Chapter 6

Discussion, Findings and Suggestions

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VI- DISCUSSION, FINDINGS AND SUGGESTIONS

6.1 DISCUSSION OF RESULTS

The results derived from the analysis of the data given in chapter- V, are discussed and conclusion in verification of hypotheses have been presented in this chapter. The results are directly or indirectly in accordance with the various studies available.

6.1.1 DISCUSSION OF RESULTS ON THE BASIS OF F-TEST

6.1.1.1 Analysis of variance for different Sociometric groups on the variable of Educational Aspiration

In the present study, no significant difference was found among different Sociometric groups on the variable of Educational Aspiration. But the mean score of rejectees is higher than populars, neglectees and isolates. This shows that it is not necessary that choices groups should have higher Educational Aspiration and this result is supported by the study of Alexander & Campbell (1964), Coleman (1961) & Gordon (1957), in their study, they found that peer influence lowers the Educational Aspiration. Thus, the first hypothesis stands rejected.

6.1.1.2 Analysis of variance for different Sociometric groups on the variable of General Mental Alertness and its domains viz., Arithmetic Reasoning, Definition, Number Series and Same-Opposite.

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 highest mean. Rejectees and isolates possess same mean scores on Arithmetic Reasoning.

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

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 occupy the highest position than populars, neglectees, and isolates. Since no study has been conducted in this area, therefore, the present study is valued.

Thus, significant difference on the variable of General Mental Alertness was found among different Sociometric groups namely populars, neglectees, isolates, & rejectees. The mean score of populars is higher than the neglectees, isolates and rejectees on the variable General Mental Alertness. These results are in the line of Czerwinska (1984), in that study the investigator found that the individual mental ability is positively and significantly associated with choice status. The results are also supported by Madhosh (1982), Sharma (1974), Sharma (1970), Chezlic & Rost (1995). These studies concluded that intelligence (which is in the harmony with mental alertness) played an important role in making students accepted and popular. Malik (1984) also concluded that on the variable of intelligence the populars were found to be superior to rest of the sociometric groups. Therefore, the second hypothesis stands confirmed.

6.1.1.3 Analysis of variance for different Sociometric groups on the variable of Impulsiveness

No significant difference was found among the four Sociometric groups (i.e. populars, neglectees, isolates, & rejectees) on the variable of Impulsiveness. This result is in the agreement with the findings of Schaughency,(1992) which reveals that aggression were not significantly associated by sociometric groups. But contrary to this Rani (1986) found a significant difference on Impulsiveness (one of the factor of personality pattern) among the four Sociometric groups. On this variable, rejectees shows higher mean score than populars, neglectees and isolates. This is corroborated by the studies done by Wilson (2006), Olson & Lifgren (1988), Parren,et.al. (2006) & Sharma (1987). They observed that low impulsive subjects showed maximum attraction, while the attraction is found minimum in the case of highly impulsive subject. Thus, the third hypothesis stands rejected.
6.1.2 DISCUSSION OF THE RESULTS ON BASIS OF ‘t’-TEST

6.1.2.1 ‘t’ values between two sociometric groups i.e., populars & neglectees, populars & isolates, populars & rejectees, 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 variable of Educational Aspiration. Thus, the fourth hypothesis stands rejected.

6.1.2.2 ‘t’ values 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 and its domains viz., Arithmetic Reasoning, Definition, Number Series and Same-Opposite.

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’, in the light of the t-ratios obtained.

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. Populars have the highest mean than that of neglectees, isolates, and rejectees.

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.

Thus, 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 is more than that of neglectees, isolates and
rejectees. The results of this study are supported by the findings of the study conducted by Johnson & Crike (1950) which reveals that isolates and rejectees have low intelligence than populars. Similarly, findings of Galeder & Coder (1957) reported that socially accepted students are high in their intelligence. Therefore, the fifth hypothesis stands partially confirmed.

6.1.2.3 ‘t’ values between two sociometric groups i.e., populars & neglectees, populars & isolates, populars & rejectees, neglectees & isolates, neglectees & rejectees, isolates & rejectees, on the variable of Impulsiveness.

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. Contradictory result was found by Morgan (1978) who showed a significant difference between rejected and accepted children. Similarly, Rani (1986) also revealed a significant difference between the groups of populars & isolates, neglectees & isolates and rejectees & isolates. Thus, the sixth hypothesis stands rejected.

6.1.3. DISCUSSION OF RESULTS ON THE BASIS OF PRODUCT MOMENT CORRELATION

6.1.3.1- Correlation between different variables i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness for Populars.

In the present study a significant and positive relationship was found between Arithmetic Reasoning & Educational Aspiration, Definition & Educational Aspiration, General Mental Alertness & Educational Aspiration for populars. This means that the General Mental Alertness of the populars directly influence their Educational Aspiration. This result is in the line of the study of Kahl(1961), Blackman & Khan(1963) and Joshi(1963), which revealed a positive relationship between Educational Aspiration and Intelligence.
6.1.3.2- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Neglectees.

