A. DEFINING THE PROBLEM

The modern educational practices aim at the all-round personality development of the pupils. In this context, the role of informally organized peer group is now being gradually recognized. Acceptance by the peer group contributes to the educational ends of an individual in many ways. It helps in the social and personal development and increases motivation to learn. Students develop fully only in interaction with their peers. So acceptance plays a central role in one’s personality development. The peer group unacceptance, on the other hand has far reaching adverse effects upon the developing personality of the students. Unacceptance by the peers reduces self-confidence and interest in learning. The experience of unacceptance can also lead to a number of other adverse psychological consequences such as loneliness, low self-esteem, aggression, depression, feeling of insecurity and heightened sensitivity.

Feelings of isolation and rejection are the common sources of self devaluation and discouragement. A student in a classroom situation is unaccepted (neglected, rejected or isolated) when he is deliberately excluded from a social relationship or social interactions. He is unaccepted on an individual basis or by an entire group of students. Unacceptance by an entire group of students can have especially negative effects, particularly when it results in social isolation or rejection. 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. Gregarious instincts ripen at this stage and it gets numerous opportunities for fulfillment while the adolescent comes in contact with others in his age group in the classroom or school. +2 stage of education is the most important stage of one’s career and if the adolescents at this stage of education are not treated well by the peers, they may develop some undesirable traits of personality which can affect their career aspirations and future life also.

The findings of the present study will be helpful in understanding and dealing with the classroom hostility and will be useful to know and understand the unexpressed feelings of unacceptance. The findings of the study may also provide assistance to the teachers, educational counselors, guidance workers, educational administrators, curriculum designers and parents to understand the personality traits, different patterns of reactions to frustration and different problems of unaccepted students. In view of this context, it was thought worthwhile to take up the present study at class XII level and understand the behavior of the students of certain sociometric categories viz. neglected, rejected and isolate.

B. OBJECTIVES OF THE STUDY

The following were 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.
C. HYPOTHESES OF THE STUDY

The following were the hypotheses formulated for the present study:

   (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 (a1 to a14) 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. a1. Extrapeditive, a2. Intropeditive, a3. Impeditive, a4. Extrapunitive, a5. Variant of Extrapunitive, a6. Intropunitive, a7. Variant of Intropunitive, a8. Impunitive, a9. Extrapersistive, a10. Intropersistive and a11. Impersistive 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.

D. DELIMITATIONS OF THE STUDY

1. The present study was confined to class XII$^{th}$ 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.

E. SAMPLING PROCEDURE

The present study was based on the class XII students studying in various government as well as private higher secondary schools located in Jammu province. Out of ten districts of Jammu province, three districts viz. Jammu, Samba and Kathua were picked up randomly. From each school, two sections/groups were selected randomly i.e. one from arts stream and another from science stream. The restricted sample comprised of 354 students (113 neglected, 135 rejected and 106 isolate), were identified by using sociometric questionnaire out of the initial sample of 1881 (Boys=947; Girls=934) student.

F. IDENTIFICATION OF STUDENTS ON THE BASIS OF CERTAIN GROUPS

1. Sociometric categories: Neglected, Rejected and Isolate
2. Sex: Boys and Girls
3. Academic stream: Arts and Science
G. VARIABLES STUDIED

1. Fourteen Personality Factors
2. Eleven Patterns of Reactions to Frustration
3. Eleven Problem areas

H. TOOLS USED

1. Sociometric Questionnaire prepared by Dr. A.N. Sharma.
3. The Indian Adaptation of the Rosenzweig P.F Study (Adult Form) prepared by Udai Pareek and R.S. Devi.
4. The Problem Check-List prepared by Dr. M.C. Joshi and Dr. Jagadish Pandey.

I. PROCESS OF DATA COLLECTION

The process of identification and data collection was completed in three days in each randomly selected school.

(a) Identification of students of different sociometric categories:

The Sociometric Questionnaire prepared by Dr. A.N. Sharma was administered separately to both the arts and science stream classes having students not less than 15 and not more than 50. After the administration of Sociometric Questionnaire, the investigator needed a gap of one day to prepare sociomatrices in order to identify the neglected, rejected and isolate students in a particular class, by using Bronfenbrenner’s Fixed Frame of References. The
students who received three or less than three positive choices were considered as neglected and the students who received three or more than three negative choices irrespective of positive choices were considered rejected students. However the students who received neither positive choices nor negative choices were considered as isolate students.

(b) Administration of tools for data collection:

After the identification of neglected, rejected and isolate students in a class, two tools viz. Jr. Sr. High School Personality Questionnaire and Rosenzweig Picture-Frustration Study were administered to the identified group of students in a particular school. On the last day in a particular school, the third tool i.e. Problem Check-List was administered to the identified students. In this way the investigator spent minimum three days in a particular school for the identification and administration of tools for the collection of data.

J. STATISTICAL TECHNIQUES EMPLOYED

The raw scores themselves do not reveal anything unless they are analyzed statistically. In the present investigation, the following statistical techniques were employed for the analysis of data:

1. Bartlett’s Test of Homogeneity was employed for testing the homogeneity of variance, as one of the assumptions of Analysis of variance (ANOVA).

2. Three–way (3×2×2) Analysis of variance technique was employed for finding out the significant differences and interactional effects of the variables under study.
3. POST ANOVA (t–ratio technique) was employed for finding out the significant differences in the mean values of HSPQ factors of students belonging to different sociometric categories.

4. Mean and S D. The C R Technique was employed to the mean values based on eleven patterns of reactions to frustration and eleven problem areas of students in order to find out the differences between the students belonging to different groups based on sociometric categories, sex and academic stream.

5. Chi–Square ( $\chi^2$ ) technique was employed for testing the hypothesis of independence of variables between sociometric categories & sex and sociometric categories & academic stream.


K. ANALYSIS OF THE DATA

The data was analyzed with the help of above mentioned statistical techniques. The values thus obtained were tabulated and systematically presented under the following headings:

(1a) Analysis of scores of fourteen HSPQ factors on the basis of Three-way ANOVA design.

