CHAPTER-1

INTRODUCTION

I.1 MODES OF SOCIAL RELATIONSHIPS IN THE CONTEXT OF SCHOOLS

The gregarious instinct in man brings him in contact with other human beings and leads to the formation of social organizations in the society. Even in an organization like the school, pupil’s gregarious tendency is one of the potent causes for the formation of social groups which influence the behavior of their members. In the process of group interaction, the members develop mutual expectations and act in a particular prescribed and accepted manner towards one another under certain circumstances. One’s social behaviour and personality is shaped by the groups to which one belongs, as the life long socializations process takes place entirely in group context. Most of our daily activities are performed in the company of others throughout our lives. In groups, people interact with one another in an orderly way on the basis of shared expectations. A school like any other social organization, also involves a good deal of social interaction among its members. Various types of behaviour like cooperation, mutual understanding, team spirit, accommodation etc. are developed in the school. Social interaction in a school is centered around giving and receiving instructions.

The social relationship in a school may be analysed in terms of interacting groups in the school. The most important group in the school is the pupils group which has its own moral and ethical codes and its customery attitude towards the
members of group (Stanley, 1967). Liking by others and their reciprocal feelings towards us are among the most important aspects of social life. Being liked by others can have a significant effect upon a person’s well being. Feelings of liking lead to increased association which helps in shaping the behaviour of a pupil in interaction. Groups are formed on the basis of attraction between pupils in the classroom. Interpersonal attraction is the basis of all human social behaviour in the school. Living in social context and acceptance of an individual by the group members is a boon and also a sign of normalcy. Rejection and isolation by the group may be sufficient to induce clinical symptoms in the sufferer or disruptions of normal acquaintance process, may sometimes lead to unpleasant adverse and much clinical depressions as a result of rejection or isolation by other persons. The presence of friends, more effectively reduces stress than does the presence of strangers. Positive interpersonal attraction leads to a greater ease in managing a conflict, but negative interpersonal attraction leads to greater difficulty in managing conflicts. Social relationships attain heightened significance in adolescence, which is a crucial stage in personality formation. Such type of personality modify his/her adjustment to his/her group and provide opportunities for catharsis and expression of problems that might otherwise be repressed.

The kind of group life in which an individual participates, contributes to his personal development. Students develop fully, only in interaction with their peers. Success and development of each individual student depends, to a great extent, on his personal security with his classmates. Acceptance plays a central role in one’s personality development and self concept. Unacceptance often suffers not only in
pangs of rejection by others, but also in pangs of their own self confidence or condemnation. Feelings of isolation and rejection are the common sources of self devaluation and discouragement. Every favourable token of social recognition gives the ego, a boost bolster one in self confidence and gives a great sense of belongingness. No human being ever reaches the point where it is not a thrill to receive social approval. It is also beyond doubt that at any stage or age, an accepted social status is an important requisite for satisfactory personal and social adjustment. Lack of such status frequently makes the way for misery and unhappiness where as attainment of such status produces marked changes in an individual’s personality and a feeling of well being in the society.

The adolescence stage is the stage of rapid growth and development of the individual. During this period, the individual develops a number of social traits. Gregarious instinct ripens at this stage and it gets numerous opportunities for its fulfillment when the adolescent comes into contact with others in his age group. An adolescent tries to loosen the shakles of the family ties and becomes increasingly independent of his parents, whom he considers merely convenient persons to provide food, clothing, shelter and meeting other needs of his life. During the early adolescent years, conformity to parents tends to decline and conformity to peers tends to rise. There is an increase in the perceived importance of the peer group (Good, Thomas L & Brophy, Jere, 1990). He becomes a member of a group or band and plays all sorts of mischiefs with the elders. He asserts himself in the group and sometimes becomes a hero or leader of the group. In the wake of asserting one self, the self centred behaviour sometimes gives rise to jealousy, quarrel or aggression.
But he learns an important lesson of being ruled by the public opinion and becomes conscious of his allegiance to his group, whose dictates, he complies silently at any cost i.e. even at the cost of resentment of his parents. This stage has been considered as a stage of rapid social relationships and peer pressures. The adolescent prefers the group life for a number of activities.

