CHAPTER III

REVIEW OF THE RESEARCHES DONE ON SOCIAL INTERACTION

The studies in the field of social interaction dates back to the origin of Man. From the time immemorial man has been living with his fellow beings, studying their nature and behaviour and adjusting his behaviour accordingly. Talking about the field of social interaction, Homans (1961) has remarked that it is a "familiar chaos". Familiar because since the very birth we start interacting with others, see others interacting with us and with others. It is a 'chaos' because we could not establish any "single general proposition about human behaviour"; and we shall find ourselves waiting an answer" (Homans, 1959).

Cooley (1909) and Simmel (1955) were the early sociologists who have done pioneering work in the field of social interaction. However, the scientific studies in this field started in the late 1940's and early 1950's. The studies in the field of social interaction first appeared under the sub-heading "Sociometry" in the Psychological Abstracts in 1940. Researches by Moreno, Jennings and Sargent (1940), Dodd (1940) and Zeleny (1939) deserve mention in this context.

A new direction was given by the study of groups by Kurt Lewin who envisioned a more vigorous use of the
experimental method in social science. Social behaviour, he asserted, is lawful; its laws are to be bound through knowledge of the field of psychological and social forces which at any moment serve as causes of behaviour. Lewin attracted a generation of able social scientists. Deutsch (1949) tested the differential effects of co-operation and competition upon groups; Bavelas (1950) artificially controlled who in the group could send information to whom, and tested the effects of such communication networks on group efficiency and satisfaction and Festinger, Schachter and Back (1950) tested the effects of group cohesion upon pressures to conform to group norms.

/Researches in the field of analysing classroom social interaction dates back to as early as the late 1930's. One of the earliest approaches to the analysis of teaching behaviour was that used by H.H. Anderson (1939). John Withall (1949) was the first of the early researchers of classroom climate to measure classroom interaction by means of a category system that classifies teacher statements. The other methods for recording verbal interaction have been designed by Bales and Gerbrands (1948), Bales (1950), Flanders (1960) and Amidon and Flanders (1963). A very recently verbal interaction recording technique for studying individuals in small groups have been designed by Joseph W. Ferrara (1973).
From the above discussion, thus, we find a growing interest in the study of social interaction in small groups. The research results which pour in from the academic laboratories are being supplemented by applied research in the armed services, hospitals, industrial plants, court houses, and government bureaus. From all these sources we, thus, find a lot of books and articles relevant to the study of social interaction in small groups. It deserves mention here that Strodtebeck and Hare (1954) have published a comprehensive bibliography of small group research. Hare, Borgatta, and Bales (1955) have edited a book: Small Groups: Studies in Social Interaction. Hare (1963) has written a book: Handbook of small Group Research. All the three books give very useful references for the researchers in the field of social interaction in small groups. The present researcher has been considerably benefited by these books.

Thus, by taking the above developments into consideration and tapping all the sources to study the literature of research in social interaction, the relevant studies in the field has been classified into the following broad heads:

1. Studies in the field of the variables affecting social interaction.
2. Studies in the field of inter-personal relationship.
This classification is arbitrary. It has been taken up only to facilitate the mentioning of the studies in some order.

3.1 Studies in the field of certain variables effecting Social-interaction:

These studies have further been classified into the following (a) Sociometric studies: These studies adopted sociometric technique for studying social interaction; (b) Experimental studies: These include those studies in which experimental techniques of behavioural sciences was used; (c) Interactional studies: These studies adopted interaction process analysis for observation; and (d) Miscellaneous studies have adopted more than one techniques.

3.11 Sociometric studies:

Shakuntla Bhalla (1954) conducted a study, "Sociometry in a Classroom". It studies the patterns of grouping ranging from isolates, pairs, triangles to more intermingled ones. The study was conducted on eleven year old children. The findings of the study are, that the children's interrelations run counter to those of the teacher aided organisations of groups. Segregation of sexes preferred. Racial and provincial prejudice is not evident.

Bonney (1955) conducted a study entitled "A study of Consistancy of Sociometric Ranks among College Students over a Two Year Period." According to the findings of the
The value of accepting interpersonal attitude which exist between and within sex groups in any particular classrooms is much more likely to be due to such factors as: level of socio-economic background, the extent to which boys and girls have enjoyed pleasant associations in groups, the extent to which they have been separated in seating and eating situations and the extent to which teachers and others adults have encouraged or maintained sex differences by direct and indirect teachings.

Chand (1962) wanted to know to what extent factors like religion, economic background, language (mother tongue), marks, sex, age, etc. influence the relations among the university students. The conclusions of the study are:

1. Younger students have a higher choice status than older students.
2. Boys manifest a tendency towards mixing more with girls but are not rewarded with suitable response from the side of girls.
3. Caste, economic background, rurality, urbanity, religion and intelligence influence the likes and dislikes of students.