(1b) ‘t’-ratio and its application to the scores based on fourteen personality dimensions of HSPS.

(2) Comparison of mean scores based on the eleven scoring patterns of Reactions to frustration of Rosenzweig P.F Study:
(i) Sociometric category-wise difference; (ii) Sex-wise difference and (iii) Academic stream-wise difference.

(3) Comparison of mean scores based on the eleven problem areas of Problem Check List:

(i) Sociometric category-wise difference; (ii) Sex-wise difference and (iii) Academic stream-wise difference.

(4) Finding out the most pressing and least pressing Problem areas on the basis of mean values of eleven problem areas among different groups of students based on (i) Sociometric category, (ii) Sex and (iii) Academic streams.

(5) Association of different sociometric categories respectively with sex and academic streams.

L. MAIN FINDINGS

I. FOURTEEN PERSONALITY FACTORS OF HSPQ

Factor-A: (Reserved, Detached, Critical, Aloof, Stiff Vs Warm hearted, Outgoing, Easygoing, Participating)

I (a₁) Inferences based on the F-ratio values with Factor-A, as criterion:

1. F-ratio value for the first main factor i.e. ‘Sociometric categories’ was found significant with Factor-A, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.
2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-A, taken as criterion. The girls in comparison to boys scored high on this factor. They were found more warm hearted, outgoing, easygoing and participating than the boys who seemed to show reserved, detached, critical, aloof and stiff behavior.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-A, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They were found more warm hearted, outgoing, easygoing and participating than the students of science stream who seemed to show reserved, detached, critical, aloof and stiff behaviour.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-A, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-A, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-A, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-A, taken as criterion.

I (a₂) Inferences based on the t-ratio values with Factor-A, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-A. The students of
neglected category in comparison to rejected category scored high on this factor. They were found more warm hearted, outgoing, easygoing and participating than the students of rejected category who seemed to be reserved, detached, critical, aloof and stiff.

2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-A. The students of isolate category in comparison to rejected category scored high on this factor. They were found more warm hearted, outgoing, easygoing and participating than the students of rejected category who seemed to be reserved, detached, critical, aloof and stiff.

Factor-B: (Less intelligent, Concrete thinking, Of Lower scholastic mental capacity Vs More intelligent, Abstract thinking, Bright, Of Higher scholastic mental capacity)

I (b₁) Inferences based on the F-ratio values with Factor-B, as criterion:

1. F-ratio value for the first main factor i.e. ‘Sociometric categories’ was found significant with Factor-B, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-B, taken as criterion.
3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-B, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were found more intelligent, with abstract thinking, bright and of higher scholastic mental capacity than the students of arts stream who seemed to show less intelligence, concrete thinking and lower scholastic mental capacity.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-B, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-B, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-B, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-B, taken as criterion.

I (b2) Inferences based on the t-ratio values with Factor-B, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference between neglected and rejected category of students on the Factor-B. The students of neglected category in comparison to rejected category scored high on this factor. They were found more intelligent, with abstract thinking, bright and of higher scholastic mental capacity than the students of rejected category who seemed to be
less intelligent, with concrete thinking and of lower scholastic mental capacity.

2. There was found significant difference between the neglected and isolate category of students on the Factor-B. The students of neglected category in comparison to isolate category scored high on this factor. They were found more intelligent, with abstract thinking, bright and of higher scholastic mental capacity than the students of isolate category who seemed to be less intelligent, with concrete thinking and of lower scholastic mental capacity.

3. There was found significant difference between the rejected and isolate category of students on the Factor-B. The students of rejected category in comparison to isolate category scored high on this factor. They were found more intelligent, with abstract thinking, bright and of higher scholastic mental capacity than the students of isolate category who seemed to be less intelligent, with concrete thinking, bright and of lower scholastic mental capacity.

Factor-C: (Affected by feelings, Emotionally less stable, Easily upset, Changeable, Of lower ego strength Vs Emotionally stable, Mature, Faces reality, Calm, Of higher ego strength)

I (c_{1}) Inferences based on the F-ratio values with Factor-C, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-C, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.
2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-C, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-C, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were found emotionally more stable, mature, face reality, calm, of higher ego strength than the students of arts stream who were affected by feelings, emotionally less stable, easily upset, changeable and of lower ego strength.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-C, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-C, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-C, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-C, taken as criterion.

I (c2) Inferences based on the t-ratio values with Factor-C, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-C. The students of neglected category in comparison to rejected category scored high on this factor. They were found emotionally more stable, mature, face reality, calm, of higher ego strength than the students of rejected category who
seemed to be affected by feelings, emotionally less stable, easily upset, changeable and of lower ego strength.

2. There was found significant difference in the mean values between the neglected and isolate category of students on the Factor-C. The students of neglected category in comparison to isolate category scored high on this factor. They were found emotionally more stable, mature, face reality, calm, of higher ego strength than the students of isolate category who seemed to be affected by feelings, emotionally less stable, easily upset, changeable and of lower ego strength.

3. There was found no significant difference in the mean values between the students of rejected and isolate categories on this dimension of personality.

**Factor-D: (Undemonstrative, Deliberate, Inactive, Stodgy, Phlegmatic Vs Excitable, Impatient, Demanding, Overactive, Unrestrained)**

I \((d_1)\) Inferences based on the F-ratio values with Factor-D, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-D, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-D, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-D, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were found more excitable, impatient, demanding, overactive and unrestrained
than the students of arts stream who seemed to show undemonstrative, deliberate, inactive, stodgy and phlegmatic type of behaviors.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-D, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-D, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found significant with Factor-D, taken as criterion. It meant that the boys and girls belonging to arts and science streams differed significantly from each other on this dimension of personality.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-D, taken as criterion.

