

INTERPERSONAL QUALITY CONSIDERATIONS IN THE FORMATION OF STUDY GROUPS AMONG STUDENTS

¹Dery, M. and ²Gadzekpo, M.

^{1&2}*Department of Communication Studies, University of Cape Coast, Cape Coast, Ghana*
hondery@gmail.com

ABSTRACT

The educational environment is one in which students from different kinds of backgrounds converge and interact for the major purpose of acquiring and sharing knowledge. In the course of their studies, students—mostly those reading the same programmes—form study groups that facilitate effective learning experience. With the idea that people from the same background or orientation join the same association or groups, this paper investigated whether this assertion still holds sway in the formation of study groups. It also focused on the factors that students consider when forming study groups at the masters level. Data was gathered from a focus group discussion with masters' students of Communication Studies at the University of Cape Coast (UCC), Ghana. Using the content analysis technique to analyse the data, it was realized that other factors other than the obvious culture, religion, race and social and economic status of students influence the formation and membership of a study group. Master students rather focus on factors of other group members that can contribute to their educational advancement. Maintaining study groups and encouraging every student to form or join study groups are some of the recommendations given to maximise the benefits of forming and joining effective study groups.

Keywords : study group, interpersonal , quality, communication, exchange.

INTRODUCTION

Students all over the world do come into contact with fellow students from various backgrounds. They are people who have to study together till the particular programmes they are there to read are completed. For easy and effective academic work in these educational institutions, formation of groups known as study groups has become the order of the day. This is where some students voluntarily come together to learn or discuss what they are taught in class as well as other issues that may be relevant to their programmes of study. As in the formation of any social group, there are interpersonal communication and relationship factors that are considered. This paper attempts to bring to the fore those interpersonal communication factors that are considered and those seemingly obvious ones that are not of importance in the formation of study groups in Ghanaian Universities taking the first year MA Communication Studies Class of the University of Cape Coast as a case studies.

A lot of research has been conducted on groups in general as well as student groups but not much has been done in the area of study groups formations and the interpersonal communication considerations that are factored into the formation of these study groups. In a vast demographic environment like a university where students come from various areas to converge with the common purpose of acquiring and sharing knowledge (Justiz 1994), there is bound to be the likelihood that a student will interact with someone of a different race or ethnicity (Antonio, et al. (2004). In spite of this general and inevitable interaction, students from the same ethnic, religious as well social background mostly move together and form groups in the university community. These groups are social rather than academic or study groups and their formation is based solely on interpersonal communications. But for effective learning to take place, there must be the formation of study groups because students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats (Gross and Jossey-Bass, 1993). In an area

where study groups are becoming necessities, it is imperative to study the interpersonal communication considerations that are factored into the formation of these study groups. Does religion, ethnicity, age, social or economic status influence the membership of these groups? Moreover, according to Roger and Johnson (2002), how students perceive each other and interact with one another is a neglected aspect of instruction. To get the best out of students therefore needs a look into their personal groupings for studies and get an understanding of what interpersonal communication considerations aid the formation of these study groups.

With regard to objectives, this work aims at understanding the formation of study groups, why they are formed and most importantly finding out about the interpersonal and intercultural communication dictators like religion, ethnicity, age, social or economic status are factored into the formation of study groups among students using first year MA Communication Studies class of the University of Cape Coast as a case study to see how study groups enhance learning and contributes to their understanding of other cultures.

Specifically, the research will focus on;

1. Why students form study groups?
2. Whether culture, religion, age, ethnicity among others influence students' study group formation
3. And what factors are considered in the formation of study groups in universities?

The findings of this research work if accepted will add to existing literature on group formation and study group formation in universities. The work will also throw more light on the communication and interpersonal relationship and other factors that students consider when forming and joining study groups.

This work is based on the Social Exchange Theory developed by Thibault & Kelley, (1952). The theory proposes that humans engage in associations and transactions based on the reward that will accrue from such associations. In relation to the formation and inclusion in study groups, students consider the ideas that may be exchanged between those other students that they would be interacting with. If it is realized that it will be beneficial for associating with those groups of students, they will join such a group but if joining such a group will not be beneficial, then they would look elsewhere. This is so because the study group is solely based on the exchange of ideas.

