# CHAPTER I

MEANING, NATURE AND SIGNIFICANCE OF GROUP STRUCTURE

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>1.1 GROUP AS A SOCIAL UNIT</td>
<td>6</td>
</tr>
<tr>
<td>1.2 WHAT IS A GROUP ?</td>
<td>6</td>
</tr>
<tr>
<td>1.3 DEFINITION OF A GROUP</td>
<td>7</td>
</tr>
<tr>
<td>1.4 BASIC CHARACTERISTICS OF A GROUP</td>
<td>9</td>
</tr>
<tr>
<td>1.5 FEATURES OF A GROUP LIFE</td>
<td>10</td>
</tr>
<tr>
<td>1.6 PROCESS, STRUCTURES AND CHANGE</td>
<td>11</td>
</tr>
<tr>
<td>1.7 THE GROUP STRUCTURE</td>
<td>11</td>
</tr>
<tr>
<td>1.8 TYPES OF GROUP STRUCTURE</td>
<td>13</td>
</tr>
<tr>
<td>1.9 THE SOCIOMETRIC STATUS STRUCTURE</td>
<td>15</td>
</tr>
<tr>
<td>1.10 THE SOCIAL POWER STRUCTURE</td>
<td>15</td>
</tr>
<tr>
<td>1.11 THE COMMUNICATION STRUCTURE</td>
<td>16</td>
</tr>
<tr>
<td>1.12 THE FACTORS OF GROUP STRUCTURE</td>
<td>17</td>
</tr>
<tr>
<td>1.13 STATUS, ROLES AND NORMS</td>
<td>18</td>
</tr>
<tr>
<td>1.13.1 Status and Position</td>
<td>18</td>
</tr>
<tr>
<td>1.13.2 Status and Effects</td>
<td>19</td>
</tr>
<tr>
<td>1.13.3 Role and Role Effects</td>
<td>20</td>
</tr>
<tr>
<td>1.13.4 Norms and Behaviour</td>
<td>20</td>
</tr>
<tr>
<td>1.14 GROUP PROPERTIES, GROUP STRUCTURE AND PROCESS</td>
<td>21</td>
</tr>
<tr>
<td>1.15 GROUP COHESIVENESS</td>
<td>23</td>
</tr>
<tr>
<td>1.16 GROUP STRUCTURE AND INTERPERSONAL RELATIONSHIP</td>
<td>24</td>
</tr>
<tr>
<td>1.17 SOME SPECIFIC STRUCTURES, WITHIN GROUPS</td>
<td>26</td>
</tr>
<tr>
<td>1.18 IMPORTANCE OF THE STUDY OF GROUP STRUCTURE</td>
<td>27</td>
</tr>
<tr>
<td>1.19 SCOPE OF THE STUDY OF GROUP STRUCTURE</td>
<td>30</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER 1

MEANING, NATURE AND SIGNIFICANCE OF GROUP STRUCTURE

1.0 INTRODUCTION

"The destiny of India is being shaped in her class-room" says the report of the Kothari commission which aimed at the secondary and higher secondary schools in India (1).

What type of destiny of India is being expected? Our constitution believes in freedom, equality, socialism and secularism. Are all these qualities being fostered among the pupils? Are the class-rooms capable of enabling the pupils to shape such type of society? The school is a society in miniature. In this miniature society, does the child fully develop, without any differences of caste, creed, religion, social status and economic status? This can be achieved to some extent, but do we give them proper opportunity and training? The child can adjust to the society through the medium of school which is a miniature community in itself.

In a school, pupils are expected to be educated. Education is the consciously controlled process, whereby changes in behaviour are produced in the pupils and through the pupil within the group. From this point...
of view, education is a process that begins at birth and continues throughout the life. Now the common approach to education is the relation between individual learning and changes in group behavior patterns through social interactions.

"The objectives from the viewpoint of educational sociology are stated by Payne (2):

(i) assimilation of traditions
(ii) the development of New Social Patterns
(iii) the creative or constructive role in Education."

Here education takes place in the interaction of individuals, groups and entire cultures. Education is the process of interaction; changes in behavior occur in both the individual and the culture.