I (d²) Inferences based on the t-ratio values with Factor-D, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-D. The students of rejected category in comparison to neglected category scored high on this factor. They were found more excitable, impatient, demanding, overactive and unrestrained than the students of neglected category who seemed to show undemonstrative, deliberate, inactive, stodgy and phlegmatic type of behaviors.
2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found no significant difference in the mean values between the students of rejected and isolate categories on this dimension of personality.

**Factor-E: (Obedient, Mild, Easily led, Accommodating, Submissive Vs Assertive, Competitive, Aggressive, Stubborn, Dominant)**

**I \( (e_1) \) Inferences based on the F-ratio values with Factor-E, as criterion:**

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-E, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-E, taken as criterion. The boys in comparison to girls scored high on this factor. They were found more assertive, competitive, aggressive, stubborn and dominant than the girls who seemed to be obedient, mild, easily led, accommodating and submissive.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-E, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were found more assertive, competitive, aggressive, stubborn and dominant than the students of arts stream who seemed to be obedient, mild, easily led, accommodating and submissive.
4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-E, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-E, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-E, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-E, taken as criterion.

I (e₂) Inferences based on the t-ratio values with Factor-E, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-E. The students of rejected category in comparison to neglected category scored high on this factor. They were found more assertive, competitive, aggressive, stubborn and dominant than the students of neglected category who seemed to be obedient, mild, easily led, accommodating and submissive.

2. There was found significant difference in the mean values between the neglected and isolate category of students on the Factor-E. The students of isolate category in comparison to neglected category scored high on this factor. They were found more assertive, competitive, aggressive, stubborn and dominant than the students of neglected category who seemed to be obedient, mild, easily led, accommodating and submissive.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-E. The students of
rejected category in comparison to isolate category scored high on this factor. They were found more assertive, competitive, aggressive, stubborn and dominant than the students of isolate category who seemed to be obedient, mild, easily led, accommodating and submissive.

**Factor-F: (Sober, Taciturn, Serious Vs Enthusiastic, Heedless, Happy-go-lucky)**

I (f₁)  **Inferences based on the F-ratio values with Factor-F, as criterion:**

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-F, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-F, taken as criterion. The boys in comparison to girls scored high on this factor. They were found more enthusiastic, heedless and happy-go-lucky than the girls who seemed to be sober, taciturn and serious.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-E, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They were found more enthusiastic, heedless and happy-go-lucky than the students of science stream who seemed to be sober, taciturn and serious.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-F, taken as criterion.
5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-F, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-F, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-F, taken as criterion.

I ($f_2$) Inferences based on the t-ratio values with Factor-F, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-F. The students of rejected category in comparison to neglected category scored high on this factor. They were found more enthusiastic, heedless and happy-go-lucky than the students of neglected category who seemed to be sober, taciturn and serious.

2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There is found significant difference in the mean values between the rejected and isolate category of students on the Factor-F. The students of rejected category in comparison to isolate category scored high on this factor. They were found more enthusiastic, heedless and happy-go-lucky than the students of isolate category who seemed to be sober, taciturn and serious.
Factor-G: (Disregarded rules, Expedient, Has weaker super ego strength Vs
        Conscientious, Persistent, Moralistic, Staid, Has stronger super
        ego strength)

I (g₁)  Inferences based on the F-ratio values with Factor-G, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found
   significant with Factor-G, taken as criterion. The students belonging to
   different sociometric categories differed significantly from each other on
   this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with
   Factor-G, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found
   significant with Factor-G, taken as criterion. The students of science stream
   in comparison to arts stream scored high on this factor. They were found
   more conscientious, persistent, moralistic, staid and had stronger super ego
   strength than the students of arts stream who seemed to disregard rules, are
   expedient and had weaker super ego strength.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’
   was found insignificant with Factor-G, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and
   Academic streams’ was found insignificant with Factor-G, taken as
   criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was
   found insignificant with Factor-G, taken as criterion.
7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-G, taken as criterion.

I (g2) Inferences based on the t-ratio values with Factor-G, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-G. The students of neglected category in comparison to rejected category scored high on this factor. They were found more conscientious, persistent, moralistic, staid and had stronger super ego strength than the students of rejected category who seemed to disregard rules, were expedient and had weaker super ego strength.

2. There was found significant difference in the mean values between the neglected and isolate category of students on the Factor-G. The students of neglected category in comparison to isolate category scored high on this factor. They were found more conscientious, persistent, moralistic, staid and have stronger super ego strength than the students of isolate category who seemed to disregard rules, were expedient and had weaker super ego strength.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-G. The students of isolate category in comparison to rejected category scored high on this factor. They were found more conscientious, persistent, moralistic, staid and had stronger super ego strength than the students of rejected category.
who seemed to disregard rules, are expedient and had weaker super ego strength.

Factor-II: (Shy, Timid, Threat sensitive Vs Adventurous, Thick-skinned, Socially bold)

I (h₁) Inferences based on the F-ratio values with Factor-II, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-H, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-H, taken as criterion. The boys in comparison to girls scored high on this factor. They were found more adventurous, thick-skinned and socially bold than the girls who seemed to be shy, timid and threat sensitive.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-H, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were found more adventurous, thick-skinned and socially bold than the students of arts stream who seemed to be shy, timid and threat sensitive.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-H, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-H, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-H, taken as criterion.
7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-H, taken as criterion.

I (h$_2$) Inferences based on the t-ratio values with Factor-H, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-H. The students of rejected category in comparison to neglected category scored high on this factor. They were found more adventurous, thick-skinned and socially bold than the students of neglected category who seemed to be shy, timid and threat sensitive.

2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-H. The students of rejected category in comparison to isolate category scored high on this factor. They were found more adventurous, thick-skinned and socially bold than the students of isolate category who seem to be shy, timid and threat sensitive.
Factor-I: (Tough-minded, Rejects illusions Vs Tender minded, Sensitive, Clinging, Over protected)

I (i₁)  Inferences based on the F-ratio values with Factor-I, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-I, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-I, taken as criterion. The girls in comparison to boys scored high on this factor. They were found more tender minded, sensitive, clinging and over protected than the boys who seemed to be tough minded and reject illusions.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-I, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They were found more tender minded, sensitive, clinging and over protected than the students of science stream who seemed to be tough minded and reject illusions.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-I, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-I, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-I, taken as criterion.
7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-I, taken as criterion.