For neglectees, a significant and positive relationship was found between Same-Opposite & Impulsiveness, Same-Opposite & Arithmetic Reasoning, Arithmetic Reasoning & Educational Aspiration, and Number Series & Definition.

6.1.3.3- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Isolates.

In the present study the relationship between Arithmetic Reasoning & Impulsiveness, Number Series & Educational Aspiration, General Mental Alertness & Impulsiveness, Same Opposite & Impulsiveness was negative but significant for isolates group. And the relationship between, Number Series & Definition, Number Series & Same-Opposite, Definition & Educational Aspiration, Number Series & Definition was found positive and significant. Similar results was found in the study of Andreu & Fabia(2005), the study revealed an inverse relationship between Impulsivity and Intelligence of secondary school students.

6.1.3.4- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Rejectees.

Significant and positive relationship was found between Number Series (domain of General Mental Alertness) & Impulsiveness, Number Series (domain of General Mental Alertness) & Arithmetic Reasoning (domain of General Mental Alertness), arithmetic reasoning (domain of General Mental Alertness) & Educational Aspiration, Number Series (domain of General Mental Alertness) & Definition (domain of General Mental Alertness).

Therefore, the first subsidiary hypothesis stands partially confirmed for different Sociometric groups.
6.2 FINDINGS OF THE STUDY

On the basis of the derived data for the present study given in chapter III, statistically analysed in chapter IV & V and discussed in chapter VI. Hypotheses were tested and verified on the basis of the results obtained. Some of them were accepted while some of them were rejected. The data was analysed using Mean, S.D., t-test, F-test and correlation. The data was analysed by the investigator by using SPSS version 16.0. Analysis of the data collected brought to light certain facts about the variable studied in the research. On the basis of these facts certain findings were drawn and are presented according to the objectives as follows.

6.2.1 FINDINGS ON THE BASIS OF OBTAINED F-RATIOS.

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

6.2.1.1 Objective 2- To find out difference, if any, on the variable of Educational Aspiration among four Sociometric groups (i.e., populars, neglectees, isolates & rejectees).

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.

6.2.1.2 Objective 3. To find out difference, if any, on the variable of General Mental Alertness (its domain viz., Arithmetic Reasoning, Definition, Number Series and Same Opposite) among different Sociometric groups i.e., populars, neglectees, isolates & rejectees.

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’.

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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.

6.2.1.3 Objective-4. To find out difference, if any, on the variable of Impulsiveness among four Sociometric groups (viz., populars, neglectees, isolates & rejectees).

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.

6.2.2 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:

6.2.2.1 Objective-5. 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.

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.

6.2.2.2 Objective-5. 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).

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).

6.2.2.3 Objective-7. 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

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.

6.2.3 FINDINGS ON THE BASIS OF CORRELATION:

Relationship between the variable of Educational Aspiration, General Mental Alertness (its domains) & Impulsiveness for different Sociometric groups was
ascertained by computing product moment coefficient of correlation and the findings thus, drawn are presented below:

6.2.3.1 Subsidiary objective 1(a)- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Populars.

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

6.2.3.2 Subsidiary objective 1(b)- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Neglectees.

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

6.2.3.3 Subsidiary objective 1(c)- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Isolates.

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.

6.2.3.4 Subsidiary objective 1(d)- Correlation between different variables (i.e., Educational Aspiration & General Mental Alertness, Educational Aspiration & Impulsiveness and General Mental Alertness & Impulsiveness) for Rejectees.

Significant and positive relationship was found between Number Series & Impulsiveness, Number Series & Arithmetic Reasoning, Arithmetic Reasoning & Educational Aspiration, Number Series & Definition. Thus, there is no reason to doubt that our findings are based on unwarranted statistical inferences.
Methodologically our enquiry is as good as it should be. The present research work provides fresh evidence about Sociometric groups and opens new doors in this direction. In the end, the thesis is closed with the hope that our findings would enrich the area of sociometry. By its contribution it would prove to be fruitful for the researchers who are interested in doing research in this area.

6.3 SUGGESTIONS

Keeping in view the delimitation caused by the paucity of the resources available to individual investigator in general and lack of time at the disposal of the present investigator in particular, the present study is an initiation in the field of the research. It therefore, opens up certain avenues for further research.

6.3.1 SUGGESTIONS FOR FURTHER RESEARCH

1) 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.

2) 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.

3) 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.

4) 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.

5) 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.

6) For further researches, the researchers may take different combination of variables for the study of sociometric groups.
7) 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.

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

6.3.2 SUGGESTIONS FOR THE 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.

1) 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.

2) 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).

3) For bringing rejectees into mainstream, the teacher should find out the causes for rejection.

4) 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).

5) 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.

6.3.3 SUGGESTIONS FOR THE 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.