**MODULE IV**

**PSYCHOLOGY OF THE GROUP**

**4.1. Psychological Group- Meaning and Characteristics**

In an ordinary sense a group is said to be a collection or aggregation of two or more objects or persons. But in psychological view a group may be defined as the collection or aggregate of two or more inter dependent individuals who usually feel, think and act together.

The essential characteristics of a psychological group are the following:

1. It is the collection or aggregate of two or more individuals.

2. The members of the group have relations to one another that make them interdependent to some significant degree.

3. There is a feeling of belongingness or we feeling in the members of the group.

4. It processes a set of values and norms of its own that regulates the behaviour of the individual to seek the common goal or purpose.

5. On account of group psychology, the members of psychological group merge their individualities and begin to feel, think and act together at least to a particular moment at a particular place.

**Classroom is an instructional group** and it helps its members to achieve their educational objectives, and to satisfy then needs and achieve the goals. Class room is a group because:

(1) It has a common goal   
(2) It has a well defined structure.There is homogencity in the group as regard, to their age, subject background.

(3) Motivation: the members are motivated to achieve a common goal

(4) Leadership - Teacher is the leader who leads. Good group relationship plays an important role in social learning. The teacher must improve and create conducive emotional climate and cohesion in the class as a group, using various techniques. The principle of group formation and improvement of classroom climate depends to a great extent when the adolescent girls and boys are taken into confidence and things are decided on democratic principles and decisions are made in consultation with them.

**Kinds of Groups:**

**1. Sumner’s Classification:** W.G. Sumner classifies the groups into two main categories.

1. In group or we group

2. Out - group or other group. In group or we group is the group with which we identify ourselves. The out-group or others-group is the group, the members of which are considered as outsiders by us.

**2. Cooley’s Classification:**there are three types of groups according to this classification -Primary, Secondary and Territory. In primary groups there is an intimate face to face relationship and co-operation. e.g. Family, playgroup of children etc. In secondary groups the relationships are more or less casual. Here the relationships are usually marked by a single bond of interest. e.g. Trade unions, professional associates. In the tertiary groups the degree of intimacy or relationship is quite marginal and transient in character. e.g. The group of audience in a Cinema Hall, passengers in a railway carriage.

**3. Organized v/s Spontaneous Groups:** In spontaneous group, the individuals belonging to it come together naturally without any previous planning or specific purpose. But organized groups exist for some specific purposes and are formed as a result of preplanning. e.g. The family, the army, the school etc.

**4. Formal v/s Informal Groups:** In formal groups the members of the group observe formalities and are bound by some specific rigid rules valued and norms. e.g. School on the other hand in informal group members are not bound by specific rigid rules. They may enjoy liberty of thought and freedom of action, e.g. Family peer group.

**4.2. Group Dynamics – Meaning and Scope**

A group is a living and changing pattern or network of human relations. That part of social psychology which deals with the structure and function of groups and the effects of group membership upon human behaviour is known as group-dynamics. An important basic principle is that the behaviour of an individual can be understood only in the context. People behave differently in groups than when they are alone. They may act differently in different groups as the demands of various groups. Group behaviour become less rational and more emotional than individual behaviour. Group dynamics implies changes that take place within the groups. It is the study of forces exerted by the individual on the group or by the group on the individual.

The educational significance of group dynamics is that it offers the best means available for the development of social skills essential for democratic living, better social understanding and preparing individual members of the group for democratic leadership. The techniques and methods of group dynamics encourage the interpersonal relationship skills, matured expressions in a group, feelings of respect, and solve problems with the help of others.

**4.3. Group Cohesion**

* **Cohesiveness:** The degree to which the members of a group wish to remain in the group is called cohesiveness. A cohesive group is one in which (1) There are common goals (2) Members have similar background. (3) In spite of changing conditions it remains intact. (4) The members are concerned with their membership and have strong motivation for contributing to the group’s welfare, to take part in the activities and to further its objectives.

