Abstract

The tendency to join with others in groups is perhaps the single most important characteristic of humans, and the process that unfold within these groups leave an indelible imprint on their members and on the society (Forsyth, 2006). The term sociometry is coined by Moreno (1934). Sociometry is a measure of assessing the attractions and repulsions within a given group. Different sociometric groups include populars, above average, average, below average, neglectees, rejectees and isolates. There are some individuals who are accepted by the group (populars), some individuals who are neglected by the group, some are rejected and still there are some who are neither rejected nor accepted by the group and they themselves keep aloof from the group and they live in the society as isolates.

The process of socialization and social interaction is expected to produce personalities that are substantially integrated and consistent. The emergence of integrated personalities, leads towards adjustment and harmonious social relation. This is the intended consequence of socialization and it is evident that it occurs in substantial measures. The general pattern of socialization is the same in all cases, however, actual experience tend to vary from situation to situation and from individual to individual. When individual is in the society and he interacts in it, there are chances of his being accepted as a leader, and there equally chances for him to accept the role of the follower (Malik, 1978).

Following are the main objectives of the study.

- To study choices sociogram & rejectees sociogram of secondary school students.
- To find out difference, if any, on the variable of Educational Aspiration among four Sociometric groups (i.e., populars, neglectees, isolates & rejectees).
- To find out difference, if any, on the variable of General Mental Alertness (its domains viz., Arithmetic Reasoning, Definition, Number Series and Same Opposite) among different Sociometric groups i.e., populars, neglectees, isolates & rejectees.
- To find out difference, if any, on the variable of Impulsiveness among four Sociometric groups (viz., populars, neglectees, isolates & rejectees).
• To make the comparison between two Sociometric groups i.e., populars & neglectees, populars & isolates, populars & rejectees, neglectees & isolates, neglectees & rejectees, isolates & rejectees on the variable of Educational Aspiration.

• To make the comparison between two Sociometric groups i.e., populars & neglectees, populars & isolates, populars & rejectees, neglectees & isolates, neglectees & rejectees, isolates & rejectees on the variable of General Mental Alertness (its domains viz., Arithmetic Reasoning, Definition, Number Series and Same Opposite).

• To make the comparison between two Sociometric groups (i.e., populars & neglectees, populars & isolates, populars & rejectees, neglectees & isolates, neglectees & rejectees, isolates & rejectees) on the variable of Impulsiveness.

Subsidiary objective

• To find out the correlation between different variables i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness of different Sociometric groups (i.e., populars, neglectees, isolates & rejectees).

In order to achieve the above objectives following hypotheses are undertaken in this investigation

• Significant difference will be found on the variable of Educational Aspiration among four Sociometric groups (i.e., populars, neglectees, isolates, & rejectees).

• Significant difference on the variable of General Mental Alertness (its domains i.e., Arithmetic Reasoning, Definition, Number series and Same-opposite) will be found among different Sociometric groups namely, populars, neglectees, isolates, & rejectees.

• There will be statistically significant difference among the four Sociometric groups (i.e., populars, neglectees, isolates, & rejectees) on the variable of Impulsiveness.

• There will be a significant difference between two Sociometric groups (i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees &
isolates, neglectees & rejectees and isolates & rejectees) on the variable of Educational Aspiration.

- There will be statistically significant difference between two Sociometric groups (i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees and isolates & rejectees) on the variable of General Mental Alertness (its domains i.e., Arithmetic Reasoning, Definition, Number series and Same-opposite).

- Significant difference will be found on the variable of Impulsiveness between two Sociometric groups. (i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees).

Subsidiary hypothesis

- There will be a significant correlation between different variables i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness of different Sociometric groups (i.e., populars, neglectees, isolates and rejectees).

The sample of our present study constituted 'girls' of 'secondary school level' (class IX & class X). A sample pool of 2000 students was drawn out from different schools of Aligarh. The intact sections were considered for the study and taken up randomly. Out of this pool the final sample for the study was taken to be 400 (100 from each of the sociometric groups of populars, neglectees, rejectees and isolates).