I (i2) Inferences based on the t-ratio values with Factor-I, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-I. The students of neglected category in comparison to rejected category scored high on this factor. They were found more tender minded, sensitive, clinging and over protected than the students of rejected category who seemed to be tough minded and reject illusions.

2. There was found significant difference in the mean values between the neglected and isolate category of students on the Factor-I. The students of neglected category in comparison to isolate category scored high on this factor. They were found more tender minded, sensitive, clinging and over protected than the students of isolate category who seemed to be tough minded and reject illusions.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-I. The students of isolate category in comparison to rejected category scored high on this factor. They were found more tender minded, sensitive, clinging and over protected than the students of rejected category who seemed to be tough minded and reject illusions.
Factor-J: (Zestful, Likes group actions Vs Circumspect individualism, Reflective, Internally restrained)

I (j₁) Inferences based on the F-ratio values with Factor-J, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-J, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-J, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-J, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They had more circumspect individualism, reflective and internally restrained behavior than the students of science stream who seemed to be zestful and like group actions.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-J, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-J, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-J, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-J, taken as criterion.
Inferences based on the t-ratio values with Factor-J, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-J. The students of neglected category in comparison to rejected category scored high on this factor. They had more circumspect individualism, reflective and internally restrained behavior than the students of rejected category who seemed to be zestful and like group actions.

2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-J. The students of isolate category in comparison to rejected category scored high on this factor. They had more circumspect individualism, reflective and internally restrained behavior than the students of rejected category who seemed to be zestful and like group actions.

Factor-O: (Self-assured, Placid, Secure, Complacent, Untroubled Vs Apprehensive, Self-reproaching, Insecure, Worrying, Guilt prone)

Inferences based on the F-ratio values with Factor-O, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-O, taken as criterion. The students belonging to
different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found significant with Factor-O, taken as criterion. The boys in comparison to girls scored high on this factor. They were found more apprehensive, self-reproaching, insecure, worrying and guilt prone than the girls who seemed to be self-assured, placid, secure, complacent and untroubled.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-O, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They were found more apprehensive, self-reproaching, insecure, worrying and guilt prone than the students of science stream who seemed to be self-assured, placid, secure, complacent and untroubled.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-O, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-O, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-O, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-O, taken as criterion.
I (k_2) Inferences based on the t-ratio values with Factor-O, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-O. The students of rejected category in comparison to neglected category scored high on this factor. They were found more apprehensive, self-reproaching, insecure, worrying and guilt prone than the students of neglected category who seemed to be self-assured, placid, secure, complacent and untroubled.

2. There was found no significant difference in the mean values between the neglected and isolate category of students on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-O. The students of rejected category in comparison to isolate category scored high on this factor. They were found more apprehensive, self-reproaching, insecure, worrying and guilt prone than the students of isolate category who seemed to be self-assured, placid, secure, complacent and untroubled.

Factor-Q_2: (Socially group dependent, A joiner and sound follower Vs Self-sufficient, Prefers own decisions, Resourceful)

I (l_1) Inferences based on the F-ratio values with Factor-Q_2, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-Q_2, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.
2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-Q₂, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-Q₂, taken as criterion. The students of arts stream in comparison to science stream scored high on this factor. They were more self-sufficient, prefer own decisions and were resourceful than the students of science stream who seemed to be socially group dependent, joiner and sound follower.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-Q₂, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-Q₂, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-Q₂, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-Q₂, taken as criterion.

I (l₂) **Inferences based on the t-ratio values with Factor-Q₂, as criterion among the students belonging to different Sociometric categories:**

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-Q₂. The students of rejected category in comparison to neglected category scored high on this factor. They were found more self-sufficient, prefer own decisions and were
resourceful than the students of neglected category who seemed to be socially group dependent, joiner and sound followers.

2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-Q2. The students of rejected category in comparison to isolate category scored high on this factor. They were found more self-sufficient, prefer own decisions and were resourceful than the students of isolate category who seemed to be socially group dependent, joiner and sound followers.

Factor-Q3: (Uncontrolled, Lax, Follows own urges, Careless of social rules, Has low integration Vs Controlled, Socially precise, Self-disciplined, Compulsive, Has high self-concept control)

I (m1) Inferences based on the F-ratio values with Factor-Q3, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-Q3, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-Q3, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-Q3, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were
found more controlled, socially precise, self-disciplined, compulsive, with high self-concept control than the students of arts stream who seemed to be uncontrolled, lax, follow own urges, careless of social rules and with low integration.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-Q3, taken as criterion.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-Q3, taken as criterion.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-Q3, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-Q3, taken as criterion.

I (m2) Inferences based on the t-ratio values with Factor-Q3, as criterion among the students belonging to different sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-Q3. The students of neglected category in comparison to rejected category scored high on this factor. They were found more controlled, socially precise, self-disciplined, compulsive, with high self-concept control than the students of rejected category who seemed to be uncontrolled, lax, follow own urges, careless of social rules and with low integration.

2. There was found significant difference in the mean values between the neglected and isolate category of students on the Factor-Q3. The students of
neglected category in comparison to isolate category scored high on this factor. They were found more controlled, socially precise, self-disciplined, compulsive, with high self-concept control than the students of isolate category who seemed to be uncontrolled, lax, follow own urges, careless of social rules and with low integration.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-Q3. The students of isolate category in comparison to rejected category scored high on this factor. They were found more controlled, socially precise, self-disciplined, compulsive, with high self-concept control than the students of rejected category who seemed to be uncontrolled, lax, follow own urges, careless of social rules and with low integration.