Until recently, biology and psychology have also largely dominated education. Certainly the scientific study of education has been strongly influenced by these approaches and especially by psychology.

Therefore, the socio-psycho-educational study is the study of the interaction of the individual and his cultural environment, which includes other individuals, social groups, and their pattern of behavior. That is the social relationships in which or through which the individual gains and organizes his experiences. This is actually the learning process, the latter, the educative process.
It is also true, the individuals can fully develop only in interaction with their fellows. The happiness and growth of each individual pupil depends in large measure on his personal security with his classmates. In a group he also learns to face, to analyse and to assess problems in a social context, and to develop these, he/she gets to know his/her fellows, their values, and ways and so gradually extends his sensitivity in human relations.

Therefore, 'the goal of education in the public schools becomes the preparation of children for life in society rather then only the transmission of knowledge.

Learning by doing became a popular slogan which was implemented by such things as group project, extra curricular activities, and student government. Teacher became interested in installing skill of leadership, co-operation, responsible membership, and human relation. It gradually became apparent that teachers like group workers, were having to take actions affecting the course of events in children's groups and needed principles to guide these events towards constructive ends. A similar trend was developing simultaneously in adult voluntary nature of participation in adult educational programmes. There
began to emerge the conception of the teacher as a
group leader, who affects his students' learning not
merely by his subject matter competence but also by his
ability to heighten motivation, stimulate participation
and generate morale.

The education profession had accumulated a
considerable fund of knowledge about group life, group
structures and group dynamics which drew upon this
experience in formulating hypothesis for research. It
has established close working relations with educators
and schools by the group dynamics approach.

Here, "Group structure is a field of inquiry
dedicated to advancing knowledge about the nature of
groups."

Within this general development we may note three
methodological gains contributing specifically to the
rise of group dynamics.

(i) Experiments on individual behaviour in groups
(ii) Controlled observation of social interaction
(iii) Sociometry: A somewhat different approach to
the study of groups is to ask questions of
the members" (3).

The significance of sociometry for group
structures and group dynamics lay both in the provision
of a useful technique for research on groups and in the
attention it directed to such features of groups as
social position, patterns of friendship, subgroup
formation and more generally, informal structure.
1.1 GROUP AS A SOCIAL UNIT:

A group is a social unit of a society. The constitution of a society depends upon the groups. The health of democratic society is dependent upon the effectiveness of its component groups, and that a democratic society derives its strength from the effective functioning of the multitude of group, which it contains. Its most valuable resources or the groups of individuals found in its homes, communities, schools, colleges, churches, business concerns and various branch of government.

1.2 WHAT IS A GROUP?

There are many definitions of a group. Most of these definitions stress the ideas of interaction, interdependence, mutual awareness of a past and anticipated future. Groups are not just any aggregation of two or more people or pupils. Indeed, there are many kinds of social aggregates; (4). "Groups are those social aggregates that involve mutual awareness and potential mutual interaction". (5) Two or more individuals are to some degree in dynamic interrelation with one another. Groups have members. It is an instrument for influencing, shaping, changing the individuals who are their members, so interest in learning about groups is a natural consequence of how widespread and important they are.
1.3 DEFINITIONS OF A GROUP

Groups have been defined in terms of one or more of the following characteristics by sociologist (6):

1. Perception
2. Motivation
3. Group Goals
4. Group Organizations
5. Interdependence of group member and
6. Interactions

The above aspects of a group require much more detailed discussion in which the investigator was not interested, although the group as envisaged through "interaction" is the mainstay of his subject. Therefore he would discuss only this aspect in the subsequent narration.

The definition proposed earlier by Sherrif & Sherrif is “A Group is a social unit which consists of a number of individuals who stand in (more or less) define status and role relationships to one another and which possesses a set of values or norms of its own regulating the behaviour of individual members, at least in matters of consequence to the group (7). In Terms of Interactions:
'Interaction is actually one form of interdependence' (8). Many writers believe that this form of interdependence is the essence of 'groupness'.

We mean by a group a number of persons who communicate with one another often over a span of time.