Group cohesiveness is important because it contribute to the potency and vitality of the group, and increases the importance of membership for group members. Cohesiveness is influenced by the factors like:

1. Goals of the group and individual
2. Size of the group: smaller the size, higher the cohesiveness
3. Discussion: increases cohesiveness
4. Participation and loyalty: towards group
5. Democratic procedures in the group activities and process
6. Satisfaction of common needs
7. Close social relationship within the group, less social distance
8. Member Turnover
9. Threat
10. Previous Successes and Shared Goals
11. Status:
12. Difficulty in Entry:
13. Inter Dependency

* **Group Communication**

The principal activity in groups is communication. Groups function by communicating ideas. An effective group is one that reaches its conclusions after considering the widest range of ideas. The group will have a wider range to consider if all members contribute ideas. For the group to fulfill its potential, all the members need to feel comfortable in communicating their ideas, and must feel a responsibility to contribute to the group discussion. If all members are not participating, some of the advantages of group action are lost. Both the leaders and members influence the degree of participation among group members. By increasing participation, not only will the group do a better job of accomplishing its goals, but it is more likely to satisfy individual member goals. The more we believe the group capable of meeting our needs, the more attractive it will be to us, and the more likely we are to increase our future participation. So both members and the group as a whole benefit from improved group communication.

**Factors Influencing Group Communication:**

* + Group Size:The optimum size for a group depends on the nature of its task. On one hand, enough members are needed to provide diversity of specialization and interest.
  + Physical Arrangements: Comfortable surroundings
  + **Psychological Factors:** Each group develops its own ways of handling information. These include the method for making decisions-determining what information is needed to make decisions, how that information is gained and shared, who makes the decisions, and how decisions are implemented. Attitudes of group members and leaders influence these processes. Lack of participation by members may be due to the presence of higher status authority figures, poor self-image, or to excessive speaking by a few, which leaves no time for the rest to contribute.

Communication between two people is a dialog, and larger groups are unable to use group communication effectively. Quality group communication involves a facilitator and group members with a sense of belonging, common goals and mutual respect. Both verbal and nonverbal communication are components of group communication.

**4.4. Social relationship in the class room**

In school most learning lakes place in social situations. The teacher with the knowledge of group dynamics can improve the social and emotional climate of the group. He can find out the causes and can use remedial measure to maintain conducive environment in the class. He can improve intra group relations to maintain the mental health of the individual members.

* **Sociometry**

Moreno has conducted studies on group formation in the class with the help of sociometric techniques. He administered definite questions to the students as (1) Name 2 friends from your class whom you would like to go on a picnic. (2) Name one student in your class with whom you would like to study with. Data was collected. Analysis of sociometric studies shows the following patterns of relationship among the members of a class. (Sociogram is a diagram which shows relationships that exists in a particular group)

1. Stars: There are pupils in the class whom majority of the students like. They are called stars of the class.

2. Isolates: Pupils whom no member of the class likes or wants to associate with them. They are rejected by all. They are called isolates.

Mutual Pairs: There are students who mentioned each other. There is reciprocal relationship among mutual pairs of students.

Chains: There were chains where A choses B and B choses C. Another phenomenon which is evident from the analysis is of closed circle where A like B, B likes C and C likes A.

A teacher can help isolates in the following ways:

1) The teacher must maximize the chances of early success in children because failure at early stage develops frustration and withdrawal from social situation.

2) The teacher must select few students from the class who show least aversion to the isolates and form an occasional group, small in size of isolates and other promising classmates. The group should be asked to work together on a task, in which the isolates have some hope of success. Success breeds success. Finding a measure of success the isolates may throw some of the defenses that made them unpopular.

3) The teacher should make moderate praise of the isolates whenever they succeed in some school work.

4) The teacher must find out those skills and hobbies in which isolates show some promise and should try to develop them.

5) The teacher should discuss the problems of isolates with them.

Characteristics of Popular Students:

1) Intelligence is definitely a major factor for popularity.

2) Achievement: Students who are low achievers, are not selected by other students. Students of average academic achievement may be as popular as students with high achievement.

3) Personal Appearance: It is reported that students with attractive personal appearance are selected and liked by many.

4) Adequate Adjustment: Popular students are well-adjusted emotionally and socially. They are not too much dependent on adults but they do not hesitate to ask for guidance and help where necessary.

5) High Self-concept: Popular students have high aspiration, high self-confidence, and are honest, fair, loyal, and sincere in their dealings with others. Sometimes distinction in games, sports or dramas, speeches make a child popular among his friends.