LITERATURE REVIEW

Communication is an inevitable aspect of our everyday lives; be it communication within ourselves or intrapersonal or with other people. Communicating with other people or interpersonal communication is a selective, systemic, unique, and ongoing process of transaction between people who reflect and build personal knowledge of one another and create shared meanings (Wood, 2004). This definition takes cognisance of the fact that people from different backgrounds need to have personal knowledge about one another before interpersonal communication can be effective. Interpersonal communication can take place between two people or between two or more people in a group. A group is a collection of people who are attracted to one another in such a way as to form a cohesive entity (Festinger et al., 1950) in (Wood, 2004). Thus "when people talk about groups they often are describing collectivities with two members (a dyad) or three members (a triad)" Smith, (2008). In educational institutions where there are numerous kinds of groups ranging from continental associations (e.g. West African Students' Union, WASU), national groups (eg. National Union of Ghana Students, NUGS), regional groups (eg. Volta Region Students Association, VORSA), religious groups (eg. National Union of Presbyterian Students-Ghana, NUPS-G),

Departmental groups (Communication Studies Students' Association, COMSSA) and more, all working to ensure development and identification, interpersonal communication among members is paramount. All these groups are formal in nature. One other kind of group is the study group. Study groups are informal small groups of students taking the same class who meet regularly outside of class time (*Grays Harbor College Learning Center What is a Study Group?*) to discuss topics and issues relating to their study. Membership is usually of about four to six students. A small group uses elements of interpersonal communication and public speaking to create working relationships as well as a forum for formal messages.

In academic environments where students have so much materials to read and search for more information, there is the tendency that individual students will align themselves to the kind of person or colleague who has knowledge and information in these areas. This is what results in the formation of study groups. By so doing, students are forced to depend upon each other for knowledge. Know-who information rather than know-what, know-how or know-why information has become most crucial. It involves knowing who has the needed information and being able to reach that person (Johnson et al. 2000) cited in Singh, (2007).

Study groups are very important in helping students finish their assignments on time, the sharing of ideas and making new friends. Without the formation of these study groups, some students in class may never talk to one another till their study period in the university elapses. Apart from these advantages, study groups help students prepare for the job market as the activities of these groups teach and inculcate the sense of team work in them. This is a form of structured cooperative lesson in which students believe that they "sink or swim together." Within cooperative learning situations, students have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material. The technical term for that dual responsibility is positive interdependence; Roger and Johnson (2002). One other importance of studying in groups has to do with building self confidence in students and instilling self discipline in them. The study group helps students cover those areas that the lecturer is not able treat during lessons.

Lecturers or faculties put students into groups for easy completion of course materials and marking of test papers. When they do this, they randomly select students to form the groups without considering any sort of interpersonal communication or relationship amongst them. They put students into such groups to maximize their heterogeneity, (Gross, Jossey-Bass, 1993). This helps develop the student's ability to cooperate with anybody at all that he or she comes across to get a task completed. In other words, it promotes team work among the students and also helps them to fraternize with other students. Without the intervention of faculty or course facilitators, this might not happen. According to Gross, Jossey-Bass, (1993) "when students self-select groups, they tend to do so based on affinities: friends, teammates, fraternity or sorority affiliation, ethnicity, gender, and so on". This is normal in the formation of any group or association where interpersonal communication and relationships are highly regarded. But is this really the case when it comes to the formation of study groups among Post Graduate Students in Ghanaian Universities? This paper looks at the formation of study groups by First Year Master of Arts in Communication Studies (Sandwich 2014/2015) students of the University of Cape Coast, Ghana.

RESEARCH METHODOLOGY

The research was conducted on the University of Cape Coast, Ghana. Since the study is a form of qualitative research, the research method used was a case study of which the population included all the thirty six first year MA Communication Studies (Sandwich 2014/2015) students in the Department of Communication Studies. The sample of the study involved students who belonged to study groups. The sample was therefore, purposively

selected and its size was fifteen (15). This conservatively low sample size was due to the fact that not all members of the population belonged to study groups.

The study made use of focus group discussion as the data collection instrument since the sample included members who had similar characteristics or experience or were known to have a professional concern and knowledge of the issues involved. It was also designed to find out from them 'about how people think about an issue – their reasoning about why things are as they are, why they hold the views they do' (Laws 2003: 299) cited in Leedy, & Ormrod, (2001). The form of questioning employed was the unstructured type of interview. This was done to allow the respondents to freely express their ideas about the topic. Nevertheless, the researcher acted as a moderator of the discussion. The discussion bordered on the formation of study groups; how they were formed, interpersonal communication factors that were considered before allowing members and why these considerations were done.