A group is a number of people in interaction with one another, and it is this interaction process that distinguishes the group from an aggregate (9). A group may be regarded as an open interaction system in which actions determine the structure of the system. "In other words a group is an aggregation of two or more people who are to some degree in dynamic interaction with one another". This was defined by Fuzzy.

Groups may be broadly categorized into two types:

1. Informal
2. Formal

The informal groups are characterized by face to face relationship among members. Generally they are small groups. For instance, youth gangs are informal groups. The cliques, friendships or gangs are informal groups; here role relationship is flexible. In formal group there might be direct relationship among the members and the role expectation is stable and rigid.

However, Kimball Young (10) has made a classification of groups as follow:

a. Primary Groups
b. Secondary Groups
Primary groups are small, intimate groups of individual in face to face relationship, where there is strong sense of unity and mutual identification. The nuclear family of parents and children is the archetypal primary group.

Secondary group which tends to be larger, relationships are cool, impersonal, rational contractual and formal (11).

1.4 BASIC CHARACTERISTICS OF GROUP:

The group in the sense used by social psychologist in the field of group dynamics has five characteristics (12):

1. A group is a plurality of individual: i.e., two or more persons are needed to form a group.
2. The member are in face to face relationship: and aware of their common membership. The member must interact reciprocally.
3. The member have common goals as purposes: The groups have one or more goals that are common to most members.
4. Members subscribe to a set of norms: Norms are required to regulate the behaviour of members and allow the members to achieve the group goal.
5. Members are differentiated into a structure:
The members are not completely homogeneous. Members develop expectations of particular individuals. In other words, members come to perform different roles within the group. Moreover, as we shall examine in detail, some members are liked more than others and some members exert more influence than others. Some members become 'leaders'.

1.5 FEATURES OF A GROUP LIFE:

Znaniecki (1939) and Sherif (1954) identified four features of group life (13).

1. The members share one or more motives or goals which determine the direction in which the group will move.

2. Members develop a set of norms, which set the boundaries within which interpersonal relations may be established and activity carried on.

3. If interaction continues, a set of rules becomes stabilized and the new group becomes differentiated from other groups.

4. A network of interpersonal attraction develops, on the basis of the 'Likes' and 'Dislikes' of a member for one another.
1.6 PROCESS, STRUCTURE, AND CHANGE AMONG GROUP:

The relationship of the element in social interaction may be examined from three points of views:


When the focus is on process, the analysis is made act-by-act sequence of events as it unfolds overtime. This is a longitudinal approach.

The same data may be used to describe the structure of the groups, where the focus is on the relations among elements in the system at a given time. This is a cross-sectional approach.

The analysis of social change typically focuses on changes in the structure of a group over time.

1.7 THE GROUP STRUCTURE:

If the culture is one side of the coin in the study of groups, then, the structure is the other side. Whereas in group culture it is the homogeneity of group members that is the homogeneity of group members that is emphasized, their common involvement in values, beliefs, norms and pressures to conformity. When we consider group structure it is the heterogeneity of member that is stressed.

First question is 'What is the structure?' We can say 'It is a structure, which differentiates the members from one another. Now second question is 'Who
does constitute a group structure? 'We know that in a group there is a relationship from person to person, which may be called 'Interpersonal relationship'. These pattern of relationship among the position in the group constitutes group structure. There are two types of structures:

(a) The formal structure

(b) Informal Structure

In many groups some members are assigned to formal positions, such as president, chairman and secretary in clubs or societies. Pattern of authority, the chain of commands, specialization of tasks and responsibilities, channels of communications — all these will be part of the rational plan blueprint that is drawn up to determine the behaviour of members.

In informal group structure within any given class groups, the various differentiations result in parts of the groups, that reside in individual group members. That is, it is the group member who is differentiated from other group member with respect to the particular dimensions under consideration. Hence, a given class of group member may simultaneously be the pupil who talks most, the pupil who is most active, the pupil who has least influence in the class group and so on.
The total characterization of the differentiated parts associated with an individual class group member may be referred to as the pupils position - social status - sociometric status in the class group.