Factor-Q4: (Relaxed, Tranquil, Torpid, Unfrustrated, Composed Vs Tense, Driven, Overwrought, Frustrated, Fretful)

I (n1) Inferences based on the F-ratio values with Factor-Q4, as criterion:

1. F-ratio value for the main factor i.e. ‘Sociometric categories’ was found significant with Factor-Q4, taken as criterion. The students belonging to different sociometric categories differed significantly from each other on this dimension of personality.

2. F-ratio value for another main factor i.e. ‘Sex’ was found insignificant with Factor-Q4, taken as criterion.

3. F-ratio value for the third main factor i.e. ‘Academic streams’ was found significant with Factor-Q4, taken as criterion. The students of science stream in comparison to arts stream scored high on this factor. They were
found more tense, driven, overwrought, frustrated and fretful than the arts stream students who seemed to be relaxed, tranquil, torpid and unfrustrated.

4. F-ratio value for the interactional effect of ‘Sociometric categories and Sex’ was found insignificant with Factor-Q₄, taken as criterion. It meant that the boys and girls belonging to different sociometric categories were alike on this dimension of personality.

5. F-ratio value for the interactional effect of ‘Sociometric categories and Academic streams’ was found insignificant with Factor-Q₄, taken as criterion. It meant that the students of arts and science streams belonging to different sociometric categories were alike on this dimension of personality.

6. F-ratio value for the interactional effect of ‘Sex and Academic streams’ was found insignificant with Factor-Q₄, taken as criterion.

7. F-ratio value for the triple interactional effect of ‘Sociometric categories, Sex and Academic streams’ was found insignificant with Factor-Q₄, taken as criterion.

I (n₂) Inferences based on the t-ratio values with Factor-Q₄, as criterion among the students belonging to different Sociometric categories:

1. There was found significant difference in the mean values between the neglected and rejected category of students on the Factor-Q₄. The students of rejected category in comparison to neglected category scored high on this factor. They were found more tense, driven, overwrought, frustrated and fretful than the students of neglected category who seemed to be relaxed, tranquil, torpid and unfrustrated.
2. There was found no significant difference in the mean values between the students of neglected and isolate categories on this dimension of personality.

3. There was found significant difference in the mean values between the rejected and isolate category of students on the Factor-Q. The students of rejected category in comparison to isolate category scored high on this factor. They were found more tense, driven, overwrought, frustrated and fretful than the students of isolate category who seemed to be relaxed, tranquil, torpid and unfrustrated.

II INFERENCES BASED ON ELEVEN SCORING FACTORS OF ROSENZWEIG P.F STUDY

(a1) Sociometric category-wise differences:

(i) Extrapeditive - The presence of the frustrating obstacle is insistently pointed out.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Extrapeditive factor. The rejected group of students showed high Extrapeditive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Extrapeditive factor. The isolate group of students showed high Extrapeditive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Extrapeditive factor. The rejected
group of students showed high Extrapeditive pattern of reaction to frustration than their counterparts.

(ii) **Intropeditive - The frustrating obstacle is construed as not frustrating.**
1. There was found significant difference in the mean values between neglected and rejected groups of students on the Intropeditive factor. The neglected group of students showed high Intropeditive pattern of reaction to frustration than their counterparts.
2. There was found significant difference in the mean values between neglected and isolate groups of students on the Intropeditive factor. The neglected group of students showed high Intropeditive pattern of reaction to frustration than their counterparts.
3. There was found significant difference in the mean values between rejected and isolate groups of students on the Intropeditive factor. The isolate group of students showed high Intropeditive pattern of reaction to frustration than their counterparts.

(iii) **Impeditive - The obstacle in the frustrating situation is minimized almost to the point of denying its presence.**
1. There was found significant difference in the mean values between neglected and rejected groups of students on the Impeditive factor. The neglected group of students showed high Impeditive pattern of reaction to frustration than their counterparts.
2. No significant difference existed in the mean values between neglected and isolate groups of students on the Impeditive pattern of reaction to frustration.
3. There was found significant difference in the mean values between rejected and isolate groups of students on the Impeditive factor. The isolate group of students showed high Impeditive pattern of reaction to frustration than their counterparts.

(iv) Extrapunitive - Blame, hostility etc. are turned against some person or thing in the environment.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Extrapunitive factor. The rejected group of students showed high Extrapunitive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Extrapunitive factor. The isolate group of students showed high Extrapunitive pattern of reaction to frustration than than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Extrapunitive factor. The rejected group of students showed high Extrapunitive pattern of reaction to frustration than their counterparts.

(v) Variant of Extrapunitive - The subject aggressively denies that he is responsible for some offence with which he is charged.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the denial Variant of Extrapunitive factor. The rejected group of students showed high denial Variant of Extrapunitive pattern of reaction to frustration than their counterparts.
2. There was found significant difference in the mean values between neglected and isolate groups of students on the denial Variant of Extrapunitive factor. The isolate group of students showed high denial Variant of Extrapunitive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the denial Variant of Extrapunitive factor. The isolate group of students showed high denial Variant of Extrapunitive pattern of reaction to frustration than their counterparts.

(vi) **Intropunitive - Blame, censure etc. directed by the subject on himself.**

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Intropunitive factor. The neglected group of students showed high Intropunitive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Intropunitive factor. The neglected group of students showed high Intropunitive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Intropunitive factor. The isolate group of students showed high Intropunitive pattern of reaction to frustration than their counterparts.
(vii) **Variant of Intropunitive - The subject admits his guilt, but denies any essential fault by referring to unavoidable circumstance.**

1. There was found significant difference in the mean values between neglected and rejected groups of students on the denial Variant of Intropunitive factor. The neglected group of students showed high denial Variant of Intropunitive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the denial Variant of Intropunitive factor. The neglected group of students showed high denial Variant of Intropunitive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the denial Variant of Intropunitive factor. The isolate group of students showed high denial Variant of Intropunitive pattern of reaction to frustration than their counterparts.

(viii) **Impunitive - Blame for the frustration is evaded altogether, the situation being regarded as unavoidable.**

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Impunitive factor. The rejected group of students showed high Impunitive pattern of reaction to frustration than their counterparts.
2. No significant difference existed in the mean values between neglected and isolate groups of students on the Impunitive pattern of reaction to frustration.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Impunitive factor. The rejected group of students showed high Impunitive pattern of reaction to frustration than their counterparts.

