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STUDY REGARDING GROUP COHESION AT PRIMARY LEVEL

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Abstract: *The study of groups has greatly expanded as a result of the need for knowledge of some important psycho - sociological aspects as: group cohesion, mutual relationships between members from the same group, group structure, ranking of group members. The primary means of discovery group characteristics is to study the preferential relationships. The school group is a powerful socializing and social integration framework, forming, developing and educating personality, bought individual and collective. In collectivity students forming and internal group relationships are encouraged, personality, combative spirit and the spirit of cooperation and mutual assistance. This study aims to demonstrate the effectiveness of sport in increasing group cohesion, mutual attachment and collective spirit as well as integration of new members or dose that are isolated from the group. For children and youth, sports are ideal means for communication, socialization and integration.*

Key words: *Scholar Group, group cohesion, social integration, sociometry.*

1. Introduction

Group cohesion represents "a dynamic process that is reflected in the group tends to live together and remain united in the pursuit of actionable objectives and / or emotional needs of the group members" [1].

School group cohesion is very important in the evolution of performance as a group, so from the observation that in groups where there are positive relations of sympathy, friendship and cooperation the work is most effective, in this study we have tried to analyze and develop a scholar group cohesion at primary level.

2. Objectives

The research aims to find ways and means to develop group cohesion at primary school level.

Starting from the ascertainment that in groups where are positive relationships (sympathy, friendship, mutual cooperation so positive elections) work is more efficient, research aims to study the preferential relationships in order to establish and improve the level of group cohesion and the psycho-sociological elements that determines it [3].

3. Materials and Methods

Research methods used were: scientific documentation through the literature review, the method of observation, sociometric survey method [7].

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4. Research hypothesis

The present experimental study aimed to follow if by practicing team sports especially basketball, relay races, competitions; we can develop group cohesion at primary level.

5. Research sample

The experiment was conducted in the classroom II A with an effective of 20 students (11 girls, 9 boys).

In researching we had as main objectives knowing student ranking within the group, the relationships that are established within groups, groups cohesion and the influence of sports and physical education in forming and educating these groups and their cohesion.

With this class we worked more with means from basketball, relay races, contests that require collaboration between members of the group.

6. The experiment

The multitude of human relationships within social groups can be classified in many ways, the most important being that of their psychological content.

School group is a "social network" where we find the fundamental elements of collective psychology. Besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, friends group, school group and later professional collective. This "small society" presents a great educational value for young students, they learn through sport to work together to take on specific roles within the group and to define themselves within the group. The desire for belonging and recognition is causing the child to always model the communication system and method of networking, sport gives him the perfect framework for social relationships within the school group.

Cârstea G. (1981) says about socializing character of sport, that: „the relationships created in various circles of participants at various competitions are unusually durable and exercise an important role in shaping social microstructure" or "sports is a good opportunity of self revealing in open contact with others, he approaches the participants in these games, generate links, collegial attitudes and modes of behaviour" [1]. Through games and sports competition, the child can gain confidence and can try new forms of networking, so that he can highlight their potential and skills, make friends and know their colleagues better.

As stated by the authors Gavriluță C. and Gavriluță N. "sports cultivates teamwork and enhances self-confidence. Undoubtedly, the biggest gain of socialization in sport is that it develops in us the idea of social belonging and team spirit" [8].

In the present research we used the observation method which is one of the methods most commonly used in psychosocial research type, applied and organized relatively easily organized, can be quickly adapted and used in various situations in analyzing the evolution of the groups, can be used in various forms, depending not only on the objective of the investigation, as well as the nature of the group [4]. Through this method we can follow and record behavioral manifestations in various social situations individually or psychosocial interaction, as the psychological analysis of the whole group or a particular individual [9].

In this study we have been concerned with capturing some aspects and phenomena that characterize social groups of classes at different times of activity: physical education class, sports, extracurricular activities, sports training.

The observation combined with various discussions with these groups of students helped me get information regarding existing class relationships, affective communication between students, group decision making, resolving various disputes regarding the group, the relationship between formal and informal leaders and group relationships.

The main objective of the experiment knew different aspects of interaction within groups investigated using sociometric test.

The purpose of this test was to determine sociometric place which it occupies each student in the group, attractions and rejections within the group, interpersonal relations that were established within the group, its cohesion.

Sociometric test consisted of three questions where students were asked to express their attraction or repulsion of sympathetic relationships to colleagues. To each question students were required to nominate three peers in order of preference, test and virtually forcing students to externalize and to reveal certain emotional states.

Preceded by instructions for administration of the test and the purpose, importance and the need of sincerity of the answers and discretion, sociometric test was structured on two criteria:

The criterion of leisure time activities:

A (+) with which of your classmates would you like to spend your free time?

B (-) with which of your classmates would you less like to spend free time?