The social relationships with the peers and acceptance by them constitute a very important stage in the development of the adolescents and lead them from dependency to autonomy. Some students who do not seek social approval and social recognition, may be considered as backward in their social learning. One of the prime requirements for social acceptance of an adolescent is the social maturity as defined by the group to which he belongs. In the early adolescent period, there are preferences for the same sex companions and a rejection for other sex. In the later adolescent stage, there is a desire for companions of the same sex as well as the opposite sex. Class, caste, creed, religion and area also play a significant part in the acceptance and rejection of peers in a classroom group. As the adolescent grows older, he is more likely to prefer individuals whom he perceives to be similar to himself over those perceived as less similar.

I.2 PEER GROUP STRUCTURE AND BEHAVIOUR AMONG PEERS

The peer group, like the family group, is a primary group with immediate face to face close association. As the individual grows, the norms of the peer group to which he associates, may largely determine what behaviour is accepted or rejected, approved or disapproved. The peer group provides a degree of emotional support for most individuals. The peer group influences the speech, moral values, clothing,
eating habits, modes of talking and behaving etc of each member. The peer group approval is so alluring to an individual member that he becomes a virtual slave of it. For the time being, the peer group becomes dominant reference group, which to a considerable degree, regulates his activities, attitudes, interests and aspirations. So the peer group acceptance-rejection has far reaching consequences upon the developing personality of the pupils particularly adolescents. The peer group acceptance-rejection depends upon several cognitive and personality factors—intelligence, scholastic achievements, modes of behavior, skills, interests and types of aggression and social factors—community structure, social experience, residential proximity, social groups, existing cleavages in the community etc. (Badami and Tripathi, 1973).

A peer group of students at school differs from others. In school, the students have been allocated to a particular classroom group according to some criterion such as age, sex, intelligence, interest, aptitude etc. The group structure of adolescents is much more complex than that of younger children and is likely to show awareness of different types of differences and attractions. In order to get and record reliable data about the structure of groups, a reliable technique is required and sociometry is one of the most interesting, reliable and suitable technique for classroom use. The peer group is the outcome of the socialization of the child. In the Indian Social System, many companions of the same age group are from among the siblings and cousins. They develop very intimate friendship and then there are the peers in the neighborhood with whom they interact from their pre-school years. Finally there are children of the same age group in the school. Generally in the large villages, all these
three groups may grow up together and may be known to each other intimately. It is in the urban areas that the school group may be different from the neighborhood and the family groups; it may also happen that the members of the family group may be scattered in different parts of the city.

The peer group is a proving ground where the child learns to function apart from adults, but it has its dangers as well. The child’s declaration of independence is not merely a withdrawal from adults; it is also in some part a turning against them. The child can not stand up to adults by himself, he is, therefore, dependent upon the group for support and reassurance. The peer group is a pervasive force and the group influences the child’s conscience. He yields to group pressure and tends to comply with the demands and mores of his peers. Group membership has two faces; belongingness and exclusion. Usually a number of children are left out from the group or excluded from the group, and they form an equally exclusive group of their own. Sometimes, a child gets out or is deliberately excluded from membership of a group. He becomes a scapegoat on whom other children can exercise all their hostility and antipathy. Rejection by a group points to the fact that there must be something wrong with him which makes him rejected and the group may be right. Rejection of an individual in a group reveals that he possesses certain behavior patterns which do not match to the patterns of other group members.

The peer group structure can be evaluated by judging the behavior among peers and observing acceptability and unacceptability among them. The behavior among peers can be judged by noting their activities in different aspects of life. The appearances and overt behavior of individual in the peer group exercise a great
influence on the peer group structure. Moreover it has also great bearing on the personality development, academic achievement, socio-emotional growth, thinking and problem solving aptitude. The acceptability in the group creates a positive sense of behaviour and unacceptability a negative sense. Those children who are accepted in the group feel secure and make positive developments and those who are not accepted by others constitute one of the greatest problems a teacher has to face in the classroom. Berndt and Ladd (1989) and Hartup (1989) observed that children’s experiences with their peers provide them with opportunities to learn how to interact with others, control their social behavior, develop age-relevant skills and interests and share problems and feelings.