Malhotra (1969) made a comprehensive study about the passing phenomenon among boys and girls in grades X and XI of schools and colleges in Allahabad City. The findings of this study were:

1. Paired friends tend to be similar in socio-economic status.
(2) Such pairs are similar in language, culture and living habits.

(3) Proximity, behavior pattern, studies and intellectual qualities (in case of girls only) and assortive qualities (in case of girls only) are factors that affect attraction between friends.

Verma (1970) made a study on a sociometric analysis of the staff meetings in the secondary schools of Chandigarh. The following conclusions were drawn:

(1) Qualifications, status, experiences, income play an important role in determining the choice of a leader among a group situation like the school staff meetings.

(2) In group situations like staff-meetings, birds of a feather flock together. In a group situation where both the sexes meet, the males will form one group and females will follow and move in their own group.

(3) As compared with male-teachers, female-teachers are not dominant in staff meetings.

3.12 Experimental Studies:

Kurt Lewin, Ronald Lippitt, and Ralph K. White (1939) conducted a study, "Patterns of Aggressive Behaviour in Experimentally Created Social Climates".

In the first experiment, Lippitt compared one group of five 10 year old children, under autocratic leadership, with a comparable group under democratic leadership, In a second
experiment, Lippitt and White studied four comparable clubs of 10-year old boys, each of which passed successively through three club periods in such a way that there were altogether five democratic periods, five autocratic periods, and two "laissez-faire" periods.

In the first experiment, hostility was 30 times as frequent in the autocratic as in the democratic group. Aggression (including both "hostility" and "joking hostility") was eight times as frequent. Much of this aggression was directed towards two successive scapegoats within the group; more of it was directed toward the autocrat.

In the second experiment, one of the five autocracies showed the same aggressive reaction as was formed in the first experiment. In the other four autocracies, the boys showed an extremely non-aggressive "apathetic" pattern of behaviour.

Lippitt (1940) conducted a study, "An analysis of group reaction to three types of experimentally created social climates".

The major conclusions of Lippitt's study were:

(1) That different leadership styles produced different social climates and resulted in different group and individual behaviours;
That autocratic leadership elicited either an aggressive rebelliousness towards the leader or an apathetic submission to the leader;

That leadership style was the primary factor in producing climatological differences and that club personnel was of secondary importance.

Harold H. Anderson, Joseph E. Brewer and others (1945, 1946) have made investigations into the influence of teachers classroom personalities on children's behaviour, particularly at the primary and elementary school levels. These studies revealed that children's behaviours were consistent with the kinds of personality the teacher displays in the classroom.

Interactional Studies:

Pankartz (1967) investigated the verbal interaction patterns in the class-rooms of the two groups of twelfth-grade physics teachers. One group ranked high on composite ability to respond to teaching situations accord with educational theory.

The study revealed that: teaching ability, and the teacher's ability to respond to teaching situations accord with educational theory.

The teacher's use of certain categories of verbal behaviour was significantly different for the two groups at the 0.05 level.

Teachers in the high sample used significantly more praise and reward and more cognitive and skill clarification and acceptance than teachers in the low sample.
Teachers in the high sample used significantly fewer request and commands, less criticism and rejection, and experienced less confusion and irrelevant behaviour in their classrooms than did teachers in the low sample.

Calonico and Calonico (1972) have made study in the field of classroom interaction. The authors employed Bate's IPA and applied hypothesis from Homans Group to present a sociological approach to the scientific study of classroom interaction at the elementary school level. Highly significant direct relationships between frequency of interaction and positive sentiment, between positive sentiment in the external system and positive sentiment in the internal system, and between rank and conformity were found.

3.14 Miscellaneous Studies:

Dean C. Barnlund and Carroll Harland (1963) made a study on propinquity and prestige as determinants of communication networks. They explored the influence of propinquity and prestige in determining the networks of interpersonal communication within the same social setting. The findings indicate that physical setting in which people interact probably sets limits upon and determines the frequency of communication in the early stages of interpersonal relations. Once a social system evolves from that communication and begins to elaborate itself, physical forces are introduced that tend to polarize these channels of communication around high status figures. The patterns of interaction dictated by
physical proximity are then elaborated, altered or even reversed by the effects of emerging status. In other words, differences in prestige polarize communication in the direction of high status levels even in the face of adverse physical conditions.

The findings revealed that there was interaction between interest and status and between status and proximity signifying that the effects of status upon communication differ for different interest groups and different proximity groups.

Studies in the field of certain variables effecting social interaction have benefited the present researcher in finding some variables that effect social interaction among school personnel.