Thus, each group member occupies a status in the class group and the pattern of relationships reciprocated choices among the structures in the group constitutes a group structure among the pupils in the class room (15).

Here, each status is evaluated by the members of the classmates, including the occupant, in terms of total positive and negative choices for like and dislike among the pupils and the pattern of relationships among the status in the class group is evaluated by the members of the classmates in terms of total numbers of reciprocated choice among the pupils, in each class room.

1.8 TYPES OF GROUP STRUCTURE:

Many groups do not have a formal structure. But it is an error to conclude that such groups therefore do not have a structure. It is simply that the structure is informal. Some groups have a formal structure, other do not, but all groups have an informal structure (16).

The distinction between the two types of structures is very important. Consider a class of pupils in a school. Not infrequently the school class
has a formal structures, such as the class president or the captain and various other prefects and monitors may be elected by the pupils themselves or appointed by the teacher. Sometimes the teacher will probably appoint pupils but these pupils may not be the ones who are valued by the pupils and who have a high rank in the informal structure. Indeed, the teacher may appoint pupils who are among the least valued by the class in which case the formal and informal structure of a group is concerned with the differential ranking of group members according to the degree to which members are valued by the group. The key notion in this process of differentiation is that members are ranked into a set of hierarchies, by which in certain respects some members are more valued by the groups than other members. It is also called a status hierarchy.

Three main dimensions of the status hierarchy have been elaborated by social psychologists though there is unfortunately no agreed terminology with which to describe them. In other words there are three forms of structure like:

a. Sociometric status structure
b. Social power structure
c. Communication structure
1.9 THE SOCIOMETRIC STATUS STRUCTURE:

The sociometric structure is concerned with the distribution of liking within the group whereby some members are liked more than others. The members who receive most liking are popular; those who receive least liking are unpopular. This dimension is called sociometric status out of respect for Moreno, who invented a method of measuring the distribution of liking within a group which he called sociometry.

In distribution of a sociometric test, some children receive many choices and others receive very few. The former, namely the popular pupils are referred to by sociometrists as 'overchosen' or 'neglectees' and pupils who neither give nor receive choices are called isolates.

The sociometric structure arises out of the tendency of human beings to develop feeling of like and dislike towards others, by which human interaction can differentiate the group members (17).

1.10 THE SOCIAL POWER STRUCTURE:

The social power structure is concerned with the potentiality for including forces in another person towards acting or changing in a given direction (18). A person with high social power possesses the ability to exert influence over another so that the
second person will behave in line with the intentions or desires of the first person. The sociometric structure betray the unequal distribution of liking within group. So the social power structure reveals the unequal distribution of influence within the group.

Emerson (1962) has made clear the interpersonal nature of power relationships. If we are to make an adequate analysis of power relationships we must try to distinguish different types of social power (19).

In our discussion of group structure we have been concerned with the unequal distribution of influence and liking among group members. It is not the case that one person does all the influencing and receives all the likings. It is a matter of degree. How then does the concept of group leader fit into our conception of group structure and status hierarchy?

1.11 COMMUNICATION STRUCTURE:

Communication structure is concerned with the physical arrangement of communication channels among group members. What is important is the distribution of communication channels among them, that is, who can communicate with whom, whether the communication is directed or via another group member and so on.

In fact one may say that communication lies at the heart of group process (20). If the group is to function effectively members must be able to
communicate easily and efficiently. This fact has long been recognized by organizational planners who try to arrange communication networks in such a manner as to permit the free flow of ideas, knowledge and other information throughout the organization. Such attempts are exemplified by the classroom instructions. The pattern of communication networks effects on the pattern of interpersonal relationship among individuals in the group which constitutes a specific group structure.

The various aspects of group structure although correlated are independent in the sense that one aspect (e.g. power) may vary while another (e.g. leadership) remains unchanged. Each dimension may be varied independently for experimental purposes and a number of studies have examined the effects of single structures.

The analysis of groups structure and the way the terms position, status, role and group structure have been used are somewhat different from other analysis and usages. For example, status has been given a variety of conceptual meaning by group theorists and it is often confused with position and/or with role.