The data for the study was obtained from notes taken on the responses and answers by participants in the focus group discussion. The note based responses were sorted and grouped based on their similarities and differences. These were further counted and presented to demonstrate the correct findings from the focus group discussion.

Using the classical content analysis technique contained in Leech and Onwuegbuzie's (2007, 2008) suggested frameworks of qualitative analysis techniques, the noted or transcribed responses to the various questions were grouped and later categorized into different recurring and emergent themes. General descriptions or summaries based on these themes were given in relation to the major objectives of the study as "analyses and discussions".

The data for the study was obtained from notes taken on the responses and answers by participants in the focus group discussion. The note based responses were sorted and grouped based on their similarities and differences. These were further counted and presented to demonstrate the correct findings from the focus group discussion.

Using the classical content analysis technique contained in Leech and Onwuegbuzie's (2007, 2008) suggested frameworks of qualitative analysis techniques, the noted or transcribed responses to the various questions were grouped and later categorized into different recurring and emergent themes. General descriptions or summaries based on these themes were given in relation to the major objectives of the study as "analyses and discussions".

FINDINGS AND DISCUSSIONS

The presentation of the data is a true reflection of what respondents presented in the focus group discussion. A total of fifteen (15) students participated in the discussion. The format of the discussion was unstructured which gave the researcher the opportunity to pose follow-up questions and also afforded the participants the freedom to express themselves. The areas of discussion were; the importance of study groups or why discussants joined the study groups, who initiated the formation, and most importantly interpersonal communication factors that were considered before admitting or becoming members. Following are the findings from the focus group discussion on "Interpersonal Communication Considerations in the Formation of Study Groups Among First Year Sandwich Students of MA Communication Studies at UCC.

Importance of Study Groups

In regard to the importance of study groups and why they join or form study groups, participants stated various reasons. Ten (10) of the discussants representing 66.7% joined study group because it facilitates easy learning. Four (4) discussants representing 26.7% also form or join study groups because the groups help complete course materials that the individual student would not have had the luxury of time to scrutinize before the end of the semester. One (1) participant, representing 6.6% said study groups help students explore new ideas and topics related to their studies and this was a reason why he decided to join a study group. Students therefore joined study groups for the purposes of easy studies, for the completion of course materials on time and for the exploration and tapping of new ideas from colleagues in the groups. All participants were of the view that studying in small groups is more conducive because some of them are easily intimidated by large crowds of people. Some participants in the focus group discussion that “asking a question in a class of about one hundred (100) people he has just come into contact with is quite daunting.

Who initiates The Formation of The Group?

Out of the fifteen discussants, two (2) of them representing 13.3% formed their own study groups and invited other students to join. The invitation was not an open one but rather restrictive and selective because of the qualities they wanted in their group members. The remaining thirteen (13) discussants representing 86.7% were invited to join study groups that were already existing, or one that which an individual student had proposed. Before accepting inclusion in the groups, due diligence is done on the people in the group or the one forming the group in order to ascertain their seriousness and how they can contribute to one's knowledge. Thus, the study groups formed by the students were always as a result of the initiative of an individual student.

Race, Religion, Ethnicity and Social and Economic Class

Asked whether they consider race, religion, ethnicity and class when forming or joining study groups, all fifteen (15) discussants representing 100% unanimously stated that these do not matter when forming study groups. They rather look out for other factors. They consider race, religion, ethnicity, social and economic status as divisive and not needed in the pursuit of academic laurels. One participant revealed that in her study group, there were students representing four major tribes in Ghana (Ewe, Ga, Akan and Dargarti) and the two major religions in Ghana (Christianity and Islam). She indicated that this was neither a planned inclusion nor formation.

Factors Considered When Forming and Joining Study Groups

Discussants were asked to write down the factors or qualities they look out for in members of a study group before joining. They wrote the following factors or qualities. The factors were then discussed among members.