During adolescence, the peer groups tend to become even more homogenous and stratified by social class, common interests, academic achievement level and attitude. The adolescents are often influenced by peer groups, but blind conformity to group ways can produce undesirable results. The adolescent acts primarily in ways that would win him the acceptance by the group. The peer group acts as a prime mover for most of his actions. He needs both approval and encouragement from his respective peer group. The group gives him the belongingness and a sense of security comfortness. The adolescent uses the peer group to establish his identity. “Peer relationships become especially important in adolescence. Unfortunately, many children and adolescents are not so well accepted. Some are social isolates who are mostly ignored; others are actively disliked and socially rejected. These unpopular students tend to lack positive qualities as found in popular students and possess certain negative qualities that impair their peer relationships. Socially isolated
students lack self confidence in social situations. Unable to assert themselves effectively, they may react to conflict with timidity, nervousness or withdrawal. Students who are actively rejected tend to be angry, argumentative and prone to start fights as children, and to be self-centered, inconsiderate and tactless as adolescents. They become unreasonably angry and aggressive toward peers. Consequently, peers dislike and avoid them. These aggressive, rejected students are at high risk, initially for delinquency and school dropout and later for psychopathology and crime” (De Baryshe, Patterson & Capaldi, 1993).

1.3 CLASSROOM GROUP STRUCTURE AND PROCESS OF EDUCATION

The classroom group structure has a special place of importance in the process of education because the success of the learning process is strongly influenced by the way the students are interrelated. The structure of classroom group is formed on the basis of interaction of various students of that class. When the members of the group interact with one another and explore the needs meeting potentiality, they also respond in terms of their capacity and willingness to meet the needs of the group. When a group is formed, the members of the group, knowingly or unknowingly, set up certain standards of behaviour that are to be followed by them. These are called group norms. Classroom group functions on group norms which operate and help its members to satisfy their needs and achieve the set goals. The classroom group determines the relationship among the members and the characteristics of the group which regulates acceptance-rejection of the students. A teacher who wants to make teaching-learning process effective and fruitful, he has to realize the social atmosphere, peer group structure, group norms and group climate in the class by
judging the interventions among the peers. The following are the issues emerging from the classroom as a group in the process of education which can create positive conditions for group eventually helping in the teaching-learning process.

a) Group Mental Health:

   The mental health of the class as a group is as important to the teaching-learning process as the mental health of an individual student. Group and individual mental health are interactive to each other. The classroom group atmosphere affects the mental health and emotional development of the individual student as well as his degree of learning. Adolescents who are denied acceptance in the peer group, may withdraw themselves from learning situations.

b) Social-Emotional Learning:

   Social and emotional development of an adolescent is the important condition for his all round development. The value of social and emotional learning for students is obviously important for effective academic achievement and healthy personality development. The socio-emotional problems of adolescents exercise a negative influence on their personalities and make them mentally ill.

c) Emotional and Intellectual Learning:

   Emotional and intellectual development of an adolescent plays a vital role in adjusting him in the classroom group. Inadequate emotional and intellectual learning would result in the feelings of guilt and rejection and finally unacceptance from the group. In a class, the emotionally disturbed student may be so pre-occupied and anxious that direct teaching may not benefit him. He may isolate from the peer group
situation of the class during the teaching process and in such situation, it is essential that his original anxiety or hostility is removed first.

d) Democratic values:

Democratic values are very much essential for healthy living and for the process of teaching and learning. Democratic set up in the group helps the members to express freely and to develop harmoniously. When students are grouped on the basis of adequate information about the individuals in the class, they may develop the qualities of leadership, cooperativeness, responsibility and democratic living.

e) Effective Social Membership:

In an increasingly socially complex and inter-dependent world, the ability to be an effective member of a variety of school groups is a basic need. The ability to live with ambiguity and change, to work interdependently, to be socially inventive, to meet new social requirements are all pre-requisites for effective social membership. Such a member must both give and receive influences. There is no better place than the class to learn how to become effective member and thus secure the emotional gains of acceptance, belongingness and opportunity for creative production.

f) Effective Social Leadership:

Effective leadership encourages members to be increasingly involved and participative in group effectiveness, whether in terms of task performance or of ability to develop and maintain productive relationships within the group. The classroom situation provides opportunities from time to time to the students to
experience, leadership activity which involves understanding, participation and maintaining productive relationships.

