

## RELATIONSHIP BETWEEN GROUP DYNAMICS AND CONFORMITY BEHAVIOUR OF STUDENT TEACHERS

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### Abstract

Group dynamics involves the influence of personality, power, and behavior on the group process. Conformity refers to an individual's inclination to match their views, beliefs, and behaviors with those of those around them. The purpose of this study is to look at how student instructors' compliance behaviors connect to their group dynamics. The current study sought to investigate the group dynamics and conforming behavior of student instructors, as well as their existing connections. Data for the current study were collected using the Group Dynamics Questionnaire for Teachers produced by Loan T. Phan et al. and the Conformity Behaviour Questionnaire developed by Dr. S. N. Raj. The sample includes 210 student instructors. Overall, the current study's findings demonstrated a strong and favorable association between group dynamics and student teachers' conforming behavior. The interaction between student teachers' conformity and group dynamics makes them highly successful and trains them to satisfy their personal and social demands in their community effectively.

Keywords: Group Dynamic, Conformity Behaviour, Student Techers.

### 1. Introduction

A group has its own meaning, and the individual members are changed and acquire new significance as they interact with others in the group. Children learn about themselves and the world in various social interaction with their peers, children are induced to check, correct and extend their concepts of reality and they learn a great deal about feelings and how to cope with them. So, the knowledge of group dynamics can extend the teachers understanding of how personality develops and functions. **(H. M. Kasinath).**

People gain social skills at a young age by seeing and copying the behavior of everyone else. The social conditioning to adhere to group norms is stronger as an individual ages. To urge outsiders to conform, established members of the group may employ a range of strategies, including as praising, criticising, bullying, or modelling "correct" behaviour. People may undervalue the value of society and allegiances in their life. While people occasionally travel alone, the majority of our life experiences include interaction with others and groups.

Group dynamics' can be explained simply as it is a social process with which the people

can form into groups or teams to attain a set of common goals. It is a continuous process where the groups can be formed as the goals keep on changing until to achieve the final goal of the organization. Group dynamics refer to the adjustive changes that take place in the group structure as a result of changes in any part of it. As Kurt Lewin puts it, "a change in a part brings change throughout the entire system analogous to the change witnessed in an electrical or magnetic field." The adjustive changes may take place in the process of interpersonal behaviour or intergroup behaviour.

Conformity is the act of changing your behaviors in order to fit in or go along with the people around you. In some cases, this social influence might involve agreeing with or acting like the majority of people in a specific group, or it might involve behaving in a particular way in order to be perceived as "normal" by the group. (Kendra Cherry, 2022). Conformity is something that happens regularly in our social worlds. Sometimes we are aware of our behavior, but in many cases, it happens without much thought or awareness on our parts. Two categories of conformity have been distinguished, public agreement ([compliance](#)) and private agreement (acceptance). If conformity is defined as movement toward a group norm, then compliance refers to overt behavioral change in the direction of that norm, whereas acceptance refers to covert attitudinal or perceptual change. ([John M. Levine](#))

## 2. Review of Literature

Syukron Arjuna et al. (2021) investigated the impact of group dynamics and leadership styles on employee performance in coffee shops in Medan using social interaction as an intervening variable. This study's findings are as follows: 1. Group dynamics have a favourable and substantial influence on social interaction in coffee shops in Medan City. 2. Leadership style has a favourable but non-significant influence on social interaction in Medan City coffee shops. 3. The findings reveal that social contact has a beneficial but not statistically significant influence on employee performance at a Medan coffee shop. 4. The findings revealed that group dynamics had a considerable favourable influence on staff performance at a Medan coffee shop. 5. The findings revealed that leadership style had a considerable favourable influence on staff performance at a Medan coffee business. 6. Social connection among coffee shop employees in Medan has little influence on employee performance. 7. Social Interaction of Coffee Shop Employees in Medan City Influences Employee Performance.

Aishwarya. J & Karuna. M (2020) studied the effect of group dynamics on organisational productivity. The study's primary goals included determining the link between cooperation and production. To investigate the causes of team communication breakdowns. To assess the degree of coordination. To comprehend conflict resolution methods. A questionnaire were used to perform the majority of the research. The data were examined and evaluated using statistical techniques such as frequency, mean, correlation, and graphical charts with the assistance of the organisation, and the influence and relevance of group dynamics were clearly apparent. Based on the correlation data, it was discovered that there is a positive connection between the variables, proving that group dynamics have an influence on organisational productivity.