We applied the socio-metric method on our research group with students aged between 7-8, and we tried to respect the conditions and steps for a correct test administration [1]:

- first step is to insure that group members know each other very well so that they will be able to express their real preferences not random, our students had some socialization sessions and background introduction.
- we insure that their answers known to be honest, will not be revealed to colleagues;
- we insure that their preferences will be expressed hierarchically.

This study that we applied on the sport group tried to investigate the preferences of each of those students that would like to participate together in an activity, or to those they consider might be the team captain, or for carrying out educational and fun activities.

We had formulated the questions in the following terms:

"List the top three (or five) colleagues with who you would prefer to." (here follows the name of the activity). We set the score for the first ranked with 3 points, second ranked with 2 points, third ranked 1 point and so on, and with that score we passed to subsequent processing documents that served for the establishment quantitative preferential relationships. So we looked for social indicators such as social status, preferential status, group cohesion.

As the author Chelcea et al., [5] said, the socio-metric test indicators are: Value of Iss and Isp are information about how to classify individuals according to how they are accepted, rejected or isolated in the group:

- Social status index of A:

$$I_{SS} = \frac{N(A)}{N-1} = \frac{\sum(A)}{N-1} \qquad (1)$$

where I_{ss} ε [0,1], N (A) – number of subjects that choose A, N – number of subjects

- preferential status index of A:

$$I_{SP} = \frac{\sum A - \sum R}{N-1} \quad (2)$$

where I_{sp} ε [-1,1], A – number that choose A, R – number that rejects A.

- Group cohesion index:

$$I_{eaf} = \frac{N_S(A)}{N-1} \quad (3)$$

where N_s (A) – number of subjects that A chooses

- Coefficient of group cohesion:

$$C_C = \frac{2*\sum A_R}{N(N-1)} \quad (4)$$

where C_c ε [0,1]

- Group cohesion index:

$$I_C = \frac{2*(\sum A_R - \sum R_R)}{N(N-1)} \quad (5)$$

where Ic ε [-1,1]

Then we had to process the sociometric questionnaire responses and make the sociometric matrix based on the summary table. In this table we passed the subjects, the cast elections and their preferential order, scored points and rank classification. Based on the data from the sociometric matrix the statistical indicators remembered are calculated and so we formed the sociogram. This provides a global overview of the group structure, allowing direct intuition of group cohesion and the position of each member in it.

Sociogram was composed by placing the subject that meet the highest number of points (with the highest index of social status) in the centre of concentrically circles, on the other orbits circles then we placed in score order the other subjects. We marked on the chart the preferences (choices or rejections) unilateral and mutual.

The method that we applied has the character of a collective inquiry, the subjects answers (students, athletes) consisting in hierarchy of the colleagues following the proper lieder criteria [6].

So we asked our students to write on the paper first 3 (numbered from 1 to 3) and the last 3 of their colleagues for the position of captain of the team. The utility of the method is therefore double: develop the ability for the subjects to appreciate the psycho-behavioral characteristics of their colleagues and at the same time provides meaningful information for the researcher, more difficult to obtain by other means.

7. The results

Presentation of sociometric test results designed and applied on a group sport:

Elections and rejections expressed Table 1

Subjects	**+3**	**+2**	**+1**	**-3**	**-2**	**-1**
BM (1)	11	19	13	20	7	5
BC (2)	11	8	17	9	12	6
BS (3)	17	7	5	14	19	20
CI (4)	20	19	11	17	3	2
CN (5)	4	7	6	10	9	11
CR (6)	9	15	18	4	14	13
DA (7)	9	6	4	20	19	10
FC (8)	14	15	4	17	5	7
GM (9)	6	15	20	17	7	3
IA (10)	11	12	19	20	2	17
IS (11)	20	13	19	3	17	7
ID (12)	11	1	20	5	17	7
LL (13)	11	9	6	7	5	20
MI (14)	8	20	11	5	17	3
MC (15)	9	6	14	17	3	5
MA (16)	13	11	18	7	17	19
PN (17)	13	19	4	3	7	11
SM (18)	13	16	11	4	14	20
SA (19)	20	1	12	18	3	7
SE (20)	11	19	13	5	17	3

The first step in analyzing the results of sociometric survey method was drawing the table of elections and rejections. On the first column subjects were seated in alphabetical order each receives a number (in parentheses). In the first row of the table were placed the three answers given by 3 points, 2 points, 1 point both positive and negative depending on the options of each student.