Following are the tools used for the present study.

- Sociometric questionnaire by Sharma (1970)
- Educational Aspiration Scale prepared by Sharma & Gupta (1997)
- General Mental Alertness Test prepared by investigator.

In order to analyze and interpret the data, the following suitable techniques have been employed.

1. SOCIOGRAM
2. MEAN
   
| Rejectees Sociogram | Choices Sociogram |
   
"
3. F-RATIO

4. t-TEST

5. CORRELATION

The collected data was analysed by using SPSS version 16.

Following are the main findings of the study

Findings on the basis of obtained ‘F’-ratios are presented below:

It was found that on the variable of Educational Aspiration, there was no significant difference among four sociometric groups i.e., populars, neglectees, rejectees, isolates. Rejectees scored higher than populars, neglectees and isolates.

No significant difference was found on the domain of ‘Arithmetic Reasoning’ among four sociometric groups i.e., populars, neglectees, isolates & rejectees. On this domain populars scored higher than neglectees, isolates and rejectees.

No significant difference was found among the four Sociometric groups (i.e populars, neglectees, isolates, & rejectees) on the domain of ‘Definition’. But Rejectees occupies the higher position than populars, neglectees, and isolates.

Significant difference was found, among four Sociometric groups i.e., populars, neglectees, rejectees, & isolates on the domain of ‘Number Series’.

No significant difference among the four Sociometric groups (i.e., populars, neglectees, isolates, & rejectees), on the domain of ‘Same Opposite’ was found. Rejectees occupies the highest position than populars, neglectees, and isolates.

Significant difference on the variable of General Mental Alertness was found among different Sociometric groups namely, populars, neglectees, isolates, & rejectees. Populars are higher than the neglectees, isolates and rejectees on the variable of General Mental Alertness.

On the variable of Impulsiveness there was no significant difference among four Sociometric groups i.e., populars, neglectees, rejectees, isolates. Rejectees have the higher level of impulsiveness than populars, neglectees and isolates.

Findings on the basis of ‘t’-values:
To make comparison between two sociometric groups i.e., populars & neglectees, populars & isolates, populars & rejectees, neglectees & isolates, neglectees & rejectees, isolates & rejectees, on the variable of Educational Aspiration, General Mental Alertness & its domains and Impulsiveness, ‘t’-test was applied and the findings thus, drawn are presented below:

No significant difference was found between two Sociometric groups i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees on the variable of Educational Aspiration.

No significant difference was found between two Sociometric groups i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees on the domain of ‘Arithmetic Reasoning’.

No significant difference was found on the domain of ‘Definition’ between two Sociometric groups i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees.

Significant difference was found on the domain of Number Series between populars & neglectees, populars & isolates, populars & rejectees. The mean scores of populars (6.26) is higher than that of neglectees(4.97), isolates(4.95), and rejectees(4.52).

No significant difference was found on the domain of Same Opposite between two Sociometric groups i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees.

Significant difference was found on the variable of General Mental Alertness between the groups of populars & neglectees, populars & isolates and populars & rejectees. Mean value of populars (19.32) is more than neglectees (17.31), isolates (16.85) and rejectees (17.31).

No Significant difference was found on the variable of Impulsiveness between two Sociometric groups i.e., populars & neglectees, populars & rejectees, populars & isolates, neglectees & isolates, neglectees & rejectees, isolates & rejectees.
Findings on the basis of correlation:

Significant and positive relationship was found between Arithmetic Reasoning & Educational Aspiration, Definition & Educational Aspiration, General Mental Alertness & Educational Aspiration for Populars.

Significant and positive relationship was found between Same-Opposite & Impulsiveness, Same-Opposite & Arithmetic Reasoning, Arithmetic Reasoning & Educational Aspiration, and Number Series & Definition for Neglectees.

Relationship between Arithmetic Reasoning & Impulsiveness, Number Series & Educational Aspiration, General Mental Alertness & Impulsiveness, Same Opposite & Impulsiveness was found negative and significant for isolates group. And a positive and significant the relationship between, Number Series & Definition, Number Series & Same-Opposite, Definition & Educational Aspiration, Number Series & Definition was found.