**g) Creative Social Organisation:**

Today there is rapid social change in the world. New organizational patterns, new social and technological inventions are emerging. The individuals need to learn not merely about present social organizational patterns, but, more importantly, about the process of new social and organizational development, the need for social invention and the skills of bringing about change. Each classroom situation provides an ideal laboratory situation in social creativity as in a class, sub-groups are to be formed, developed and maintained.

**h) Understanding Class Climate:**

A classroom group is composed of relationships operating among students. Each student is influenced by other group members and vice versa. A comprehensive picture of the peer group structure of social relationships in the entire class can be obtained by using sociometric technique in the class.

**I.4 NEED AND IMPORTANCE OF THE STUDY**

The ultimate aim of modern education is the social adjustment of pupils in the classroom, school and in the society. This can be achieved by studying the behaviour of the student, not only as an individual, but as a member of the group. The extent to which pupils are chosen by their classmates as work companions, play companions and sitting companions is one evidence of social adjustment. Many of the satisfactions and the distresses are connected with making friends and winning a
place in the peer group. If the friend making skill is learned properly at adolescent stage, it will help the adolescents to be accepted in the group. Peer relations of students are the most important of all human relationships. Educationists, Psychologists and Sociologists have increasingly recognized the importance of peer relations of students in both cognitive and social development. Peer relations in the class also make substantial and unique contribution to the all round development of the students. Successful peer relation is commonly believed to make numerous contributions to the development of students. Identification with group interests, spontaneous satisfaction out of gregarious activity and derived status in the peer group are considered essential for socialization of students. The student’s access to his peers, constructive interaction with them and acceptance by them make him secure and happy. On the other hand, unacceptance by his peers make him disappointed. The positive relationship between the student’s personal and social effectiveness with peers reflects his level of social adjustment.

The peer group unacceptance has far reaching adverse effects upon the developing personality of the adolescents. The inter-personal relationships of an adolescent among his peers becomes critical and increasingly important as he advances towards adulthood. His dealings with his peers become more significant and provide an important clue to the understanding of his personality. Lack of participation and identification with the group have general unfortunate results. The student may remain shy, unsocial and mentally ill and may withdraw from social participation. Being accepted or unaccepted by peers has an impact on adolescent. Since a high level of social acceptability permits the students greater social mobility
and more opportunities to satisfy their social needs. The crucial problem is not simply whether students are influenced by their peers, but to discover those factors that determine student’s sociometric status in the class. Psychologist have attempted to identify social, emotional, physical and personality factors related to social acceptability or unacceptability in the belief that knowledge of these factors would help the neglected, rejected and isolate students to improve their social status. Unacceptance and rejection among students play a negative role in the learning of students. Unless this problem is satisfactorily tackled, there is a danger that many minds which can flower through acceptance, may suffer because of having remained unaccepted.

The topic of student’s peer group status and their relations have received research attention from diverse prospectives. There has been a resurgence of interests in student’s social adjustment particularly as this adjustment is defined by student’s peer group. The recent revival of interest in sociometric data has been triggered by a more general interest in student’s social cognition and growing body of evidences that peers are important sources of data for predicting student’s future adjustment. Peer influence is a strong and consistent determinant of a wide range of educational outcomes for secondary and higher secondary school students. Higher secondary stage of education is the career oriented stage of the adolescent. If the adolescent at this stage of education, is not accepted by his/her classmates, it is likely that he/she may develop some undesirable traits which affect his/her personality development. Unacceptance, directly or indirectly influences the academic achievement, socio-emotional growth, thinking and problem solving behavior of the adolescents which
sometimes, give rise to frustration, aggression, tension, jealousies and ultimately leading to maladjusted personality. At this stage, the adolescent needs both approval and encouragement from the group members. Positive social relationship among peers is very much essential during this stage of rapid growth and development.