Tolerance

Eight (8) participants representing 53.3% wrote tolerance by other members of the study group as key to the success of the group. They claimed that their views are supposed to be respected and considered. All participants acknowledged that tolerance for other people's opinions is key to the success of the study group because during normal classes or lectures, some people practically “hijack” the discussions and will always want their views to be accepted by all. They said the study group is a place where there is exchange of ideas from peers. “I would not want my colleague to lord himself over me because he thinks he is most intelligent and that I am dumb”; said a participant.

Seriousness

Thirteen (13) participants representing 86% wrote seriousness as a key factor they consider when joining study groups. Those who formed study groups also revealed that they only invited members of the class whom they considered serious enough to help them develop in their academic work. It was discussed that although the university is a serious academic environment, not all students have that understanding. It was therefore prudent that seriousness ranks high on the most important qualities when forming study groups.

Intelligence

The most important factor that students consider when forming study groups is the intelligence of other members. All fifteen (15) participants in the discussion (100%) wrote intelligence as the first quality they look out for in members of a study group. They claimed that they identify intelligent students in the class during the first week of lectures and poach them to join their study groups. As the most significant reason for forming and joining study groups is for the exchange of ideas and knowledge with fellow students, intelligence of colleague members of a study group is very essential.

Argumentativeness

Interestingly, three (3) participants representing 20% consider argumentativeness of members before admitting them into their study groups or joining their study groups. Whilst the remaining 80% participants did not see the reason for intentionally including litigious persons in a study group because they are laggards who retard progress, the three others argued that such people provoke thoughts and make other people understand things they wouldn't have understood without argumentation.

All participants in the focus group discussion revealed that the formation of study groups among students is basically meant to facilitate easy learning. It is further observed that study groups are also formed to help complete course materials that the individual student would not have had the luxury of time to peruse before the end of the semester. Forming study groups enables students to hold discussions extensively on the contents of their courses or programmes. As students come together, they share topics to individual members to study on their own and later present to the other members in the group. This helps students have better understanding of specific subject areas since they had to read extensively to do a better presentation before their group mates. By so doing, topics to be covered in the course of the semester are tackled extensively even if the instructor was not in a position to do. Sometimes, it serves as a place and channel through which questions and contributions that could not be posed during lessons are asked and contributions made with the input of peers. Most students are shy and others feel intimidated by large numbers of people. In most instances too, instructors or facilitators do not demand questions from students during lecture periods due to time constraints. For the student in a study group, the limited membership, the willingness of other group members to listen and the ample time available to ask mind-boggling questions and be answered by peers is fulfilling enough. These are the major reasons why students form or join study groups in Ghanaian universities.

Most masters students form or join study groups so that they can explore new ideas and topics related to their studies. Tapping opinion from different group members about such new topics makes the formation of the study groups very essential to the development of the individual student. Moreover, as students study and listen to other members of their study groups solve problems and observe the sort of attitudes they exhibit in their academic works,

it motivates them to behave likewise in their academic works if they were already not like that. Students get a lot of insight into subjects they are not very familiar with from their peers in their study groups. Information and Communication Technology (ICT) and research are the major areas where students usually have problems. More than half of masters students had very little knowledge about research work. Joining study groups with people who have strong background in research work and tap their experiences and knowledge is helpful since the masters programme is all about researching.

We have seen that the initiative of forming study groups rests with individual students. Although some faculty members form groups among class members, these groups are solely aimed at assignments and presentations. The selection for membership is usually coercive and random. Since these groups are formed by the lecturer or instructor for the completion of tasks after which each student goes his or her way, I will best describe them as “work groups”. Study groups on the other hand are not transient after assignments or presentations. Study groups do more than this and even delve deeper by discussing issues that are not taught in class but relevant to the programme of study. Moreover, “work groups” are limited to particular courses whereas study groups formed by students themselves deal with every course in the programme they pursue.

It is generally assumed that groups are formed with people who share similar ideologies, race, religion or faith, ethnicity and social or economic status (Gross and Jossey-Bass, 1993). This is not the case when it comes to the formation of study groups among masters students as presented in the data. Here, the one who starts the group does not consider these factors. What he or she rather looks out for is members of the class whom he thinks are knowledgeable in the courses under study to invite or accept to join his or her group. Although friendship and familiarity sometimes infiltrate these groups, it is minimal. What takes prominence is the intelligence of the member because the purpose of the group is to learn and get help from those who know and how you can also contribute to the knowledge of others in the group. This is thus the most important criterion for inclusion in a study group. The quest for exchange of ideas or knowledge is paramount in the formation and inclusion in study groups among students of higher learning.