* **Application of social psychology in the class room**

Education is essentially a social learning, in which one individual who has gained an accumulation of skill or information, attempts to communicate this skills or knowledge to others. The general education system in India is a teacher – student communication or transaction method. Teacher must use mainly the verbal communication to modify the behaviour of the student. The teacher is a role model and the leader of the class. At present, the class room atmosphere take a shift slowly from autocratic to democratic style. School becomes an effective social changer when there is well-prepared, humanistic teachers who represent the best hope, to the task of stabilizing and maintain a productive society. The school is a dynamic system of society for the inculcation of values and cultural modification. The school is an innovator for changing the socio-economic status of individual through education.

**4.5. Skill Development**

A skill is the [learned](https://en.wikipedia.org/wiki/Learning) ability to carry out a task with pre-determined results often within a given amount of [time](https://en.wikipedia.org/wiki/Time), [energy](https://en.wikipedia.org/wiki/Energy), or both.In other words, the abilities that one possesses. Skills can often be divided into [domain](https://en.wikipedia.org/wiki/Departmentalization) general and domain-specific skills. For example, in the domain of work, some general skills would include [time management](https://en.wikipedia.org/wiki/Time_management), [teamwork](https://en.wikipedia.org/wiki/Teamwork) and [leadership](https://en.wikipedia.org/wiki/Leadership), [self](https://en.wikipedia.org/wiki/Self)-[motivation](https://en.wikipedia.org/wiki/Motivation) and others, whereas domain-specific skills would be useful only for a certain [job](https://en.wikipedia.org/wiki/Job_(role)). Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

* **Study Skill**

Effective learning implies undivided attention to a certain theme or topic. In order to make one’s learning effective one need to cultivate a few study habits and techniques. Study skills are the skills to enable the individual to study and learn efficiently – they are an important set of transferable life skills. There are three characteristics of the learning process which are the basics of principles and techniques of the study.

* Real learning is a self-active process
* Intelligent learning is a goal directive process
* Intelligent learning implies the learner’s interest in meanings

**Habits of Effective study**

A habit of effective study could be formed by practicing the following suggestions.

* Study with a definite purpose
* Evaluate immediate and remote goals
* Provide a definite place for study
* Physical conditions should be conducive to study
* Plan and follow a definite
* time schedule for the study
* Look for the main ideas for the reading material
* Cultivate a habit of reading rapidly and carefully
* Outline the study material
* Take brief, well organized notes in own language
* While reading, raise significant questions on the material to be learned: then answer to that questions
* Study with the intent to recall
* Complete all study assignments
* Attend carefully to all illustrative material
* Study time should be active and take rest after study: not in between
* Try to learn the unit or the lesson as a whole
* Concentrate on what study at a time
* Shut all the emotional distractions
* Overlearn sufficiently so that delayed recall is possible
* Learn to summaries and review
* Be alert to the ideas emphasized by teachers
* Think over the statements made by the author and try to challenge them
* Find out several authorities say about the topic or idea
* Apply subject matter learned in as many practical situations as possible.
* Make intelligent use of dictionary

**Tips for Developing Good Study Habits**

* Appropriate time schedule: time management is the first and important step in study. Prepare appropriate time table for study, in which there should be time for recreation, play and work. That will give motivation for study. Allow more time for difficult subject. It is advisable that there should be a special timetable for revision purpose.
* Begin the study period by reviewing something already know and the move to the difficult one.
* Set up a suitable place for study: physical structure- neat, comfortable, less distracting factors, temperature modulation etc:
* Begin immediately sit for study – before that you should have all needed materials for the study
* Refuse to allow other things to interfere the study.
* Study only one subject or topic at a time, still master it. Association with other topics or lesson could be done afterwards
* Review the study material at the end of the day, week etc:
* Relate study content with day today life experience
* Take notes in your own way
* Take short breaks when you lose concentration with the purpose and determination
* Ask help and explanation when it is necessary
* Use SQ3R method

Dr.FrancisP.Robinson developed the SQ3R method for effective reading of a study material. the symbol SQ3R stands for its each step:

* Survey – take two or three minutes to look over the main headings and general content, read summary or review of graphs and pictures given. This will give an overall idea and help to focus on the important matter.
* Question – Turn each heading in to question. That will make the learner more active and interested.
* Read – Read to find out the answers for the questions. Read only one section at one time.
* Recite – When complete a section, answer the question and summaries in own words, repeat still master the content. Prepare quick notes for it.
* Review - After completing the entire chapter or unit review it through the notes prepared and try to answer the questions.
* **Oral and Written Presentation Skills**

A primary means by which we acquire information is through reading. For study, learn to read with a purpose. Individual must know before begin reading what the purpose is, and read accordingly.

