CHAPTER I

THE PRESENT STUDY

Introduction:

"Man is truly and fundamentally a social being, not by virtue of any biological endowment but by reason of his participation in a social group" (Bonner, 1953). From the moment of his birth he comes in contact with some persons and as he matures, the area of his social interaction also increases. Social interaction develops the very essence of his personality and makes him truly a social being. It is through social interaction that a man modifies his own behaviour and brings changes into that of another for the mutual gratification of both.

The gregarious instinct of man brings him in contact with other human beings. This strong need to be in the company of those of his own kind has led to the formation of social organizations and institutions. Even in the social organizations, man's gregarious instinct is one of the potent causes for the formation of social groups. These groups influence the behaviour of their members. In the process of group-interaction, members learn to place certain expectations upon each other and act in a certain
manner towards others under certain circumstances. For example, "an industrial organization is more than a plurality of individuals acting only with regard to their own economic interests. These individuals have also feelings and sentiments towards one another and in their daily association together they tend to build routine patterns of interaction. Most of the individuals who live among these patterns come to accept them as obvious and necessary truths and to react as they dictate" (Roethlisberger 1941).

Social organization is, thus, not merely a horde of individuals huddled together in a mass, but groups of individuals associated together at work and interacting in certain accepted and prescribed ways towards one another. School, like any other social organisation involves a good deal of social interaction among its members. School, in fact, is a microcosm society. All the social processes of co-operation, conflict, and accommodation which are at work in the wider society are also found in school. Social interaction in a school is centred around giving and receiving instruction. "The social relationships in the school may be analysed in terms of interacting groups o in the school. The two most important groups are the teachers - groups and pupils-group, each of which has its own moral and ethical code and its customary attitudes towards the members of the other-groups" (Stanley, 1967) The daily contacts among
This term refers to a study which is concerned with attractions and repulsions between the members of a school.

2. **Patterns of Social Interaction**:

In the present study, the term will be confined only to the basis on which the members of the school associate or not associate with others, and have hostile or cordial relations with others in the school.

3. **School Personnel**:

This term in the present study refers to the persons concerned with the task of imparting education, i.e. the teachers and the principal and to those receiving education, i.e. the students. This term, thus, refers only to the principal, the teachers and the students. The ministerial staff, i.e. the clerks and the peons have not been covered under the periphery of the present study. The term members of the school and school personnel have been used synonymously.

4. **Sociometric Interaction**:

This term in the present study refers to the social interaction involving attractions and repulsions among the members of the school as probed through sociometric interaction Questionnaires (Appendix I). This term has also been used while discussing social distance between
principals and teachers and principals and students as probed through the I section of sociometric interaction Questionnaire (Appendices I (b) and I (c)).

5. **Situational-Interaction**:

The term situational interaction in the present study refers to the social interaction among the members of the school under the seven situations presented in the "Situational Interaction Questionnaire (Appendix II). This interaction aims at finding out the hostile or cordial interaction among the members of the school.

6. **Positive Social Interaction**:

This term in the present study refers to the interaction among those persons who associate with others and give their choices in favour of those persons.

7. **Negative Social Interaction**:

The term negative social interaction in the present study refers to the interaction among those persons who do not associate with others and, thus, give their rejections against those persons.

8. **Total Social Interaction**:

This term refers to positive social interaction as well as negative social interaction taken together. The positive social interaction means how much others associate
with a person. The negative social interaction means how much others do not associate with a person. The total social interaction means how much a man is considered by others. Any person having poor total interaction will, thus, be neglected by others.

9. **Members of the Staff**:

This term refers to all the teachers permanent or temporary working in a school. It encompasses all the categories of the teachers including physical instructors and the librarians who take some classes.

1.3 **Aims and Objectives of the Study**:

The present study is a comprehensive one dealing with the patterns of social interaction taking place among the school personnel. It thus aims: (A) at studying the following interactions:

(i) the patterns of social interaction between the principals and the teachers.

(ii) the patterns of social interaction between the principals and the students.

(iii) the patterns of social interaction between the teachers and the students.

(iv) the patterns of social interaction among teachers and

(v) the patterns of social interaction among students.)
To have a comprehensive picture of total patterns of social interaction in the various types of schools.

To offer suggestions if warranted by the data for healthy development of social interactions in the schools.

To achieve the above aims the present study has the following objectives:

1. To study the patterns of social interaction among the principals and the teachers, the present study purports to concentrate on the following variables:
   (i) Designation.
   (ii) Qualification.
   (iii) Age.
   (iv) Experience.
   (v) Caste.
   (vi) Personality Adjustment.
   (vii) Sociometric interaction.
   (viii) Situational interaction.
   (ix) Sex.
   (x) Socio-Economic Status.

2. To study the patterns of social interaction between the principals and the students, the following variables have been taken into consideration:
   (i) Class
   (ii) Sociometric interaction
   (iii) Situational interaction
3. To study the patterns of social interaction between the teachers and the students, the study concentrates on the following:

(i) Teaching - Non-Teaching
(ii) Designation
(iii) Qualification
(iv) Age
(v) Experience
(vi) Caste
(vii) Personality adjustment
(viii) Situational interaction
(ix) Sex
(x) Socio-Economic status

4. To study the patterns of social interaction among the teachers the study concentrates on the following:

(i) Designation
(ii) Qualification
(iii) Age
(iv) Experience
(v) Caste
(vi) Personality adjustment
(vii) Situational interaction
(viii) Sex
(ix) Socio-Economic status
5. To study the patterns of social interaction among the students following variables were taken into consideration:

(i) Interaction within and outside the class
(ii) Caste
(iii) Personality adjustment
(iv) Situational interaction
(v) Socio-Economic status
(vi) Sex

Organisation of the Report:

Taking into consideration the traditions followed by research workers and the nature of the present piece of research, the design of the research report has been planned as follows:

Chapter one gives an introduction to the present study.

Chapter two presents the conceptual framework of the social interaction and the nature of social interaction in a school.

Chapter three makes a survey of all the related literature helpful for the present study.

Chapter four describes the methods and techniques used in the present study.

Chapter five discusses the patterns of social interaction between the principals and the teachers and also those between the principals and the students.
Chapter six discusses the patterns of social interaction between the teachers and the students.

Chapter seven discusses the patterns of social interaction among the teachers themselves and also among the students themselves.

Chapter eight draws out conclusions and gives suggestions for further research.

1.5 Delimitations:

The study of the patterns of social interaction among the principals, the teachers and students has a vast area. The investigator with the limited resources and time at his disposal had to delimit the study to the extent as follows:

(i) The study was limited to four Higher Secondary Schools of the Himachal Pradesh.

(ii) The study was confined to only two districts, namely, Simla and Bilaspur, out of the ten districts in existence at the time when the study was undertaken.

(iii) The study was restricted only to one section each of IX, X and XI classes of the Higher Secondary Schools undertaken for the study.

(iv) The study took into its fold all the principals of the Higher Secondary Schools included in the study.

(v) The study took into its fold all the teachers of the Higher Secondary Schools included in the study.