Significant and positive relationship was found between Number Series & Impulsiveness, Number Series & Arithmetic Reasoning, Arithmetic Reasoning & Educational Aspiration, Number Series & Definition for Rejectees group.

Findings of the present study, therefore, opens up certain avenues for further research.

- In the present research, only four sociometric groups namely the groups of populars, neglectees, rejectees, and isolates are taken up. It is suggested that research may also be done on some other sociometric groups such as groups of below average students, average students and above average students.

- The sample in the present study consisted of 100 subjects from each category taken from random selected schools of Aligarh. It is suggested that research may be tried on a larger sample, which may be taken from one or more states of the country.

- This study is based on sociometric groups of secondary school students only. It is suggested that research studies may be conducted on primary school students and senior secondary school students.
• The Sociometric groups are taken only from the girls, it is suggested that boys may also be taken up or comparison of boys and girls may be made to make study more comprehensive.

• In this study the sample has been drawn from the urban areas only. In order to make the results more reliable, their comparison can be made by taking the sample from rural areas also.

• For further researches, the researchers may take different combination of variables for the study of sociometric groups.

• The variables which have been taken in this study may also be use to study on other sociometric groups like above average, average, below average and cliques etc.

• The same variables or the combination of the same variables may be taken to study different interpersonal relationships.

Following are the suggestions for Principals and teachers

The social climate in a classroom is based largely on the quality of the interpersonal relationships that exists there. The relationships are crucially important for variety of reasons. They significantly affect the amount and kind of subject matter that is learned (Blair & Jones, 1975). In the light of the present investigation, following suggestions may be helpful for a teacher for making teaching learning process more effective and improving the classroom climate.

• Since a teacher has to deal with groups for five six periods daily, he should have adequate understanding of dynamics of groups. So that the forces of the group could be utilized for making teaching-learning process effective and for providing better guidance for adjustment.

• The teacher should encourage the populars and give them more work so that their energies could be utilized for the betterment. The quality of leadership and co-operation may be developed among them. Human leadership resources in a class can be surveyed by the teacher with the help of students, and a panel of experts can be ready to help any pupil requesting it (Fox & Luszki, 1966)
For bringing rejectees into mainstream, the teacher should find out the causes for rejection.

In this investigation, one or two isolates have been found in almost all the classes. The teacher should try to find out the causes of their isolation. The teacher may select few students from the class who show least aversion to the isolates and form occasional groups, small in size, of isolates and other promising classmates. The groups should be asked to work together on a task in which the isolates have some hope of success. Success breeds success. Finding a measure of success, the isolates may throw some of the difference that made them unpopular. The improved morale derived from satisfactory social relationships in the classroom helps create in the students a favourable attitude towards the learning experience and towards the school (Gronlund, 1965).

The teacher should pay proper attention on the group of isolates also. Their low general mental alertness may be one of the possible causes for their isolation. The teacher should try to find out the other causes also which make them isolated. The teacher may take the help of popular students to encourage isolates to participate in group activities so that they could consider themselves as part and parcel of the class, school & ultimately the society and live as active member of the society. There are some projects or work that really require group action and involve a number of different kinds of skills. The isolates may receive much help if allowed to work with a group (Blair & Jones, 1975).

Thus, the teacher should develop cordial and intimate social interaction within the students in order to create healthy and educative atmosphere in the class as well as in the society.

Following are the suggestions for parents

The role and responsibilities of parents, too, are equally important for the education and proper adjustment of their wards in their school. They should ensure that their wards do not fall in the categories of neglectees, isolates and rejectees. They should provide conducive environment to their wards at home, also. It is mostly seen
that the children from broken families keep themselves aloof and do not like to take interest in group activities.

Thus, we see that not only the teachers but also the parents, principal, other staff of the school and other members of the society and family have to work in cooperation with each other for improving the educational and social climate of the school and society. Then, the teaching can only be made evocative, valuable, effective and pertinent to our present social and national needs.