of its parents would show higher status among pupils.

4. Family Income:

It is generally seen that pupils having more interpersonal relations come from high economic strata. This would mean that these children may have more interpersonal relations. This relationships between the group structures and
economic status is hypothesized in this investigation.

5. Family size:
It would be expected that an individual with a larger number of siblings would be better able to establish peer relations, as a result of the experience gained from interaction with his/her brothers and sisters. However, since larger family units tend to be in the lower socioeconomic classes, their sociometric position would tend to depress the status scores. Thus, the influence of increased socialization in the larger family unit is counteracted by the influence of lower sociometric status.

6. Religion:
Though India has a secular democracy, the various people have deep faith in one's religion which leaves an indelible mark upon the feelings and characteristics of the pupils. The friendship and group structures among the pupils of the same religion would be a rule in such community. The investigator was tempted to include this variable of religion because of his observation of such type of structures formed
and dictated by the religion. Moreover, during last decade, the religious fervour among the people degenerated into heinous acts of killing which caused much tensions in the relationship between the people. This would lead similar repercussions in the relationships among the pupils. This was the main reason of inclusion of religion as a variable in this research.

C. PSYCHOLOGICAL FACTORS:

These factors are concerned with the abilities and disabilities, likes and dislikes, positive and negative attitudes of the pupils. The psychological factors are the factors which are mental in nature irrespective of their positive and negative characteristics. There is considerable interest in the relationship between sociometric results and the psychological characteristics of the pupils choosing or being chosen on a sociometric test. From an educational standpoint it is equally important to consider the relationship as sociometric results to such factors as interest or likes and dislikes. Although cause and effect are not always clear, this investigation should provide some insight into the psychological factors with their influence upon children’s sociometric responses.

C. (1). Interest : (Likes or Dislikes):

The interests and likes or dislikes of individuals
seem to play significant role in sociometric choosing. It is proved that highly accepted boys and girls have different interests than do boys and girls who are least accepted on a sociometric test. The tendency for individuals to choose associates who have interests or liking similar to their own exists in a normal situation. The similarity of interest or liking seems to be of considerable importance to pupils in their choice of associates.

3.8.2. DEPENDENT VARIABLES:

In research statistics the trait that has the power to influence other traits may be termed as an independent variable, while the trait that is influenced by any other trait is called a dependent variable. Within the frame work of this definition the following four dimensions of sociometric structures were taken as a dependent variable.

i. sociodynamic effect (P) i.e. tendency of distribution of positive choices received (P).

ii. Index of the cohesion of group (Co)

iii. Group social Status (St)

iv. Reciprocity (R)

(A) Variable 1: Group structure as a whole:
The manner in which the members of a classroom group distribute their interpersonal preferences as like-dislikes mut also be taken into consideration.
From this, there are a number of choices which have been developed as measures of various properties of the group as a whole. The important dimensions to be considered here are:

1. Sociodynamic Effect:

   The one dimension in this set is the number of positive choices received by the pupil among the classroom in which a greater concentration of many choices upon few individuals and of a week concentration of few choices upon many individuals skews the distribution of the sampling. This feature of the distribution is an expression of the phenomenon which has been called the sociodynamic effect (9).

2. Group Cohesion or Cohesiveness:

   The second dimension in this set is the extent to which the individuals in a group choose one another. The group composition is a significant variable in group process, it must be churn to an examination of specific interpersonal relationships that contribute to this effect. It is the degree to which the members of the group are attracted to each other, or the degree to which the group
coheres or "hangs" together". This aspect of the group is usually referred to as group cohesiveness. (10). The index of group cohesion shows the homogeneity of individuals among peer group. The term cohesion refers to phenomenon which come into existence if, and only if, the group exists.

(B) Variable 2: Group Structures Within Group:

The total characterization of the differentiated parts associated with an individual group member may be referred to as the individual's position - social status - sociometric status in the group. Thus each group member occupies a position in the group and the patterns of the relationships among the position or status in the group constitutes a group structure. (11) (20, P.242)

1. Group Status Structure:

The important dimension as social status (sociometric status) is the one dependent variable of the group structure. It is the feelings of the group members towards each other with respect to a common criterion. The number of choices that each individual receives is referred to as his/her sociometric status, his/her social status, or his/her group status. There may be evaluated many
kinds of status such as star, normal, neglectee, isolate and rejectee. They are categorized by the cut off scores of statistical nature devised for specific purpose.

2. Group Reciprocity Structure:
This dimension is the patterns of relationships among the individual in the peer group. It is the mutual – reciprocated choices among the members of peer group. The types of the patterns of reciprocated choices would be analyzed such as zero, one, two, three and four + reciprocated choices received among/between the individuals.
The composition of group and its structure may influence the learning process in the classroom. In the classroom, the learning process or achieving academic experience are not same for all the pupils. It is useful to know what types of the structure of classmate effective for achieving academic achievement.
The above dependent variables which happen to be significant would be isolated in the second phase of the research and they would act as independent variable in third place.
Variable 3: Academic Achievements:

The percentage of the school examination mark is an important dimension of learning process. Here academic achievement is defined as an output of the pupils in various school subjects at the examinations of the various school. The academic achievement of the pupils is influenced by various variables. The present study emphasizes, the role of the group structures.

The first two independent variables, which were constituted above with their multi-ferions dimensions, were purely exploratory variables which would help to know the formation of the group structures, vis-a-vis, the variables incorporated in the research.

For the purpose of this study it has been assumed that the individuals of the group structures would be differed significantly from the point of view of all the personal, psychological and sociological, factors given above. The parametric and non-parametric approaches have been made to test this assumptions.

3.9 THE PURPOSES OF THE STUDY:

In view of the above explanations, the specific purposes of the present work are listed below:

The main purpose of the present investigation is to explain the nature of the group structures among the pupils attending secondary and higher secondary
schools, at various grade levels and how they differ from one grade to another.

Second, the factors that determine the group structures can be investigated and evaluated in relation to the relevant factors.

Third, to study the relationship of the social factor like caste, fathers vocation, family income, personal factors like family size, birth status, birth order, religion and psychological factors interest upon the formation of the group structures among pupils at school levels.

Fourth, to study the significant differences of effect of group structures upon academic achievement of the pupils.

Fifth, to study the group structure among the pupils as a whole, the group structures within group and their contributions in the academic achievement of the pupils.

To consider the effect of the factors emerged during the investigation, other than the assumed ones, upon the various dependent variables.

The description of the problem and its variables and their related dimensions have been discussed above. Now the measurement of the variables or classification of variables are important because it is instrumental in classifying or categorizing the variable in to levels for the purpose of investigation. This aspect would be taken up in the next chapter.
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