Seriousness is another thing considered when forming study groups. The academic environment is a serious place and only serious and likeminded people can contribute to one another’s development. It is however not out of place to have students in the university who do not exhibit any level of seriousness in their academic work. These individuals retard the development or growth and also cause confusion in the group. Since the study group has specific academic work to do at a particular meeting in relation to their course and programme demands, the need for seriousness and commitment cannot be overemphasised. People who are not willing to be committed to attend meetings, perform the tasks assigned to them on time and other acts of unseriousness are not admitted in serious study groups. With this awareness and knowing that masters programme require a lot of work, study group formers as well as potential members are very particular about the level of seriousness each member or student possesses.

Open-mindedness or tolerance is an interpersonal communication skill that members of study groups consider when forming or joining the groups. Members must possess this quality because study groups thrive on the individual student’s freedom to express his/her opinion and views on various topics. It is generally about the exchange of ideas among members of the group. People who are highly bigoted have the tendency to dictate to other members of the group. This act ultimately retards progress and effective study in the group. This has no place in study groups in universities of higher studies, because one main aim and advantage of the study group is the avenue opened for people who do not have the courage to speak during large class lessons to make their contributions and ask questions that bother them.

Every member of the group is equal and no one is expected to project himself as better than the rest. With this awareness by students, studying in groups is usually satisfactory.

From the data gathered from the survey and focus group discussion, where a person comes from, what he does, where he worships, how old he is and his social and economic status do not matter when considering them for the formation and inclusion into study groups. What is rather important is being in the same study group with people who do not share the same backgrounds to offer the opportunity to get to know some aspects of their cultures and behaviours. The study group is thus seen as promoting social harmony. Contact between members of different groups reduces anxiety and where in group–outgroup categorizations may be changed in different ways to minimise the stereotypes, promote shared identities, and recognize individual and cultural idiosyncrasies in a positive way. An example is a young Christian student who rejected a gift from a Muslim course mate during the month of Ramadan. Because they were in the same group, the Muslim brother although hurt, explained to him that during their month of fasting, they are expected to be generous and Allah will bless them as a result. So the Christian understood that by his action, he was preventing the blessing the Muslim brother was expecting. This is one lesson learnt from not surrounding oneself with people who share the same beliefs. Study groups are very important in this regard because the educational environment is not only meant to instill academic knowledge but socio-cultural knowledge through the formation and activities of groups like the study group. This promotes harmonious living in a very heterogeneous community like the University. Study group members prefer studying with people of different backgrounds because it challenges them to strive to communicate with them effectively. This is because one becomes conscious when dealing with others and because he or she would not want to upset the colleague, they would try to learn more about them thereby reducing uncertainty. One discussant, a foreign student from Nigeria, stated that “I feel happy and at home whenever I am in the company of my Ghanaian mates. I see a lot of differences in their lifestyles which remove some level of prejudice of Nigerians about Ghanaians”. His Ghanaian counterparts also learn to discard some misconceptions about Nigerians because they are constantly in contact with one and seeing how he behaves and carries himself, they learn not to stereotype people. This is a very important way that students can employ in order to achieve interpersonal communication competence. Clutching tightly to religion, culture and race are seen as impediments to the development of the society. Students who are expected to cause changes in the society after school should therefore learn how to co-habit with people with different ideologies and practices. This is what study group formers and students at the master’s level consider before disregarding the divisive classes and groupings of race, religion and ethnicity in the formation of the groups.

Academic discourse cannot be devoid of polemics and argumentation. Argumentation stirs ideas of students on different topics. Topics that are difficult to explain and understand are made clear when different members of a class engage in extensive argumentation. Argumentation helps to illuminate thoughts and positions. It stimulates intellectual thinking in the minds of students for which most of them may be provoked to come out of their shells. This is the reason why some students consider argumentativeness in fellow students before deciding to invite or accept them in their study groups.

We have seen that students form and join study groups for transactional purposes. Students’ main interest in study groups is founded on mutual benefits. Therefore when one realizes that he will not gain additional idea or knowledge from other students, he will not join their groups or invite them to be in his group. Thus, using the social exchange theory, students decide to join or initiate the formation of a study group. It is based on these transactional purposes that MA Communication Studies students of UCC form and join study groups, and

culture, race, religion, social and economic status have no place in the formation and inclusion of an academic group like the study group.