An acceptable social status is an important requisite for the satisfactory personal, social and emotional adjustment. Lack of such status generally makes way for wretchedness, pain and unhappiness, whereas the sanction of such status, once lacking, may produce profound changes in an adolescent’s personality and feeling of well being. The experience during the process of interaction with others, colours one’s personality as a whole and it then effects the further interpersonal relations of the members of a group. There are a number of personal, psychological and social variables which influence sociometric responses and make people acceptable to one another. These variables include maturity, intelligence, language development, ways of behaving, positive personality traits etc. People on other hand, may become isolate, rejected or neglected for a variety of reasons…withdrawal, interest in one’s own activities, maladjusted personality, truancy, attitude of teachers, conditions at school and at home. In addition to these variables, patterns of reactions to frustration and various problems at the Higher Secondary level afford an insight into the dynamics of personality and development of students. This study may be of value in view of the possibility it provides for investigation of peer group unacceptance behaviour based on sex and academic stream differences and thus offer an assistance through counseling process in a more effective way.
The study on peer group structure of adolescents is of great advantage to the teachers as it enables the teachers to get a fairly comprehensive picture of the structure of social relations in the entire class as a group. By knowing the sociometric status of students, the social structure of the class as well as of the school can be understood. The Peer group structure has great bearing on the personality development of the students. Those students who are accepted in the group feel secure, happy, relaxed, confident and make positive developments in their education and vice versa. The education of students is essentially a social process and the effectiveness of this process depends upon a number of factors like functioning of classroom as a good learning group; teacher’s success in arousing and sustaining pupil’s interest; developing positive attitudes, interests, initiatives & sense of responsibility in pupils; adjusting with new ways of learning & behaving and positive relations among peers.

Thus it is clear from above discussion that the findings of the present study will be of great value for the educational planners, curriculum designers, educational administrators, parents, teachers, guidance workers or counselors. Such a study may go a long way in the better understanding of sociometric category, sex and academic stream differences in the development of personality, their impact on various behavioral patterns and emergence of different types of problems. The peer group influence at the +2 stage is more and it works as a factor of personality development among the students at this career oriented stage. The findings of the present study will also be helpful in understanding and dealing with classroom hostility and will be useful to know and understand feelings of rejection or unacceptance. The findings of
the study may also provide assistance to the educational counselors and guidance workers to understand the different problem areas of unaccepted students and subsequently solve their problems.

In view of this context, it was thought worthwhile to take up the study of personality profile, patterns of reactions to frustration and problems of class XII students of certain sociometric categories viz neglected, rejected and isolate.

1.5 STATEMENT OF THE PROBLEM

In the present study, the investigator studied the neglected, rejected and isolate students and compared them on different factors of personality, patterns of reactions to frustration and problems. The study was undertaken on the class XII students of arts and science streams studying in both government and private schools of Jammu province. Sociometric Questionnaire prepared by Dr. A.N. Sharma was employed in order to identify neglected, rejected and isolate students for the purpose of the study. The Jr. Sr. High School Personality Questionnaire prepared by Cattell R.B and adapted in Indian conditions by Kapoor et.al., the Indian Adaptation of the Rosenzweig P.F. Study (Adult form) prepared by Udai Pareek and R.S. Devi and problem check-list prepared by Dr. M.C. Joshi and Dr. Jagdish Pandey were the different tools employed in the present study. The investigator studied the significant mean differences on various variables among different groups of students based on sociometric category, sex and academic streams respectively. The investigator also studied the association among different independent variables. The data was analyzed through various statistical techniques viz. ANOVA, POST-ANOVA, CR and chi-square.
I.6 DEFINITIONS OF THE TERMS USED IN THE STUDY

In the present study the investigator has used some of the important terms which are explained as under:

1. Personality Profile:

In the present study, the personality profile constitutes the fourteen personality dimensions of neglected, rejected and isolate students as measured by HSPQ. They are: reserved vs warmhearted; less intelligent vs more intelligent; affected by feeling vs emotionally stable; undemonstrative vs excitable; obedient vs assertive; sober vs enthusiastic; disregard rules vs conscientious; shy vs adventurous; tough-minded vs tender-minded; zestful vs circumspect individualism; self-assured vs apprehensive; socially group-dependent vs self-sufficient; uncontrolled vs controlled and relaxed vs tense.