Xiao, B., and Song, G. (2022) investigated the relationships between perceived self-

efficacy and learning compliance among Chinese university students across different forms of learning motivation. Results: (1) Learning conformity is classified into three types: learning abidance, learning obedience, and learning compliance. (2) General self-efficacy is detrimental to learning obedience. It, on the other hand, has a beneficial impact on learning abidance and learning compliance. (3) Girls have lower overall self-efficacy than boys. Nonetheless, girls are more likely than boys to be driven to learn compliance. Conclusions: The study demonstrates that it is critical to inspire students' drive to learn; to increase females' self-efficacy; to raise students' knowledge of self-respect and self-development; and to support self-approval in public institutions.

**Satnam Kaur (2018)** studied secondary school pupils' compliance behaviour in connection to intellect and socioeconomic position. The act of aligning attitudes, beliefs, and behaviour to social standards is known as conformity. The current study included 150 secondary school boys and girls (75 from class 9th and 75 from class +1) from three schools in Amritsar connected with the Punjab School Education Board. Variables are assessed using the Conformity Behavior Scale, Standard Progressive Matrices, and the Socio-Economic Status Scale. The data analysis clearly shows a substantial difference in conformity behaviour between kids in class 9th and students in class +1, indicating that conformity grows with age. Significant gender differences in conformity behaviour were also discovered at the 9th-grade level, but no significant gender differences in conformity behaviour were found at the +1 level, while males in class +1 demonstrated higher conformity than girls. Girls from both groups have a greater socioeconomic level and are more intelligent than boys, but they exhibit less compliance. At both levels, the results demonstrate a considerable positive association between compliance, IQ, and socioeconomic position.

### 3. Need and Significance of the Study

As much as most people like to think of themselves as unique individuals, in reality, humans are social beings and for the sake of group cohesion, people are evolutionarily driven to fit in. That usually means copying the actions of others, looking to the group when deciding how to think or behave, or doing what is "expected" based on widely accepted (if often unspoken) social norms. Conformity isn't necessarily a malevolent force. At its best, conformity offers a sense of belonging and group [identity](#) and can encourage people to adhere to moral standards. At its worst, though, it can bring out a person's darkest impulses and even be used to justify and carry out large-scale atrocities.

Our behaviour is not constant. It signifies that the behaviour is changing as a result of group interaction. Group dynamics, according to Segal, is a process in which one analyses other people as well as an issue in a group at the same time. A group is made up of people who share certain rules and ideals regarding something. We may state that the group consists of persons who have interconnected social roles. Because of contact, a collection of people may form a group. As a result, we may argue that groups are the result of interaction. Group interaction is a two-way process in which one individual or group inspires the other and, to varied degrees, modifies the members' behaviour. Individual members of a group's behaviour and personality

features influence the behaviour of others and have a substantial impact on the overall functioning of the group.

Conformity is a sort of social influence in which people alter their attitudes or behaviours in order to conform to current social norms. In other words, conformity refers to demands to behave in ways that are compatible with standards that indicate how we should or ought to behave. A person's affinity with a certain group generally motivates conformity. In theory, a person must follow the norms and regulations that govern the group's conduct in order to be properly recognised as a member. These behaviours may first contradict their own personal principles. However, when the group's thoughts and habits become established and habitual, the individual's fundamental beliefs and attitudes may begin to evolve.

Social integration refers to how individuals of a group fit together and accepted by the group. There are conventions, roles, and status in every community. These social integration-promoting group dynamics influence how members act. The norm, status, and roles assist organisations in avoiding disagreement and unpredictability, which might lead to anarchy. It is true that a group cannot function successfully unless its members have a high level of social integration. Social integration contributes to group unity on the group's aims and goals. The above discussion helps to the investigator to identify the research gap to do the study on group dynamics and conformity behaviour of the Student teachers with some selected variables.

#### 4. Operational Definitions of the Terms

##### a. Group Dynamics

According to Keith Davis “The social process by which people interact face to face in small groups is called group dynamics.”

##### b. Conformity Behaviour

In the view of Aronson (1976), “**conformity can be defined as a change in a person’s behaviour or opinions as a result of real or imagined pressures from a person or group of people**”.

#### 5. Objectives of the Study

The investigator were framed the following objectives;

1. To find out the level of group dynamics and conformity behaviour of Student teachers
2. To find out there is any significant difference between male and female Student teachers in their group dynamics and conformity behaviour.
3. To find out there is any significant difference between undergraduate and post graduate Student teachers in their group dynamics and conformity behaviour.
4. To find out there is any significant difference among language, science and arts pedagogy Student teachers in their group dynamics and conformity behaviour.
5. To find out there is any significant difference between rural and urban Student teachers in their group dynamics and conformity behaviour.
6. To find out there is any significant difference between socially active and socially non active Student teachers in their group dynamics and conformity behaviour.
7. To find out there is any significant relationship between group dynamics and conformity behaviour of the student teachers