Index of social status Table 2

Subjects/Indicies	**I_{ss} (1)**	**I_{sp} (2)**
BM (1)	2/19 = 0,11	2/19 = 0,11
BC (2)	0	-2/19 = -0,11
BS (3)	0	-8/19 = -0,42
CI (4)	4/19 = 0,21	2/19 = 0,11
CN (5)	1/19 = 0,05	-6/19 = -0,32
CR (6)	5/19 = 0,26	4/19 = 0,21
DA (7)	2/19 = 0,11	-7/19 = -0,37
FC (8)	2/19 = 0,11	2/19 = 0,11
GM (9)	4/19 = 0,21	2/19 = 0,11
IA (10)	0	-2/19 = -0,11
IS (11)	10/19 = 0,53	8/19 = 0,42
ID (12)	2/19 = 0,11	1/19 = 0,05
LL (13)	6/19 = 0,32	5/19 = 0,26
MI (14)	2/19 = 0,11	-1/19 = -0,05
MC (15)	3/19 = 0,16	3/19 = 0,16
MA (16)	1/19 = 0,05	1/19 = 0,05
PN (17)	2/19 = 0,11	-8/19 = -0,42
SM (18)	2/19 = 0,11	1/19 = 0,05
SA (19)	6/19 = 0,32	3/19 = 0,16
SE (20)	6/19 = 0,32	0

After drawing the table cast of elections and rejections, I prepared the table index of social status. We calculated the index of social status using the formula (1) which is showing the position of the individual within the group, so we determined the position of each student according to the choices and rejections cast. The results showed that the subject IS (11) obtained an index of higher social status than other colleagues 0.53, being the most appreciated student, also other students achieved good scores as 0.32 MM (13), SA (19) and SE (20) being chosen by many students. Students less or not at all preferred by the collective but not necessarily rejected by them, may be considered neutrals were, BC (2) BS (3), IA (10). Then we calculated the preferential status index according to the formula (2), which is the rapport of the total number of subjects and the difference between elections and rejections of colleagues, so among the most preferred students was IS (11) with a coefficient of 0.42, being the leader and the most appreciated between the colleagues, also students that achieved good scores are LL (13) with 0.26, CR (6) with 0.21. On the other hand students BS (3) and PN (17) had a negative index of -0.42, and DA (7) with -0.37, which indicates that these students are rejected by the collectively.

Socio-matrix Table 3

Sub	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1					-1		-2				+3		+1						+2	-3
2						-1		+2	-3		+3	-2					+1			
3					+1		+2							-3			+3		-2	-1
4		-1	-2								+1						-3		+2	+3
5				+3		+1	+2		-2	-3	-1									
6				-3					+3				-1	-2	+2			+1		
7				+1		+2			+3	-1									-2	-3
8				+1	-2		-1							+3	+2		-3			
9			-1			+3	-2								+2		-3			+1
10		-2									+3	+2					-1		+1	-3
11			-3				-1						+2				-2		+1	+3
12	+2				-3		-1				+3						-2			+1
13					-2	+1	-3		+2		+3									-1
14			-1		-3			+3			+1						-2			+2
15			-2		-1	+2			+3					+1			-3			
16							-3				+2		+3				-2	+1	-1	
17			-3	+1			-2				-1		+3						+2	
18				-3							+1		+3	-2		+2				-1
19	+2		-2				-1					+1						-3		+3
20			-1		-3						+3		+1				-2		+2	

Group cohesion index calculation:

A_r = 9 1 – 19 6 – 9 6 – 15 8 – 14 9 – 15 11 – 13 11 – 20 16 – 18 19 – 20

R_r = 5 3 – 14 3 – 19 3 – 20 7 – 19 11 – 17

Within this index we extracted the mutual relations of elections and rejections, we discovered a number of 9 mutual choices (A_r), and a number of 5 mutual rejection R_r), which means that the group of students with whom we worked have more mutual relations of sympathy and attraction than rejection, so we have a cohesive group.

Coefficient of group cohesion:

$$C_C = \frac{2 * \sum A_R}{N(N-1)} = 0{,}05$$

where C_c ε [0,1].

Group cohesion index:

$$I_C = \frac{2 * (\sum A_R - \sum R_R)}{N(N-1)} = 0{,}02$$

where I_c ε [-1,1].

8.Conclusions

From observations we concluded that emotional relationships in the group of students converge on the idea that students "good in school" are elected as formal leaders have a big influence on other members. The communications take place around them, around them are proposed to initiate various activities, they are most needed in making correct decisions.

Being small group of students they still have various relationships. They influence each other, act on each other, cooperate or help. But not totally and not always. There are students who are marginalized due to group behavior, isolated, being malicious with the colleagues at the beginning of the test, but towards the end were accepted and asked to participate in taking decisions. For these students we have given in the game tasks of management, responsibilities that rehabilitated them in front of their colleagues.

Activity management of the class has no individual character, but a collective decision-making. I followed the events and reactions resulting from the interaction of the group members and the influences of different students on the team.

Affective relationships observed in this group of students converge on the idea that students that demonstrated learning capabilities "faster" in specific means of the basketball game are elected as leaders and are required more in decision-making.

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