3.2 Studies in the field of Interpersonal Relationship:

Mary C. Austin and George G. Thompson (1948) made a study, "Children's Friendship: A study of the Bases on which children select and reject their best friends". It concluded that the selection of friends depends on 21 heads which are positive in nature e.g. 'Frequent association', 'Cooperative', 'Kind', 'Even tempered', etc. while the rejection is influenced by other 16 heads which are negative in nature such as 'Lack of recent contact', 'A recent quarrel', 'Disloyal', 'Bullying' etc.
Vagharsh H. Bedoian (1954) conducted a study in California of social acceptability and social rejection of the underage, at age and overage pupils in the sixth grade. He studied 743 pupils from 22 classes. His study revealed that:

1. Chronological age determined social acceptance to a considerable degree.
2. The retarded child was found lacking social acceptance in his group.
3. The under-age pupils received significantly higher social acceptance scores, while the overage pupils scores were significantly lower than the underage and the at age pupils.

Shukla (1951) conducted a study on friendship with a group of 250 students in Secondary Modern School near London. The students belonged to the age-group between twelve and fifteen years. His study revealed 'Companionship' and 'Sportsmanship' were the most important factors in determining friendship-choices during the age-range studied.

Chowdhry (1951) conducted a study of friendships between language groups in Delhi Multilingual Schools in 1949. He took up 326 students from four schools - two boys schools and two girls schoolsof Delhi. The study revealed that in the schools which have on their rolls larger groups of Bengalis, Punjabis and Hindi-speaking students, they prefer to have their best friends from amongst their own language groups.
Bengalis in particular confine their friendships to their own language group. But there is no real bar to inter-linguistic friendship because the small groups almost invariably choose their best friends from outside group.

Khanna (1956) found the causes which actually play a part in the acceptance and rejection of students of eighth and ninth grades of the schools of Jullundur. The conclusions of the study are:

1. Intimate friendships are formed among the pupil who are similar in socio-economic status and scholastic achievement and are almost of the same age.

2. The younger group of students emphasize on intellectual aspect of the personality more than the social aspect.

3. The older group is concerned more about the social aspect than the intellectual aspect.

4. Interference by parents is one of the factors affecting the choice of friends and the break of friendship.

Studies in the field of interpersonal relations have helped the present researcher in determining the variables to be studied in the social interaction among the school personnel. These also helped in finding certain suitable tools for the present study.
3.3 Studies in the Field of Social Relationship in the School:

Bledose, Joseph and Brown, (1968) conducted a study: "Role Perceptions of Secondary Teachers as Related to Pupils' Perceptions of Teacher Behavioural Characteristics". The following conclusions were drawn:

- Science and mathematics teachers perceived the advice-information giving role as more important than did social studies teacher. Age and sex differentially influenced the teacher's perception of the motivator role. For the discipliarian role, grade level and the interaction effect of sex by teaching field was significant. From the pupils' viewpoint (POSR), the experienced teacher was more knowledgeable and poised than the beginning teacher. For the factor strict control, sex, experience, field, and the interaction effect of sex by field were significant. Pupils had more favourable attitudes towards female-teachers.

Schwebel and Cherlin (1972) have made a study on the physical and social distancing in Teacher-Pupil Relationships. The following conclusions were drawn:

- Teachers strive to assign seats in ways that minimize classroom disruption.

- Children assigned by teachers to the front row are more attentive to classroom activities than classmates in the middle and backrows.
(iii) Occupancy of seats in the front, in contrast to those in the middle and back, affects in a positive manner. The way in which pupils are perceived by their teacher and peers, and the way in which pupils evaluate themselves.

Kailash Chand (1972) made a comparative study of group structures of Higher Secondary School Pupils in Grades Ninth to Eleventh in Day Schools and Residential Schools. The important findings of the study are:

1. There is more cohesiveness and integration in the classrooms in the residential schools than the day schools.

2. Social distance among pupils, as rated by the group and as rated by the self, is less in the residential schools than in the day schools.

3. Residential schools have less number of isolates than the day schools.

4. Residential-school-pupils get more opportunities in human relations, and possess more indirect influence among peers than day school children.

The only study conducted in headmasters-teachers relationships in the high and higher secondary schools of Himachal Pradesh is by Lala (1964). Following are the conclusions of this study:

(1) Conditions of the headmaster and teachers relations are far from satisfactory.
The laissez faire type of headmasters are generally more successful in Himachal Pradesh than authoritarian or democratic type.

The general cause of teacher-dissatisfaction is the undemocratic behaviour of the administrators, particularly that of the headmaster.

Studies in the field of social relationships in the school situations have provided the present researcher with the situations which were helpful in preparing questionnaire pertaining to situational interaction in the higher secondary schools of Himachal Pradesh.

Above survey of related studies makes it quite clear that many studies have been made in field of variables affecting social interaction, interpersonal relationships, and social interaction in school-situations. A good number of studies have adopted sociometry-technique. However, the present researcher has not seen any comprehensive study as this. The present study is very much comprehensive and takes into its fold the whole social interaction in a school.