# CHAPTER VI

SUMMARY, CONCLUSION AND IMPLICATIONS

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CHAPTER VI

SUMMARY, CONCLUSION, IMPLICATIONS AND SUGGESTION

6.0 INTRODUCTION:

This research concerns the cross-sectional study of the group structures among pupils attending secondary and higher secondary schools only. It was undertaken in an attempt to fill some social psychological and educational gaps left by a few recent studies on peer relations and learning or achieving in the classroom. Indeed, most research on classrooms does not deal systematically with the interrelationships between interpersonal peer group variables. This research professed to delineate some of these relations both conceptually and empirically.

The framework of conceptual linkages considered in this analysis ranges from the group structure as a whole through the group structures within groups to their effect on pupils academic achievement.

Specific empirical variables studied under the general rubric of the group structure as a whole in first phase includes relation between sociodynamic effect and cohesion with the social status and the reciprocity of the pupils. In the second phase the
group structures within groups included associations of the actual sociometric position or social status and the reciprocity of the pupils with some socio psycho-educational factors. In the third phase the effects of the group structures on academic achievement is a major aspect of this study.

6.1. SUMMARY:

The central problems for this study involved was how the groups sociodynamic effects and cohesiveness factors shaped the social status and reciprocity factors of pupils and how these latter factors related to a pupil's academic achievement.

A random sample of 1320 pupils representing grades eight through twelve was drawn from thirty classrooms of six schools selected on the basis of stratified random sampling. The sample included various parts of the city of Ahmedabad. The socio economical categories of each pupil were quite diverse ranging from high to low. The investigator had administered questionnaire and some data were drawn also from school record. These data were collected as a part of a broader study concerning classroom group dynamics and educational innovation.

Research questions, variables and hypotheses were delineated systematically from a general theoretical
framework involving three perspectives like the group structure as a whole, group structures within group and effects on academic achievement with relevant socio-psycho-educational factors.

These three perspectives taken together proposed that an individual's academic performance was conditioned to some extent by the social status and the reciprocity associated with their classroom peers sociodynamic effects and cohesiveness.

Further more, sociodynamic effects and cohesiveness were formed atleast in part, by one's social relations in the classroom peer groups.

Two central propositions derived from these perspectives, along with some related considerations of Gestalt perceptual theory and group dynamic research on communication nets, concern proposed relations between peer groups sociometric structure, an individual pupil's actual sociometric status, his reciprocity and his academic achievement.

Specifically, these propositions, stated that:

(i) Low sociodynamic effect created healthy social status among pupils. It means it created more stars and less isolates and rejectees in the classroom.
(ii) The cohesiveness of the class group created the reciprocity among the pupils.

(iii) These social status and reciprocity of the pupils—one of them had association with socio-psycopersonal factors like sex, grade, caste, father’s education, family income, birth status, birth order, and interest of the pupils.

(iv) These social status and reciprocity had effect on academic achievement, but the reciprocity had more effect than the social status on pupil’s achievement.

Here thirty-four hypotheses were derived and tested. Their conclusions were discussed. The major conclusions are as follow.

6.2: CONCLUSIONS:

Among the important findings concerning the hypotheses are the following.

6.2.1. Conclusions of the First Phase:

The first phase was concerned with group structure as a whole. The investigator isolated two dimensions of sociodynamic effect and cohesiveness of the class groups.
The findings were:

(1) Sex and grade showed no significant relationship with sociodynamic effect.

(2) Social status showed significant relationship with sociodynamic effect, and cohesiveness.

(3) The reciprocity showed significant relationship with cohesiveness of the classgroups.

6.2.2. Conclusions of the Second Phase:

The second phase was concerned with group structures within group. Here two dimensions were isolated. They were social status and reciprocity of the pupils in the class. The following findings are reported:

(1) Caste, father’s education, family income, birth order and various interest of the pupils related significantly with social status.

(2) Sex, grade, a birth status, father’s occupation, family size and religion had no significant association with the social status.

(3) Sex, grade, birth order, birth status, family income and interest had significant association with reciprocity of the pupils.

(4) Caste, father’s occupation, father’s education and religion had no significant association with reciprocity of the pupils.
6.2.3. Conclusions of the Third Phase:

The third phase of the research addressed itself with the academic achievement in the context of educational stage, social status, reciprocity and sex, operating at two, three, two and two levels, thus forming $2 \times 3 \times 2 \times 2$ dimensions of factorial design.

Here the four variables acted as independent variables while academic achievement was dependent variable.

The following findings were reported:

(1) The stage of education had no significant effect upon academic achievement. This meant that the achievement of secondary and higher secondary pupils had shown equal achievement.