1.12 THE FACTORS OF GROUP STRUCTURE:

According to Cartwright and Zander (21) the factors that determine group structure can be classified into
three major categories

(i) the requirements for efficient group performances
(ii) the abilities and motivations of group members;

and

(iii) the physical and social environments of the group.

In the past research, it was seen how each of these sets of variables influence various aspects of group structure and how one aspect of group structure might influence another aspect and thereby the nature of the structure as a whole. Thus, a fourth category must be considered the 'single structure' of the group.

Although numerous factors influence the development of group structures; these range from the characteristics of members who compose the group to the effect of one aspect of the structuring process on others. The general nature of these effects is known; few have been studied in careful details.

1.13 STATUSES, ROLES AND NORMS:

Status, role and norm are significant concepts for the description and analysis of group structure, and they are interrelated in a variety of ways. Furthermore, these terms have been used with a variety of meanings and have been qualified by various prefixes which give them different connotations (22).

1.13.1. Status and Position:

Status and position are so closely interrelated
that the two terms are often used interchangeably (Davis, 1940, Linton, 1936) but they are basically different aspects of group structure. Hence, in the following discussion the term 'position' refers to a person's place in the social structure and 'status' refers to the group members evaluation of that position (23,24).

1.13.2. Status Effects:

The importance of status to appropriate interaction probably cannot be overemphasized, but of course, it is the perceived status that influences behaviour. Status perception is necessary for defining the social situation because it is through this process that an individual relates to others. The perception of status plays a significant role in social adjustment. Perren & Taylor have identified another source of variation in conformity as a function of status (25). Probably the most pervasive influence of status differences is upon the pattern and content of communication in the group.

According to the frustration aggression hypothesis, the target of the frustration should express aggression towards the frustration agent. Worchel found that the amount of verbal aggression directed towards the agent decreased with the increasing status of the agent.
1.13.3. Role and Role Effects:

Each position in the group structure has an associated role which consists of the behaviours expected of the occupant of that position. As in the case of status, the term 'role' may be viewed in several ways like expected role, perceived role, and enacted role.

The effects of role upon behaviour and group process have not been studied extensively, perhaps because the definitions of role specify the kinds of behaviour that are expected. A study by Torrance (1954) gives some evidence of the consequences of the role for influence on the group, although again there is confusion with other aspects of the group structure. His study revealed that the amount of influence on the group's decisions was generally correlated with role, the individual having the greatest influence and his role-playing correlated highly (26).

1.13.4. Norms and Behaviour:

"Norms are rules of conduct established by the members of the group to maintain behavioural consistency" (27). They provide a basis for predicting the behaviour of others and thus enable the individual to anticipate the others actions and to prepare an appropriate response. Although norms are social
products which are formed during the course of social interactions. Most students of group dynamics regard a standard as a norm if more than half of the group members agree that it is a norm.

1.14 GROUP PROPERTIES : GROUP STRUCTURE AND PROCESS

The central feature, the 'essence' of a group lies in the interaction of its members— the behaving together, in some recognized relation to one another of two or more pupils who also have some past and/or future relation to each other. So group interaction process is the centerpiece of the model of group composition (See diagram 1.1).

In a group, individuals come to a group interaction with all their "properties" (traits, beliefs, habits, characteristics etc.) Some of these properties of members may affect group interaction. So, if one wants to understand and perhaps predicts aspects of group interaction process, one must take these group member properties into account.
A CONCEPTUAL FRAMEWORK FOR THE STUDY OF GROUPS:

**BIOLOGICAL, SOCIAL, PSYCHOLOGICAL PROPERTIES OF INDIVIDUALS**

**GROUP INTERACTION PROCESSES**

The Acting Group

**GROUP STRUCTURE**

Standing Group

**PATTERN RELATIONS OF GROUPS**

The Behaviour Setting

---

*a, b and c*: Effects of Group Interaction Process on member, group structure and pattern relation of groups.

d, e and f*: Effects of individuals, groups structure and pattern relations of group on Group Interaction Process.

g and h*: Effects of individuals on group structures and pattern relations of group.