(ix) Extrapersistive - A solution for the frustrating situation is emphatically expected of someone else.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Extrapersistive factor. The rejected group of students showed high Extrapersistive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Extrapersistive factor. The isolate group of students showed high Extrapersistive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Extrapersistive factor. The rejected group of students showed high Extrapersistive pattern of reaction to frustration than their counterparts.

(x) Intropersistive - Amends are offered by the subject usually from a sense of guilt, to solve the problem.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Intropersistive factor.
The neglected group of students showed high Intropersistive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Intropersistive factor. The neglected group of students showed high Intropersistive pattern of reaction to frustration than their counterparts.

3. There was found significant difference in the mean values between rejected and isolate groups of students on the Intropersistive factor. The isolate group of students showed high Intropersistive pattern of reaction to frustration than their counterparts.

(xi) **Impersistive** - Expression is given to the hope that time will bring about a solution of problem; patience and conformity are characteristics.

1. There was found significant difference in the mean values between neglected and rejected groups of students on the Impersistive factor. The neglected group of students showed high Impersistive pattern of reaction to frustration than their counterparts.

2. There was found significant difference in the mean values between neglected and isolate groups of students on the Impersistive factor. The neglected group of students showed high Impersistive pattern of reaction to frustration than their counterparts.

3. No significant difference existed in the mean values between rejected and isolate group of students on the Impersistive pattern of reaction to frustration.
(a2) Sex-wise differences in different sociometric categories:

(Extrapeditive)

There were found significant differences between the mean values of boys and girls respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Extrapeditive factor. The boys showed high Extrapeditive pattern of reaction to frustration than the girls in all the three sociometric groups.

(Intropeditive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Intropeditive factor.

(Impeditive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Impeditive factor.

(Extrapunitive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Extrapunitive factor.

(Variant of Extrapunitive)

1. There was found significant difference between the mean values of boys and girls belonging to neglected group on the denial Variant of Extrapunitive factor. The girls showed high denial Variant of Extrapunitive pattern of reaction to frustration than the boys.
2. No significant differences existed between the mean values of boys and girls respectively belonging to rejected and isolate groups on the denial Variant of Extrapunitive factor.

(Intropunitive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Intropunitive factor.

(Variant of Intropunitive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the denial Variant of Intropunitive factor.

(Impunitive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Impunitive factor.

(Extrapersistive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Extrapersistive factor.

(Intropersistive)

There were found significant differences between the mean values of boys and girls respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Intropersistive factor. The girls
showed high Intropersistive pattern of reaction to frustration than the boys in all the three sociometric groups

(Impersistive)

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Impersistive factor.

(a3) Academic stream-wise differences in different sociometric categories:

(Extrapeditive)

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Extrapeditive factor. The students of arts stream showed high Extrapeditive pattern of reaction to frustration than the students of science stream in all the three sociometric groups.

(Intropeditive)

1. No significant difference existed between the mean values of arts and science stream students belonging to neglected group on the Intropeditive factor.

2. There was found significant difference between the mean values of arts and science stream students belonging to rejected group on the Intropeditive factor. The science stream students showed high Intropeditive pattern of reaction to frustration than their counterparts.
3. No significant difference existed between the mean values of arts and science stream students belonging to isolate group on the Intropeditive factor.

**Impitive**

1. There was found significant difference between the mean values of arts and science stream students belonging to neglected group on the Impeditive factor. The arts stream students showed high Impeditive pattern of reaction to frustration than their counterparts.

2. No significant differences existed between the mean values of arts and science stream students respectively belonging to rejected and isolate groups on the Impeditive factor.

**Extrapunitive**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Extrapunitive factor. The students of science stream showed high Extrapunitive pattern of reaction to frustration than the students of arts stream in all the three sociometric groups.

**Variant of Extrapunitive**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the denial Variant of Extrapunitive factor. The students of science stream showed high denial Variant of Extrapunitive pattern of reaction to frustration than the students of arts stream in all the three sociometric groups.
(Intropunitive)

No significant differences existed between the mean values of arts and science stream students respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the Intropunitive factor.

(Variant of Intropunitive)

1. There was found significant difference between the mean values of arts and science stream students belonging to neglected group on the denial Variant of Intropunitive factor. The arts stream students showed high denial Variant of Intropunitive pattern of reaction to frustration than their counterparts.

2. No significant differences existed between the mean values of arts and science stream students respectively belonging to rejected and isolate groups on the denial Variant of Intropunitive factor.

(Impunitive)

1. No significant differences existed between the mean values of arts and science stream students belonging to neglected group on the Impunitive factor.

2. There was found significant difference between the mean values of arts and science stream students belonging to rejected group on the Impunitive factor. The arts stream students showed high Impunitive pattern of reaction to frustration than their counterparts.

3. No significant difference existed between the mean values of arts and science stream students respectively belonging to isolate group on the Impunitive factor.
There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Extrapersistive factor. The students of science stream showed high Extrapersistive pattern of reaction to frustration than the students of arts stream in all the three sociometric groups.

(Extrapersistive)

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Intropersistive factor. The students of science stream showed high Intropersistive pattern of reaction to frustration than the students of arts stream in all the three sociometric groups.

(Intropersistive)

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Impersistive factor. The students of arts stream showed high Impersistive pattern of reaction to frustration than the students of science stream in all the three sociometric groups.

(Impersistive)
III INFERENCES BASED ON ELEVEN PROBLEM AREAS OF THE PROBLEM CHECK-LIST

(a1) Sociometric category-wise differences:

(i) Health and Physical Development area

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Health and Physical Development area. The students of rejected group depicted problems related to health and physical development area more than the students of neglected group.