2. Patterns of Reactions to Frustration:

In the present study patterns of reactions to frustration constitute eleven scoring factors including two variants as measured by Rosenzweig’s Picture-Frustration Study. They are: Extrapeditive (E'); Intropeditive (I'); Impeditive (M'); Extrapunitive (E); Variant of Extrapunitive (E); Intropunitive (I); Variant of Intropunitive (I); Extrapersistive (e); Intopersistive (i); and Impersistive (m).

3. Problems of Students:

In the present study, problems of XII class students as measured by the Problem Check-List are: Health & Physical Development (HPD); Finance, Living conditions & Employment (FLE); Social & Recreational Activities (SRA); Courtship-Sex &
Marriage (CSM); Social–Psychological Relations (SPR); Personal–Psychological Relations (PPR); Moral & Religion (MR); Home & Family (HF); The Future: Vocational & Educational (FVE); Adjustment to School Work (ASW); and Curriculum & Teaching Procedure (CTP).

4. Class XII Students

These students are at adolescent stage which is the intermingly stage between the childhood and adulthood with great stress and strain. It is the period of great change in physical, social, emotional and mental contexts. There are varieties of moods, attitudes and dispositions during adolescence. Moreover it is career oriented stage also where the students have to think about their respective careers. In the present study, adolescent boys and girls of Class XII in the approximate age of 16-18 years were considered for investigation purpose.

5. Sex:

In the present study ‘sex’ refers to the class XII boys and girls studying in government as well as private Higher Secondary schools of Jammu Province.

6. Academic Stream:

Academic stream in the present study refers to the arts and science streams at the class XII level.

7. Peer Group Structure:

Peer group structure is a picture of the underlying social structure of a group of students studying in the same classroom with different choices and feelings for each
other and have different personality characteristics, patterns of reactions to frustration and problems.

a) Sociomatrix:

The “nxn” matrix for displaying sociometric data obtained through sociometric test, is known sociomatrix. It is regarded as convenient way of organizing the sociometric results in an economical way. It can provide a wide variety of information. It includes all the data collected through a sociometric test or questionnaire. It is the pool from which the teacher or counselor can draw out any information he likes for practical or research purposes. It tells about sociometric status of students i.e., the number of populars, neglectees, rejectees, isolates, etc in a peer group or class, the number of reciprocal choices, the number of cross choices, the number of students who choose a student, the number of students chosen by each student and the intensity of each choice. If the teacher or counselor is interested in some other division like boys-girls, urban-rural, high-low socio-economic status etc. then the sociomatrix may be accordingly subdivided or the matrix may be differently coloured. It helps in determining the cohesion or cliqueness in the class or peer group. So sociomatrix is a two-fold table used for organizing whole sociometric data of a group.

In the present study, the investigator prepared sociomatrices for arts & science streams of each classroom group by tabulating the choices and rejections of each student of a group, in an “nxn” matrix. The roll number and the sex of the students was written in the same order beginning from the top left-hand corner across the top and down the left-hand margin on the matrix. The sociomatrix of each classroom
group is obtained by rearranging the rows and columns of the matrix of raw data so as to make the structure of the group apparent.

b) Sociometric Status Score:

The number of choices received by an individual member of a peer group on the sociometric test is referred to as his sociometric status score. The choices received by a group member are obtained by counting each entry made in each member’s vertical column as one, regardless of whether the choice is given as first, second or third. These totals are then entered in the row labeled “Total on each criterion” at the bottom of “Sociomatrix table”. Summing the three totals in each column, the sociometric status score of each member is obtained one by one. On the basis of sociometric status score, an individual can be identified to which sociometric category he belongs to.

c) Sociometric Categories:

Sociometric categories are referred to as different subgroups formed in a classroom or peer group, on the basis of sociometric status score of each member. The present study was based on only three sociometric categories viz. neglected, rejected and isolate. So the investigator identified only these three sociometric categories of students.