**Oral skills**

Oral communication includes: Lectures, Classes, speech, social gathering, group discussion, interview, conference and meeting etc: Teacher should be an effective communicator. For the speech or oral communication the following tips are helpful-

* Control the fear: control the negative talk, speak from the heart rather than ego, relax, know the content of the knowledge
* Think before speak
* Clarity of expression
* Make communication two-way process
* Develop trust by developing listeners interest
* Correct choice of medium
* Sequence, coherence consistency in content
* Identify barriers and rectify them immediately
* Conversation control techniques: eye contact, pause, questioning, complimemts
* Decide the tune wanted in the conversation
* Shape your message to be easily understood
* Concentrate on the conversation
* Body language: facial expression, smart, assertive etc:
* Define terminologies
* Speak with passion and conviction
* Repeat major points
* Get in to point quickly
* Support statement with details
* Summarize the content matter

To become an effective communicator - wear a winning smile, be open and confident, be yourself,be Positive and attentive.

**Writing skill**

Taking notes: during lecturing it needs active listening and from text book it needs active reading. For taking notes we could follow the LISAN method contributed by Carman and Adams.

* Lead don’t follow: read beforehand so that try to foresee the topic and ask questions
* Ideas: Mentally ask what the main idea of the content is and try to capture it
* Signal Words: Listen carefully and get the signal words
* Actively Listen: Do anything that will be helpful for active listening.
* Seating, ask questions, clarifications, explanations, examples…
* Note Taking: write down only the main ideas, organize the material in a sequence or order

**Tips for developing writing skill**

* Outline
* Explain abstract words
* Use gender neutral language
* Cite the source
* Illustrate with personal examples
* Paint verbal pictures
* Quotes authorities
* Write personal notes
* Use short sentences
* **Positive thinking**

The thought are the tools with which the mind works and can shape the destiny of the person. The inner world of an individual determines the outer behavior pattern. So positive thinking is important for the development of positive attitude. Positive thinking just means that an individual approach unpleasantness in a more positive and productive way. One person thinks the best is going to happen, not the worst.

Skills required for enhance the positive thinking

* Positive self talk : prayer -positive affirmations, repeation, attitude
* Look for positive / be an optimist
* Build a positive self –esteem
* Value based education for students
* Give positive strokes
* Always have positive tinkers as friends
* Say positive things about yourself and about other people
* Try doing things in a new or different way
* Don't allow what people think and say affect your mind and mood.

**To overcome negative thoughts**

* Meditate or do yoga
* Keep a smile always/ be pleasant
* Be with positive people
* Change the tone of thoughts from negative to positive
* ‘You create your life’—take responsibility of experiences
* Help someone
* Remember that no one is perfect and let move forward
* Sing and be in happy mood
* Be  grateful to all, to everything
* Read positive quotes

**4.6. Class room Psychology**

A teacher should know the psychological behaviour of students in class room settings. This is helpful for a teacher to understand and handle the various problems of students in the class room and help them to achieve the goal of education. The class room psychology also helpful for the teacher to evaluate themselves and modify the strategies and methods for better learning in class room atmosphere.

* **Class room behaviour in the school settings**

The relationship between teacher and student, students among themselves are important factors which influence the behaviour of the students in the classroom. Social interaction between teacher and student is critical for children’s personal, cognitive, moral, social and linguistic development. Classroom discussions and other opportunities for social interactions must be an important and frequent component of classroom life. Teachers should provide enough care for individual differences among students and class room should be a place for cultivating social skills among them. Teachers are social agents who encourage the behaviours like obedience to law and order, controlling instructions, completing assigned tasks, helping and cooperating with class mates, striving for academic excellence etc: Peer relationships provide emotional support, information about acceptable values and behaviours and develop socials skills.

* **Class control and management**

Effective class room management maximizes children’s learning opportunities. A well-managed classroom is the one in which the students are consistently engaged in the learning tasks and class room activities their teachers have set for them. Establishing and maintain a classroom environment in which students participate eagerly and actively in classroom activities could be a challenging task for teachers.