2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Health and Physical Development.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Health and Physical Development area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(ii) Finance, Living conditions and Employment area

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Finance, Living conditions and Employment area. The students of rejected group depicted problems related to this area more than the students of neglected group.
2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Finance, Living conditions and Employment.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Finance, Living conditions and Employment area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(iii) **Social and Recreational Activities area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Social and Recreational Activities area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Social and Recreational Activities.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Social and Recreational Activities area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(iv) **Courtship-Sex and Marriage area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Courtship-Sex and Marriage area. The students of rejected group depicted problems related to this area more than the students of neglected group.
2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Courtship-Sex and Marriage.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Courtship-Sex and Marriage area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(v) Social-Psychological Relations area

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Social-Psychological Relations area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Social-Psychological Relations.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Social-Psychological Relations area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(vi) Personal-Psychological Relations area

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Personal-Psychological Relations area. The students of rejected group depicted problems related to this area more than the students of neglected group.
2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Personal-Psychological Relations.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Personal-Psychological Relations area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(vii) **Moral and Religion area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Moral and Religion area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Moral and Religion.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Moral and Religion area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(viii) **Home and Family area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Home and Family area. The students of rejected group depicted problems related to this area more than the students of neglected group.
2. There was found significant difference between the mean values of neglected and isolate groups of students on the Home and Family area. The students of neglected group depicted problems related to this area more than the students of isolate group.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Home and Family area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(ix) **The Future: Vocational and Educational area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on The Future: Vocational and Educational area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. There was found significant difference between the mean values of neglected and isolate groups of students on The Future: Vocational and Educational area. The students of neglected group depicted problems related to this area more than the students of isolate group.

3. There was found significant difference between the mean values of rejected and isolate groups of students on The Future: Vocational and Educational area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(x) **Adjustment to School Work area**

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Adjustment to school
work area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. No significant difference existed between the mean values of neglected and isolate groups of students on the area of Adjustment to school work.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Adjustment to school work area. The students of rejected group depicted problems related to this area more than the students of isolate group.

(xi) Curriculum and Teaching Procedure area

1. There was found significant difference between the mean values of neglected and rejected groups of students on the Curriculum and Teaching procedure area. The students of rejected group depicted problems related to this area more than the students of neglected group.

2. There was found significant difference between the mean values of neglected and isolate groups of students on the Curriculum and Teaching procedure area. The students of neglected group depicted problems related to this area more than the students of isolate group.

3. There was found significant difference between the mean values of rejected and isolate groups of students on the Curriculum and Teaching procedure area. The students of rejected group depicted problems related to this area more than the students of isolate group.
(a2) **Sex-wise differences in different sociometric categories:**

(i) **Health and Physical Development area**

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the problems related to the area of Health and Physical Development.

(ii) **Finance, Living conditions and Employment area**

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the problems related to the area of Finance, Living conditions and Employment.

(iii) **Social and Recreational Activities area**

There were found significant differences between the mean values of boys and girls respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Social and Recreational Activities area. The girls depicted problems related to this area more than the boys in all the three sociometric groups.

(iv) **Courtship-Sex and Marriage area**

1. There was found significant difference between the mean values of boys and girls belonging to neglected group on the Courtship-Sex and Marriage area. The girls depicted problems related to this area more than the boys.
2. No significant difference existed between the mean values of boys and girls belonging to rejected group on the problems related to the area of Courtship-Sex and Marriage.

3. There was found significant difference between the mean values of boys and girls belonging to isolate group on the Courtship-Sex and Marriage area. The girls depicted problems related to this area more than the boys.

(v) **Social-Psychological Relations area**

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the problems related to the area of Social-Psychological relations.

(vi) **Personal-Psychological Relations area**

There were found significant differences between the mean values of boys and girls respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Personal-Psychological relations area. The girls depicted problems related to this area more than the boys in all the three sociometric groups.

(vii) **Moral and Religion area**

There were found significant differences between the mean values of boys and girls respectively belonging to different sociometric groups neglected, rejected and isolate group on the Moral and Religion area. The girls depicted problems related to this area more than the boys in all the three sociometric groups.
(viii) **Home and Family area**

1. There was found significant difference between the mean values of boys and girls belonging to neglected group on the Home and Family area. The girls depicted problems related to this area more than the boys.

2. No significant differences existed between the mean values of boys and girls respectively belonging to rejected and isolate groups on the problems related to the area of Home and Family.

(ix) **The Future: Vocational and Educational area**

1. No significant differences existed between the mean values of boys and girls respectively belonging to neglected and rejected groups on the problems related to the area of The Future: Vocational and Educational.

2. There was found significant difference between the mean values of boys and girls belonging to isolate group on The Future: Vocational and Educational area. The girls depicted problems related to this area more than the boys.

(x) **Adjustment to School Work area**

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the problems related to the area of Adjustment to school work.

(xi) **Curriculum and Teaching Procedure area**

No significant differences existed between the mean values of boys and girls respectively belonging to different sociometric categories viz.
neglected, rejected and isolate on the problems related to the area of Curriculum and Teaching procedure.

(a3) Academic stream-wise differences in different sociometric categories:

(i) Health and Physical Development area
1. There was found significant difference between the mean values of arts and science stream students belonging to neglected group on the Health and Physical Development area. The arts stream students depicted problems related to this area more than the science stream students.
2. There was found significant difference between the mean values of arts and science stream students belonging to rejected group of students on the Health and Physical Development area. The arts stream students depicted problems related to this area more than the science stream students.
3. No significant difference existed between the mean values of arts and science stream students belonging to isolate group on the problems related to the area of Health and Physical Development.

(ii) Finance, Living conditions and Employment area
There were found significant differences between the mean values of arts and science stream students respectively belonging to three sociometric groups viz. neglected, rejected and isolate on the Finance, Living conditions and Employment area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.
(iii) **Social and Recreational Activities area**

No significant differences existed between the mean values of arts and science stream students respectively belonging to different sociometric categories viz. neglected, rejected and isolate on the problems related to the area of Social and Recreational Activities.

(iv) **Courtship-Sex and Marriage area**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Courtship-Sex and Marriage area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.