(2) Social status showed highly significant result. The stars achieved significantly more than the normals and the rejectees. The normals achieved significantly more than the rejectees. The overall relationship established was:

\[
\text{Star} > \text{Normal} > \text{Rejectee}
\]

(3) The investigator was also interested in the functional relationship of achievement across status. Hence he employed trend analysis. In the trend analysis, the linear trend was found to be prominent contributing 99.49 per cent of variance.
This means decreasing achievement was noted in stars, normals and rejectees, showing downward slope of linearity wherein no significant curvature was perceptible.

(4) There was highly significant difference in the achievement scores of pupils having high and low reciprocity. High reciprocity pupils achieved significantly more than those of low reciprocity.

(5) There was fair amount of significant difference in the achievement of boys and girls. Boys achieved significantly more than girls.

(6) The following interactions were found to be significant:
   (i) Educational Stage X Reciprocity at 0.05 level
   (ii) Educational Stage X Sex at 0.01 level
   (iii) Social Status X Reciprocity at 0.001 level
   (iv) Edu. Stage X Social Status X Sex at 0.05 level

6.3. IMPLICATIONS AND SCOPE OF THE STUDY:

Till this date, it is believed that the educational achievement has been influenced by the teaching of the teachers. No one cared to look into the sociodynamic effect or cohesiveness of the class groups and the social status and reciprocity of pupils prevailing in the school atmosphere. The present study highlighted on these issues with academic achievement as the dependent variable.
Though intelligence and reading ability of the pupils were not taken up within the factorial dimensions of the research design, one can safely observe that sociometry plays no less important role than the teaching and other psychological attributes of the pupils.

The social status if wrongly formed in the classroom would create conflict and cleavages which in turn produce psychological anxiety and disturbance in the child's mind. This would show subsequently upon the academic achievement of the pupils.

This shows clearly why a child becomes rejectee. A rejectee child is a poor pupil while a star child with high reciprocity is a bright pupil. Given a normal with high reciprocity becomes superior to star with low reciprocity.

The clear implication for this is to create atmosphere within schools and homes that would enhance the creation of more of normals and stars. A rejectee should be ameliorated and transformed into normal.

Such a course is open to schools and homes. Various educational and extra curricular activities should be devised in the school campus which will cater the needs of their likes and interests.
By making such situations in the school, the
creation of more rejectees would nipped in the bud and
a normal atmosphere of socialization prevails in the
school. This will promote well-being, a sense of safety
and security. This will impel higher achievement on the
part of the student.

Good quality of pupils does not happen by
accident. It is the product of high and intelligent
devour.

6.4 LIMITATIONS OF THE STUDY:

Due care may be excercized in generalising, from
this study. The results should be interpreted in the
light of the criterion situations used in the
sociometric test. It should be borne in mind that
the use of the situations in the sociometric test may
give different findings.

The relationships between the gorup structures and
their socio-psycho-educational factors are studied
under the assumptions of linear realtionship between
them. The effect of the group structures on the
academic achievement is also studied under the
parametric assumptions.
The results of this study are more suggestive than definitive, for the following limitations.

1. The study was based on the limited sample of the schools.

2. The sample consisted of children who were school goers.

3. The test of sociometric had been prepared by the investigator on the lines of the suggestions derived from Primer for sociometry, published by university press, Toronto, and 'Sociometry in the classroom' by Normane, Gronlund. The result is true only to the extent of the validity of the test had not been established as it was a separate research activity and technique rather than test.

6.5 SUGGESTIONS FOR FUTURE RESEARCH:

In any nometheric study, such as this one, data are considered to support hypotheses when legitimate statistical devices indicate that little possibility exists that the results under study occurred by chance. Of course, many negative cases always are present in tables of data even though we formally consider a hypotheses as generally confirmed. Certainly one reason that these negative cases occur is because most complex social psychological phenomena are multi-determined.
In studies such as this, one simply is not always able to conceptualize and measure all of the significant variables while making a prediction. This means then that the negative cases in the tables should give impetus to ideas for future research.

For example consider pupils who are highly liked in the classroom peer group and who have high reciprocity among pupils. Our data indicate that the social status and reciprocity of the pupils are not related in the same way with social, psychological and educational factors of the pupils. How does this explain the occurrences of the differences? Of course, one explanation could be that our crude measures of sociometric status, reciprocity and levels of various factors were invalid for some individual cases. This is true undoubtedly to some extent. Another explanation of a different level of analysis could be that these pupils are receiving so much satisfaction in their social relations and using so much energy in that area of life that they have little left for classroom activities and relationships. On the other hand, what about higher achiever pupils who are not liked and remained/isolate or rejectee? It would be that these pupils are not concerned much with the social status and reciprocity; perhaps classroom learning presents them
with the most satisfying in this position. In any case, it should be pointed out that our theoretical framework is quite simple and that many variables must be introduced into it before it reflects completely the realities of classroom peer grouplife.

Consider the rejectee pupils who have a high academic achievement than some stars; perhaps for him social relation can be disregarded except with their relevant their groups. The point is that one impetus for future study comes from a systematic investigation of negative cases and some speculating on the reason for these.