Some suggestions for improving classroom climate with good management skill - (Socio-emotional climate)

* Teachers behaviour - must be impartial, psychological and be a good model.
* Free discussion must be occasionally arranged for the group. Invite suggestions from students.
* Effective communication between teacher and students must be done. Through formal and informal meetings their misunderstandings if any must be clarified.
* Physically arrange the classroom in a way that facilitate teacher student interaction and keep distracting influence a minimum
* Teacher should encourage the feelings of cohesiveness among the members of the class through effective communication.
* Give counselling to disturbed students.
* Teacher can organize tours and visits to bring the students more close to each other.
* Encourage a permissive atmosphere in the classroom and discourage autocratic style.
* Create a classroom atmosphere in which students have sense of belongingness and intrinsic motivation to learn
* Set reasonable limits for students behavior
* Plan classroom activities an d encourage on task – behavior
* Show acceptance, respectful and caring nature towards students
* Acknowledge student’s feelings
* Keep students bust and engaged

**4.7. Leadership**

Every group has a leader. Leadership depends mainly upon the qualities of the leader. The characteristics of the followers and the conditions that prevail at a particular time are also equally important. A person who is a leader in one group need not be so in another. So also one group may accept a particular person as its leader for one purpose but refuse him for another.

* **Types**

There are different types of leadership such as authoritarian, democratic, laissez-faire and bureaucratic leadership.

1. **Authoritarian Leader**

He exercises more absolute power than the democratic leader. He alone determines policies of the group. He alone makes major plans. He alone is fully aware and sure of the succession of future steps in the group’s activities. He alone dictates the activities of the members and the pattern of interactions among the members.

1. **Democratic Leader**

He seeks to spread responsibility rather than to concentrate it. He seeks to encourage and re-inforce inter-personal contacts and relations throughout the group structure so as to strengthen it. He tries to minimize intra-group tension and conflict.

It is clear that in authoritarian leadership all authority is vested in the leader who is more or less a director and imposes his ideas on others. In democratic leadership, responsibility is delegated to members of the group. A democratic leader is only an agent of the group.

1. **Laissez-faire leadership:** (= ‘leave alone to act freely’)

Channels of authority and the various responsibilities are not clearly defined. The members of the group provide guidance only when asked. Leader gives complete freedom for the members.eg: Sreenarayana guru,Budhha.

1. **Bureaucratic Leadership**

In this style the leader guides the members by following rules and procedures accurately. The leaders make sure that the standard procedures of the process are followed by the team members. Eg:CEOs of corporate It companies, Managers of banks etc:

Another classification of leadership is as follows:

1) Institutional leaders: eg: Headmaster in a school, Distract collector

2) Dominant leaders: lead the group due to an urge to dominate.eg: Napoleon, Stalin, etc:

3) Persuasive leaders: they persuade the members to help and follow them like Gandhi, Buddha etc:

4) Expert leaders: expert in their field so that they become leaders.

* **Qualities of a Good Leader**

A good leader should follow the democratic principles for leading the members of the team. An attractive appearance and bearing is a great asset to any leader, but it is not absolutely necessary. A good leader is capable of critical analysis, independent thinking, logical reasoning and sound judgement. A leader is generally a mature personality and extrovert. He has a good sense of humor and a cheerful expression. He is characterized by traits of self-confidences, assertiveness and self - control. A leader should possess several other qualities such as organizing ability, a sense of justice and fair play, the ability to persuade the members to follow a certain policy, ability for lucid and effective expression and a commanding voice, an alert mind to recognize the feelings of others, tactfulness and consideration of the views of others and ability to integrate conflicting views. Patience, endurance, and greatness of mind are the qualities of a leader. Leader must identify him/herself but should keep up the superiority over the members. A good leader is dynamic inspiring and flexible, knowing the psychology of the group members.

* **Inculcating Leadership qualities in the learner**

Teachers should cultivate leadership qualities among students since the future of nation is shaped in present classrooms. Leadership starts from initiation and that should be encouraged by teachers in the class room.

* Class leadership, group leadership, team leadership etc: should be promoted.
* Give the values of creative thinking and positive approach towards life.
* Present the models of real leadership and inspire students to imitate them.
* Try to inculcate problem solving skills among students.
* Give appreciation in all possible ways for leadership of students at any levels.
* Provide support and guidance in their effort to become a good leader.
* Give training in communication skills, inter-intra personal relationship skills and leadership skills.
* Encourage students to become part of voluntary services or social service organizations in schools.
* Prepare them to take up responsibilities through various class room activities.
* Conduct seminars, workshops, debates, panel discussions etc: on current issues of the society and need of the time.
* Keep democratic principles in teaching

8888888888888888888888888888