(i) **Neglected**: A neglected student is that who receives relatively a few positive choices i.e. 1 to 3 positive choices in social group situation or in peer group on a sociometric test.
(ii) **Rejected**: A rejected student is that who receives three or more than three negative choices or rejections from his peers in the classroom or in a social group situation. However he/she may receive some positive choices too, but regardless of positive choices he/she is considered as rejected student in the classroom by the peer group.

(iii) **Isolate**: An isolate is that who receives no choice, either positive or negative on sociometric test in a social or peer group situation, however he is a physical member of that peer group or class.

### I.7 OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To identify adolescent boys and girls of the three sociometric categories viz. neglected, rejected and isolate on the basis of sociometric status scores and rejections they receive in their respective class as a group.

2. To find out the differences in different personality factors of HSPQ (A, B, C, D, E, F, G, H, I, J, O, Q₂, Q₃ and Q₄) respectively under the influence of varying types of independent variables viz. sociometric categories (neglected, rejected and isolate), sex (boys and girls) and academic streams (arts and science).

3. To find out the joint influence of first and second order interaction between the following independent variables respectively on different personality factors of HSPQ, i.e.

   (i) Sociometric categories and sex

   (ii) Sociometric categories and academic streams
(iii) Sex and academic streams

(iv) Sociometric categories, sex and academic streams.

4. To find out the differences in the mean values based on eleven scoring factors of Rosenzweig P.F.Study viz. Extrapeditive (E’), Intropeditive (I’), Impeditive (M’), Extrapunitive (E), Variant of Extrapunitive (E), Intropunitive (I), Variant of Intropunitive (I), Impunitive (M), Extrapersistive (e), Intropersistive (i) and Impersistive (m) between neglected & rejected; neglected & isolate and rejected & isolate groups of students respectively.

5. To find out the differences in the mean values based on eleven scoring factors of Rosenzweig P.F.Study between boys and girls belonging to different sociometric categories respectively.

6. To find out the differences in the mean values based on eleven scoring factors of Rosenzweig P.F.Study between the students of arts and science streams belonging to different sociometric categories respectively.

7. To find out the differences in the mean values based on eleven problem areas of Problem Check-List viz. Health & Physical Development (HPD); Finance, Living conditions & Employment (FLE); Social & Recreational Activities (SRA); Courtship-Sex & Marriage (CSM); Social-Psychological Relations (SPR); Personal-Psychological Relations (PPR); Moral & Religion (MR); Home & Family (HF); The Future: Vocational & Educational (FVE); Adjustment to School Work (ASW) and Curriculum & Teaching Procedure (CTP) between neglected & rejected; neglected & isolate and rejected & isolate groups of students respectively.
8. To find out the differences in the mean values based on eleven problem areas between boys and girls belonging to different sociometric categories respectively.

9. To find out the differences in the mean values based on eleven problem areas between the students of arts and science streams belonging to different sociometric categories respectively.

10. To find out the most pressing and the least pressing problem areas of students on the basis of the mean values of eleven problem areas respectively in different sociometric categories.

11. To find out the most pressing and the least pressing problem areas of boys and girls on the basis of the mean values of eleven problem areas respectively in different sociometric categories.

12. To find out the most pressing and the least pressing problem areas of the students of arts and science streams on the basis of the mean values of eleven problem areas respectively in different sociometric categories.

13. To find out the association of variables - sex and academic streams respectively with different sociometric categories viz. neglected, rejected and isolate in order to test the hypothesis of independence of variables.