## 6. Hypotheses of the Study

The following hypotheses were framed by the investigator to analyse the relationship on group dynamics and conformity behaviour of the student teachers

1. There is no significant difference between male and female Student teachers in their group dynamics and conformity behaviour.
2. There is no significant difference between undergraduate and post graduate Student teachers in their group dynamics and conformity behaviour.
3. There is no significant difference among language, science and arts pedagogy Student teachers in their group dynamics and conformity behaviour.
4. There is no significant difference between rural and urban Student teachers in their group dynamics and conformity behaviour.
5. There is no significant difference between socially active and socially non active Student teachers in their group dynamics and conformity behaviour.
6. There is no significant relationship between group dynamics and conformity behaviour of the student teachers.

## 7. Methodology

The Researcher has taken on the survey technique of research to explore the "Group Dynamics and Conformity Behaviour of student teachers". An Investigator used stratified random sampling technique for collecting the data from the population. The sample consists of 210 student teachers from the District of Dindigul District in Tamil Nadu State, India.

## 8. Tools Used for the Study

The following questionnaire was utilised by the investigator to analyse the student instructors' group dynamics and conforming behaviour.

1. Group Dynamics Questionnaire developed by Loan T. Phan et., al
2. Conformity Behaviour Questionnaire developed by Dr. S. N. Raj.

## 9. Analysis

### 9.1 Level of Frequencies

The following Table shows the level of Student teachers in their group dynamics and conformity behaviours.

**Table 1**  
**Level of Group Dynamics and Conformity Behaviour of Student Teachers**

Variables	Low		Moderate		High	
	N	%	N	%	N	%
<b>Group Dynamics</b>	24	11.4	165	78.6	21	10
<b>Conformity Behaviour</b>	31	14.8	162	77.1	17	8.1

The Table 1 displayed that 11.4% of Student teachers reported low, 78.6% of them moderate and 10% of them high level of group dynamics. Further the Table 1 inferred that 14.8% of Student teachers reported low, 77.1% of them moderate and 8.1% of them high level of conformity behaviour.

## 9.2 Analysis of Variance

### Null Hypothesis 1

There is no significant difference between male and female Student teachers in their group dynamics and conformity behaviour.

*Table 2*

*Mean Score Difference between Male and Female Student teachers in their Group Dynamics and Conformity Behaviour*

Variables	Gender	Mean	SD	't' value	Remarks
Group Dynamics	<b>Male (85)</b>	70.48	12.5	<b>4.29</b>	<b>S</b>
	<b>Female (125)</b>	59.73	16.85		
Conformity Behaviour	<b>Male (80)</b>	64.84	8.82	<b>5.71</b>	<b>S</b>
	<b>Female (120)</b>	67.09	9.19		

**(At 5% level of significance, the table value is 1.96)**

The above Table 2 inferred that there was significant difference between male and female Student teachers in their group dynamics and conformity behaviour, as calculated 't' values of 4.29 and 5.71 were higher than the tabulated value of 1.96 at 5% level of significance. While comparing the mean score male student teachers showed better group dynamics and conformity behaviour than their female counterparts. Hence the stated hypothesis 1 was rejected.

### Null Hypothesis 2

There is no significant difference between undergraduate and post graduate Student teachers in their group dynamics and conformity behaviour.

*Table 3*

*Mean Score Difference between Undergraduate and Postgraduate Student teachers in their Group Dynamics and Conformity Behaviour*

Variables	Gender	Mean	SD	't' value	Remarks
Group Dynamics	<b>Undergraduate (142)</b>	67.08	8.86	<b>1.74</b>	<b>NS</b>
	<b>Postgraduate (68)</b>	67.46	8.98		
Conformity Behaviour	<b>Undergraduate (142)</b>	67.07	9.12	<b>1.27</b>	<b>NS</b>
	<b>Postgraduate (68)</b>	67.25	9.99		

**(At 5% level of significance, the table value is 1.96)**

The above Table 3 displayed that there was no significant difference between undergraduate and postgraduate Student teachers in their group dynamics and conformity



behaviour, as calculated 't' values of 1.74 and 1.27 were lesser than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 2 was accepted.