(v) **Social-Psychological Relations area**

1. There was found significant difference between the mean values of arts and science stream students belonging to neglected group on the Social-Psychological relations area. The arts stream students depicted problems related to this area more than the science stream students.

2. There was found significant difference between the mean values of arts and science stream students belonging to rejected group on the Social-Psychological relations area. The arts stream students depicted problems related to this area more than the science stream students.

3. No significant difference existed between the mean values of arts and science stream students belonging to isolate group on the problems related to the area of Social-Psychological relations.
(vi) Personal-Psychological Relations area

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Personal-Psychological relations area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.

(vii) Moral and Religion area

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Moral and Religion area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.

(viii) Home and Family area

1. There was found significant difference between the mean values of arts and science stream students belonging to neglected group on the Home and Family area. The arts stream students depicted problems related to Home and Family more than the science stream students.

2. There was found significant difference between the mean values of arts and science stream students belonging to rejected group of students on the Home and Family area. The arts stream students depicted problems related to this area more than the science stream students.
3. No significant difference existed between the mean values of arts and science stream students belonging to isolate group on the Home and Family area.

(ix) **The Future: Vocational and Educational area**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on The Future: Vocational and Educational area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.

(x) **Adjustment to School Work area**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Adjustment to School work area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.

(xi) **Curriculum and Teaching Procedure area**

There were found significant differences between the mean values of arts and science stream students respectively belonging to different sociometric groups viz. neglected, rejected and isolate on the Curriculum and Teaching procedure area. The students of arts stream depicted problems related to this area more than the students of science stream in all the three sociometric groups.
IV INFERENCES BASED ON THE MOST AND LEAST PRESSING PROBLEM AREAS

(a) Sociometric category-wise (General picture):

1. “Social & Recreational Activities” was the most pressing problem area and “Health & Physical Development” was the least pressing problem area among the students of neglected sociometric category.

2. “Social & Recreational Activities” was the most pressing problem area and “Health & Physical Development” was the least pressing problem area among the students of rejected sociometric category.

3. “Adjustment to school work” was the most pressing problem area and “Home & Family” was the least pressing problem area among the students of isolate sociometric category.

(b) Sex-wise picture in each category:

1. The boys in the neglected category depicted “Adjustment to school work” as the most pressing problem area and “Home & Family” as the least pressing problem area. On the other hand, the girls depicted “Social & Recreational Activities” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area.

2. The boys in the rejected category depicted “Adjustment to school work” as the most pressing problem area and “Moral & Religion” as the least pressing problem area. On the other hand, the girls depicted “Social & Recreational Activities” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area.

3. The boys in the isolate category depicted “Adjustment to school work” as the most pressing problem area and “Home & Family” as the least pressing problem area.
pressing problem area. On the other hand, the girls depicted “Social & Recreational Activities” as the most pressing problem area and “Home & Family” as the least pressing problem area.

(c) Academic stream-wise picture in each category:

1. The students of arts stream belonging to the neglected category depicted “Adjustment to school work” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area. On the other hand, the students of science stream depicted “Social & Recreational Activities” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area in the same category.

2. The students of arts stream belonging to the rejected category depicted “Adjustment to school work” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area. On the other hand, the students of science stream depicted “Social & Recreational Activities” as the most pressing problem area and “Health & Physical Development” as the least pressing problem area in the same category.

3. The students of arts stream belonging to the isolate category depicted “Finance, Living conditions & Employment” as the most pressing problem area and “Home & Family” as the least pressing problem area. On the other hand, the students of science stream depicted “Social & Recreational Activities” as the most pressing problem area and “Courtship-Sex & Marriage” as the least pressing problem area in the same category.
V. INFERENCES BASED ON THE ASSOCIATION OF DIFFERENT
SOCIOMETRIC CATEGORIES WITH SEX AND ACADEMIC
STREAMS

1. There was found no significant association of different sociometric
categories with sex.
2. There was found no significant association of different sociometric
categories with academic streams.

M. SUGGESTIONS FOR FURTHER STUDIES

1. The present study was confined to class XIIth students of higher secondary
schools only. Same study can also be conducted at various other levels
viz. college and university.
2. The present study was confined to the students studying in arts and
science streams only. It can also be extended to the commerce or other
streams of professional and technical education.
3. The present study was confined to the schools under the control of the
Directorate of School Education, Jammu and schools affiliated to the J &
K State Board of School Education, Jammu. It can be extended to the
schools affiliated to CBSE also.
4. The present study was confined to an initial sample of 1881 students. It
can be further conducted on a large sample by extending to other districts
of Jammu province also.
5. The students in different sociometric categories were identified with the
help of sociometric questionnaire comprising of three positive criteria-
three choices and one negative criterion-one choice using
Bronfenbrenner’s Fixed Frame of References. However, in future studies the number of choices and rejections can be made unrestricted.

6. In the present study neglected, rejected and isolate students were studied. The other sociometric categories comprising popular, above average, average and below average can be further studied so as to make the results more comprehensive in nature.

7. Family size, sibling age and mother’s employment status as related to certain aspects of adjustment among the different sociometric groups of adolescents can also be undertaken.

8. The study can also be conducted by investigating into other socio-psychological variables i.e. self-concept, aggression, emotional & social maturity, different components of anxiety and school climate among different sociometric groups of students at school, college and university levels.

9. A comparative study of social skills and activities of students in different sociometric categories can be undertaken in different types of schools viz. Government, Private and Public.

10. A study of psychological needs of adolescents belonging to the different sociometric groups and their bearing on adjustment can be undertaken.

11. In the present study eleven scoring factors including two variants of Rosenzweig P.F. Study were independently studied. Another study based on composite factors such as O-D, E-D, N-P depicting type of aggression and E-A, I-A & M-A depicting direction of aggression can be undertaken on the students of different sociometric groups.
12. Classroom learning behavior of accepted and unaccepted students of different socio-economic strata, locality, sex and their achievement in different academic streams can be undertaken.