Some other relevant areas for future research concerning classroom group structures included:

(1) A statistical partitioning of the relative impact of several social psychological variables on the social status, and reciprocity. Variables could include social class, socio-economic status, and specific interests.

(2) An investigation of the determinants of different sociometric structures. We might ask question, for instance; by some relevant personality characteristics of pupils, by analyzing some other set of variables.

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A laboratory experiment would be appropriate to test whether peer group rejection leads to a decrement in academic performance.

Some research is needed on alternative ways of conceptualizing and measuring the effect of sociodynamic effects, cohesiveness, social status and reciprocity on the learning and academic achievement.

6.6 IMPLICATIONS FOR TEACHER ACTION:

This research has direct relevance for teaching. The findings emphasize the importance of positive emotional climate for an individual's social status and reciprocity and effective academic learning or achieving. Our data indicate that when the peer group pattern of interpersonal affection is diffused, so that many pupils receive at least a few liking choices, pupils tend to be more highly attracted to the classroom setting, and to achieve their academic performance more completely. If, as these findings indicate, successful human relations are more important conditions for academic achievement than only social status among pupils'. The teacher should try to enhance every pupils' ability to obtain emotional support from his peers by actively attempting to alter peer group sociometric arrangements. He should attempt to do this
not only because good human relations is a value in itself, but also because it contributes importantly to the schools academic goals.

What do findings of this type suggest for teacher behaviour?

First is the job of obtaining accurate information concerning the distribution of liking choices in the classroom. One way of accomplishing this is through careful and systematic observation.

The teacher might ask himself: Are there some pupils who tend to be left out of most classroom activities? Are some pupils always chosen first and others always last? Are some pupils most chosen but not social? He should raise questions such as these in attempting to view the peer group as objectively as possible. He might also examine his own behaviour and attitudes: How do I distribute reward and punishments in the classroom? Are there certain pupils to whom I give primarily negative criticism and rebuke, and others who receive a large portion of the praise? In addition to careful observation and self-questioning the teacher might employ sociometric techniques such as those used in the research reported here in order to find out how interpersonal affect is distributed in his classgroup.
Once the classroom distribution of affect is clear to the teacher and if some change is desired, he may try various techniques to modify the peer group structure and thus develop more positive feelings among the pupils.

A cooperative study group, for instance in which low and high sociometric status pupils work together for the achievement of some common educational goal is quite often effective in changing inaccurate perceptions and stereotypes about low status children. Another possibility is to work low status children gradually into roles which are viewed as having considerable prestige by the peer group.

Teacher might enhance the affective climate of the classroom by including information and discussion about the nature of individual difference as a part of the subject matter. An understanding of differences among pupils relative to family background, sex, caste, interest and abilities increases the opportunity for pupils to be more accepting and reciprocated relations of a greater number of their peers. In addition to producing greater acceptance and more interpersonal relationship of individual pupils a classroom standard of acceptance of differences and socialization may emerge from such explorations.
Another possible way of developing a wider focus of acceptance in the peer group is through classroom programmes directed towards a greater understanding of behavioural causation, or the "whys" of human behaviour. The assumption behind this type of academic content is that greater insight into those factors which contribute to a pupil's actions will result in a more accepting and reciprocity classroom atmosphere.

The teacher's own feeling about and behaviours towards individual pupils can also contribute to a pupils acceptance by his peers. If the teacher accepts each pupil as an individual, understanding his limitations and giving him the kind of support required to expand his assets and help overcome his shortcomings, members of the class will tend to follow a similar pattern. As a result, it is more likely that a climate of mutual support in the classroom will develop but if the teacher supports primarily the high achievers and shows rejecting or disapproving behaviour to those who are not so successful in learning tasks, a competitive, non-supporting climate is likely to emerge.

The teacher can give classroom relevant reward directly by making positive comments about the pupils' performance or indirectly by organizing learning
experience in a manner which will maximize success and reduce failure. In this way, too, he creates the anticipation of future regards. With more experiences of success, a pupil's self-esteem should be enhanced, and concurrently his perception of the schools' environment should tend to become more positive.

Each of these implications for teacher action is derived from the concepts and findings. Since the data indicate the importance of supportive peer group relations for pupil's academic performance. It was deemed that important for teachers to attend to some of these suggestions. Of course, more research, evaluating various techniques for working with the classroom peer group, definitely is needed also. Along these lines, it is hoped that sociologist, psychologist and educationist will become increasingly more involved in describing and explaining classroom group structures.

By thus making school a true society, the aims of education -

- to produce good citizens
- to make them good producers
- to motivate them to enrich their heritage, and

lastly
- to pursue for higher excellence in whatever activity they are in could be fulfilled.

And these are the very basic rights for which pupils should revolt.