### Null Hypothesis 3

**There is no significant difference among language, science and arts pedagogy Student teachers in their group dynamics and conformity behaviour.**

*Table 4*

*Mean Score Difference among Language, Science and Arts Pedagogy Student teachers in their Group Dynamics and Conformity Behaviour*

Variables	Source of Variation	Sum of Square	Mean Square	df	Calculated 'F' Value	Remarks
Group Dynamics	<b>Between Group</b>	763.34	381.67	2	10.44	S
	<b>Within Group</b>	21578.58	109.58	209		
Conformity Behaviour	<b>Between Group</b>	3511.15	585.19	2	3.64	S
	<b>Within Group</b>	47428.00	80.25	209		

The above Table - 4 showed that there was significant difference among language, science and arts pedagogy Student teachers in their group dynamics, as the calculated 'F' value is 10.44 was higher than the table value of 3.00 at 5% level of significance. Further the above table indicated that that there was significant difference among language, science and arts pedagogy Student teachers in their conformity behaviour, as the calculated 'F' value is 3.64 was higher than the table value of 3.00 at 5% level of significance. Hence the null hypothesis 3 was rejected.

### Null Hypothesis 4

**There is no significant difference between rural and urban Student teachers in their group dynamics and conformity behaviour.**

*Table 5*

*Mean Score Difference between Rural and Urban Student teachers in their Group Dynamics and Conformity Behaviour*

Variables	Gender	Mean	SD	't' value	Remarks
Group Dynamics	<b>Rural (76)</b>	39.40	7.82	<b>3.08</b>	<b>S</b>
	<b>Urban (134)</b>	34.44	7.24		
Conformity Behaviour	<b>Rural (76)</b>	37.10	8.33	<b>2.86</b>	<b>S</b>
	<b>Urban (134)</b>	34.60	7.61		

**(At 5% level of significance, the table value is 1.96)**

The above Table 5 inferred that there is significant difference between rural and urban Student teachers in their group dynamics and conformity behaviour, as calculated 't' values of 3.08 and 2.86 were higher than the tabulated value of 1.96 at 5% level of significance. While

comparing the mean score rural student teachers exhibited better group dynamics and conformity behaviour than their urban counterparts. Hence the stated hypothesis 4 was rejected.

#### Null Hypothesis 5

**There is no significant difference between socially active and socially non active Student teachers in their group dynamics and conformity behaviour.**

*Table 6*

*Mean Score Difference between Socially Active and Socially Non Active Student teachers in their Group Dynamics and Conformity Behaviour*

Variables	Gender	Mean	SD	't' value	Remarks
Group Dynamics	<b>Socially Active (118)</b>	35.77	8.07	<b>3.50</b>	<b>S</b>
	<b>Socially Non Active (92)</b>	32.05	6.86		
Conformity Behaviour	<b>Socially Active (118)</b>	36.36	9.34	<b>2.79</b>	<b>S</b>
	<b>Socially Non Active (92)</b>	35.28	7.74		

**(At 5% level of significance, the table value is 1.96)**

The above Table 6 concluded that there is significant difference between socially active and socially non active Student teachers in their group dynamics and conformity behaviour, as calculated 't' values of 3.50 and 2.79 were higher than the tabulated value of 1.96 at 5% level of significance. While comparing the mean score socially active student teachers showed better group dynamics and conformity behaviour than their socially non active counterparts. Hence the stated hypothesis 5 was rejected.

### 9.3 Analysis of Correlation

#### Null Hypothesis 6

**There is no significant relationship between group dynamics and conformity behaviour of the student teachers**

*Table 7*

*Relationship between Group Dynamics and Conformity Behaviour of the Student Teachers*

	' $\gamma$ ' value	Table Value	Nature of Correlation
Group Dynamics	<b>0.825</b>	<b>0.491</b>	<b>High Correlation</b>
Conformity Behaviour			

**(At 1% level of significance the table value of ' $\gamma$ ' is 0.491)**

From the above Table 7, it was concluded that there was a significant positive relationship between group dynamics and conformity behaviour of Student teachers as the calculated ' $\gamma$ ' value 0.825 were greater than the table value 0.133 at 1% level of significance.

### 10. Major Findings

1. There was a substantial difference in group dynamics and conforming behaviour between male and female student teachers.
2. There was no substantial variation in group dynamics and compliance behaviour between undergraduate and postgraduate student teachers.



3. There was a substantial difference in group dynamics and conforming behaviour among language, science, and arts pedagogy student instructors.
4. There was a substantial difference in group dynamics and compliance behaviour between rural and urban student instructors.
5. There was a substantial difference in group dynamics and compliance behaviour between socially active and socially inactive student teachers.
6. There was a substantial positive association between group dynamics and student instructors' compliance behaviour.

## 11. Conclusion

Group dynamism refers to the social process through which people engage with one another in small groups. A group shares shared aims and goals. As a result, members are bonded together by shared ideals and culture. Conformity in moderation can contribute to enhanced social peace on both the interpersonal and societal levels. For example, a community in which its members collectively agree to comply with specific driving-related behaviours, such as driving on the right side of the road or yielding to pedestrians, will have fewer traffic accidents than a society in which such agreements do not exist.

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