RECOMMENDATIONS

From the findings we realize that study groups are usually formed based on academic intelligence and clear display of knowledge on study areas in class.

This means that an initiator for the formation of a study group may end up engaging most of the intelligent students in the class leaving those who are not very bright or lack knowledge in the study area. For this reason, the following recommendations will help in making study groups beneficial to all students.

1. *Every student must be encouraged to form or join study groups.* We have seen that study groups help students to properly understand and complete study materials which they wouldn't be able to do individually. It also encourages team work and sharing of ideas which all help in developing and preparing the student for the job market. For these reasons, efforts must be made at encouraging every student to form or join study groups for effective academic work and social environment. Moreover, understanding of the findings and discussions above will push timid students to be vocal in class since they will all want to be invited to join groups thereby making classroom engagements lively and progressive.
2. *Facilitators and lecturers must always form "work groups".* Since we have seen that the formation and inclusion of study group is mostly based on intellect where mostly only the intelligent students are invited and accepted into the groups, facilitators must endeavour to put students into other academic working groups. We have seen that the formation of work group does not follow any criterion but done spontaneously and randomly. Formation of work groups will ensure balance in the membership of groups since both the "not-too-intelligent" could be put in the same group with the "very intelligent" to share ideas.
3. *Maintaining study groups.* Study groups should not be dissolved after school but rather efforts must be made at sustaining the groups. This will continue to aid in the sharing of ideas even as members work in different or even similar sectors or fields. Thus the study group should not only be limited to the academic environment but should transcend the university campuses.

If these recommendations are accepted, they will help improve learning in schools and even on the job.

CONCLUSION

Although group formation is largely based on interpersonal and intercultural relationships, the formation of study groups among first year MA Communication Studies (Sandwich 2014/2015) students of the University of Cape Coast does not conform to this. As an academic environment, the students focus on associating themselves with those colleagues who can help them in their academic development rather than factors like ethnicity, religion or even social and economic status. This therefore makes study groups necessary tools for easy learning, exploration of new topics, understanding of new cultures and developing the sense of team work and developing effective or competent communication skills.

Study groups are strictly academic and their formations are purely designed towards achieving academic excellence.

REFERENCES

Antonio, A. L., M. J. Chang, K. Hakuta, D. A. Kenny, S. L. Levin, and J. F. Milem. (2004).

- Effects of Racial Diversity on Complex Thinking in College Students. *Psychological Science*. Baron, R.S., & Kerr, N.L. (2002). *Group Process, Group Decision, Group Action*. 2nd edn. Buckingham: Open University Press.
- Brewer, M.B. (2003). *Intergroup Relations*. 2nd edn. Buckingham: Open University Press.
- Festinger L, Schachter S, Back KW. (1950). *Social Pressures in Informal Groups: A Study of Human Factors in Housing*. New York: Harper.
- Gross, B., & Jossey-Bass, D., (1993). *Using Groups In Classes & Encouraging Study Groups*.
- Justiz, M. J. (1994). *Demographic Trends And The Challenges To American Higher Education*.
- Leech, N. L., & Onwuegbuzie, A. J. (2007). An Array of Qualitative Data Analysis Tools: A Call For Qualitative Data Analysis Triangulation. *School Psychology Quarterly*, 22, 557–584.
- Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative Data analysis: A Compendium of Techniques for School Psychology Research and Beyond. *School Psychology Quarterly*, 23, 587–604.
- Leedy, P. & Ormrod, J. (2001). *Practical Research: Planning and Design (7th Ed.)*. Upper Meriden, CT: Allyn and Bacon.
- Roger T. and Johnson, D.W. (2002). *An Overview Of Cooperative Learning*.
- Singh, S. (2007). *Social Networks and Group Formation. Theoretical Concepts to Leverage*. Saddle River, NJ: Merrill Prentice Hall
- Smith, M. K. (2008). *What is a group?, the encyclopaedia of informal education*.
- Wood, J. T. (2004). *Interpersonal Communication: Everyday Encounters (4th Edition)*. Belmont CA.: Thomson Wadsworth Publishing.
- http://www.fountainheadpress.com/contenders/small_group_comm.
- <http://www.infed.org/mobi/what-is-a-group/> 18-7-2014