*i*: Effects of group structure on pattern relations of group.
In a group, group members are related to each other in many ways: a lot of those relations affect how they behave in relation to one another when they interact. These patterns of relations among members - aspects of group structure also must be taken into account if one wants to understand and predict group interaction process.

Here structure concerns with patterns of relationships that are relatively stable and continuous. While process is the dynamic component of the situation and can be defined as the interaction of the elements of the situation in their reciprocal relationships and communications, verbal and nonverbal.

In a group structure and process are the channels through which content is transmitted the attitudes, ideas, values, feeling sentiments etc.

1.15: GROUP COHESIVENESS:

Now that it is clearly established that group structure is a significant variable in group process, it must be turn to an examination of the specific interpersonal relationships that contribute to this effect. One such interpersonal relationship 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 or cohesion.

Group-cohesiveness is reflected by many different behaviour of group member; hence it is not surprising that the operational measures of cohesiveness vary considerably from investigation to investigation. The most common technique for assessing cohesiveness is sociometric choice.

1.16 GROUP STRUCTURE AND INTERPERSONAL RELATIONSHIPS:

According to the instinct theory propounded by Mc Dougall, a individual becomes a member of the group due to gregarious instinct present in him. Thus, instincts might be the source of origin of the social memberships but still the basis of the web of interpersonal relations (attractions and repulsion) remains unexplored. Apart from the instincts there are some other factors which determine his or her behaviour within the group. Sherif (28) is not in favour of instinct as the basis of social interaction. The informal interactions of individuals, he says, is due to some common motives and goals which cover the range of human needs, desires interests and aspirations etc. If it is our basic urge to be a member of a group large or small then why all the members of that group do not become friendly to one another? Why 'A' likes to be
with 'D' rather than 'B' ? This shows that there are some other factors which underlie these mutual likes and dislikes.

Sigmund Freud in his book 'Group Psychology and the Analysis of the Ego' talks of being in love and hypnosis which itself is a type of positive interpersonal relations.

Discussing the 'Libidinal constitution' of groups he says, "A primary group of this kind is a number of individuals who have substituted one and the same object for their ego ideal and have consequently identified themselves with one another in their ego" (29).

Malm and Jamison (30) in their book 'Adolescence'; write that the mutual friendships are formed between the adolescents having similar socio-economic background, but at the same time there can be more complex aspects of personality and conduct responsible for such mutual friendships. Hence, in view of the above discussion the bases of interpersonal relations can be classified into two broad categories:

1. Sociological factors and
2. Psychological factors

1. In the group and of the group the group structures are shaped by the interactions or the interpersonal relationships and they are affected by social
factors, which include the culture, traditions, religion, economic status, languages etc. (Malm and Jamison). We can say that Individuals of similar language and culture tend to attract each other when placed in a heterogeneous group in reference to culture and languages.

2. The psychological factors like, intelligence, interests, psychological needs, sentiments, attitudes, prejudices, values and many others also affect the interpersonal relations. These interactions and the group structures effect simultaneously.

1.17 SOME SPECIFIC STRUCTURES WITHIN GROUP STRUCTURE

There are many techniques for the study of group structure and behaviour. Work on the techniques developing out of sociometry can be categorized into the following areas:

a. Construction of indices for group and individual characteristics

b. Enumeration of structures

c. Comparison of groups

d. Analysis of subgroups

e. Assignment of individuals to sub group

f. Other approaches: graph theory, logic of relations.

By using Sociogram, a graphic picture on the group structure can be depicted. The choice pattern of the
group depicts a group structure. Analysis of a group structure can be done by matrix multiplication method and use of computer. The main features of a group structure can be analyzed like stars, normals, neglectees, isolates, rejectees, mutual or reciprocated pairs, triangles, kites, squares, cliques and dearages. All structures of a group represent some specific patterns of interpersonal relations or interaction among individuals of a group.

1.18 IMPORTANCE OF STUDY OF GROUP STRUCTURE

The study of group structures - the patterns of interpersonal relationships, the factors and bases are of immense importance of especially for educators, teachers, parents and society when they are faced with the problem of education and socialization of the child. Teachers and parents are to see that the child becomes a suitable member of a gang, club, association or of a society at large.