I.8 HYPOTHESES OF THE STUDY

The following are the hypotheses formulated for the present study:

1. There will be no significance of differences respectively on the 14 HSPQ Factors viz. a₁, Factor-A, a₂, Factor-B, a₃, Factor-C, a₄, Factor-D, a₅, Factor-E, a₆, Factor-F, a₇, Factor-G, a₈, Factor-H, a₉, Factor-I, a₁₀, Factor-J, a₁₁, Factor-
O, a_{12}. Factor-Q_2, a_{13}. Factor- Q_3 and a_{14}. Factor- Q_4 under the influence of varying types of independent variables:

(i) Sociometric categories

(ii) Sex

(iii) Academic streams

2. There will be no joint influence of first and second order interaction between the following independent variables respectively on the 14 HSPQ Factors (a_1 to a_{14}) i.e.

(i) Sociometric categories and sex

(ii) Sociometric categories and academic streams

(iii) Sex and academic streams

(iv) Sociometric categories, sex and academic streams.

3. There will be no significance of differences in the mean values based on eleven scoring factors viz. a_1. Extrapeditive, a_2. Intropeditive, a_3. Impeditive, a_4. Extrapunitive, a_5. Variant of Extrapunitive, a_6. Intropunitive, a_7. Variant of Intropunitive, a_8. Impunitive, a_9. Extrapersitiv, a_{10}. Intopersitiv and a_{11}. Impersistiv of Rosenzweig P.F.Study respectively between

(i) Neglected and rejected students

(ii) Neglected and isolate students

(iii) Rejected and isolate students.

4. There will be no significance of differences in the mean values based on eleven scoring factors (a_1 to a_{11}) of Rosenzweig P.F.Study respectively
between boys and girls belonging to different sociometric groups viz. (i) Neglected, (ii) Rejected and (iii) Isolate.

5. There will be no significance of differences in the mean values based on eleven scoring factors ($a_1$ to $a_{11}$) of Rosenzweig P.F.Study respectively between the students of arts and science streams belonging to different sociometric groups viz. (i) Neglected, (ii) Rejected and (iii) Isolate.


(i) Neglected and rejected students

(ii) Neglected and isolate students

(iii) Rejected and isolate students.

7. There will be no significance of differences in the mean values based on eleven problem areas ($a_1$ to $a_{11}$) of Problem Check-List respectively between boys and girls belonging to different sociometric groups viz. (i) Neglected, (ii) Rejected and (iii) Isolate.

8. There will be no significance of differences in the mean values based on eleven problem areas ($a_1$ to $a_{11}$) of Problem Check-List respectively between
the students of arts and science streams belonging to different sociometric groups viz. (i) Neglected, (ii) Rejected and (iii) Isolate.

9. There will be no same problem area as (I) the most pressing and (II) the least pressing respectively among the students of different sociometric groups viz. (i) Neglected (ii) Rejected and (iii) Isolate.

10. There will be no same problem area as (I) the most pressing and (II) the least pressing respectively in (a) boys and (b) girls of different sociometric groups viz. (i) Neglected (ii) Rejected and (iii) Isolate.

11. There will be no same problem area as (I) the most pressing and (II) the least pressing respectively in (a) arts and (b) science stream students of different sociometric groups viz. (i) Neglected (ii) Rejected and (iii) Isolate.

12. There will be no significant association of different sociometric categories respectively with (a) sex and (b) academic streams.

I.9 DELIMITATIONS OF THE STUDY

1. The present study was confined to class XII\textsuperscript{th} students of higher secondary schools only.

2. The present study was confined to the students studying in arts and science streams only.

3. The present study was limited to three districts viz. Jammu, Samba and Kathua of Jammu province only.

4. The present study was confined to the schools under the control of the Director School Education, Jammu (J&K).
5. The present study was confined to an initial sample of 1881 students (Boys = 947; Girls = 934) of arts and science streams, out of which only 354 students of different unaccepted sociometric categories (113 neglected, 135 rejected and 106 isolate) were picked up.

6. The students in different sociometric categories were identified on a three positive criteria-three choice and one negative criterion-one choice with the help of sociometric questionnaire using Bronfenbrenner’s Fixed Frame of Reference.