Since the environment of school plays an important role in the development of social interests and activities - the social awareness of a person, the teachers and parents must understand their responsibilities towards the social development of an individual. For such an understanding one must be aware of the dominating factors responsible for the social
development of a person. With the help of such knowledge the teachers in the schools can very well develop the social awareness in the pupils in a more effective manner because of 'hero-worship' tendency among adolescents.

Boys and girls gradually develop social feelings while working or playing and fears, conflicts, interests, needs and inclinations which contribute to their complex social maturations. That is, by studying the factors that are responsible for group structures, we can have relevant discussions on the problems of school organization, mental hygiene and group and individual activities.

The work of Toronto Group, (Northway, Franked and Potashin), shows that "isolated children tend to remain isolated if no measures are taken on their behalf, but that many of them can be helped towards more secure positions in their groups" (31).

It was also found out that the unaccepted children, in general, had some physical or emotional problems. These problems may be very well dealt with, by recognizing the group structures to which this children belong. In a study of such children it was improved the cohesion of a class of a junior high school children by giving specific jobs to the isolates, and by bringing them into prominence.
Sometimes we are faced with some 'problem children' in secondary and higher secondary schools. Such adolescents ought to be given guidance and be psychologically treated. For giving any advice or treatment, we must know his or her interests, fears, anxieties and behaviour and attitude towards others, i.e. his or her interpersonal relations, we cannot help the individual without knowing these. Therefore, an investigation into the group structure among pupils is very essential for making a healthy atmosphere in the schools.

Taking the above in view such studies should be done at every stage when the physical, social and intellectual interests change, because with these changes the organization of pattern of interpersonal relationship also changes and unless we know the changing bases of the group structures, we cannot get effective results in educating our children. Specially during adolescence, which is characterized by rapid changes in over-all interests, such precautionary measures ought to be taken, because if they are not guided properly at this stage, they may go on wrong lines and spoil their social and intellectual life.

To summarize, the social, personal or emotional adjustment or say any kind of adjustment is wholly
based on the interpersonal experiences from the very childhood of one's life. At the secondary and higher secondary stage the child goes on experiencing such relations which colour his or her personality as a whole, and it then affects the further interpersonal relations in the situation, thus, the chain of action and interaction continues. That is, the unsatisfactory interpersonal relation makes the basis for maladjustments, neuroses, psychosis and delinquent efforts.

1.19 SCOPE OF THE STUDY OF GROUP STRUCTURE

Thus the study of a group structures, though under the domain of social psychology - a branch of psychology, covers a wide area in the studies of educational psychology also, more so, when we have to understand the factual details of pattern of interpersonal relations in reference to child guidance in home, community, schools, and colleges. By studying the group structure among pupil in a classroom, we can study as to how a child resists, fits and adjusts to his environment and the knowledge of it can very easily help us in formulating a plan for school organization.

The understanding of group structures among pupils has its clinical implications too. All the diagnoses of neurotic cases are based on the understanding of their pattern of interpersonal relations.
Group structures among pupils in a classroom cover a wide range of studies. These pattern of relations may have many dimensions and the dimensions may vary according to the layers, and the human personality. The layers might be grouped broadly into conscious, subconscious and unconscious. These structure of interpersonal relations may find direct expression from individual to individual through action and reaction.

The phenomenon of group structure among pupils remains unexplained unless we understand the 'dynamism' of a group behaviors, i.e., the 'position and interaction pattern' of different individuals. And the study of 'dynamism of pattern of interpersonal relation' is incomplete unless we know the basis of these relations.

None of the foregoing research has focused on the group structure, which link actual status position and patterns of interpersonal relationships in the sociometric structure with individual performance; nor has it treated the sociometric structure, itself, as a unit for analysis. In so doing, this previous work naturally has over-simplified a set of highly complex phenomena. The purpose of this study is to explore a more complex and systematic analysis concerning the
social, psychological and educational phenomenon linking status and patterns of peer group interpersonal relations in the classroom with individual pupils, academic achievement. This would be further discussed in the third chapter.
REFERENCES:


11. Ibid. P. 222.


