Study of Adjustment of Various Socio-Metric Categories of Adolescent Students

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ABSTRACT

The present study was designed to compare the various sociometric categories of adolescents on various areas of adjustment, viz; home, school, social and emotional dimensions. The sample for the present study consisted of 500 adolescent students studying in 11th class in various Govt. Higher Secondary Schools of District Srinagar. Differences between groups were examined through statistical techniques viz; Mean, S.D and t-test. Results have shown that there is no significant difference between star and popular students on home, school, social and emotional dimensions of adjustment. The results have also revealed that there is a significant difference between star and neglected students on home, school, social and emotional dimensions of adjustment. The results further revealed that star and popular students are equally adjusted on the above mentioned dimensions of adjustment than the neglected and isolated students. There is a significant difference between popular and neglected students on home, school, social and emotional dimensions of adjustment. The popular students in compression to neglectees and isolates have better adjustment on home, school, social and emotional dimensions.

Introduction

The Education commission (1964-66) in the opening sentence of its report rightly says, "The destiny of the nation is being shaped in her class rooms". A classroom is an organization of students in a school who have assembled for the main purpose of being educated. In fact, classroom is the place where the future citizens of the country are trained, educated and enabled to meet the new challenges and to face the changing situations in their life. It assists in upholding the human welfare and prosperity for peaceful living in a better world *(Das, 2008, P.186).* Classroom social environment plays an important role in development for school-aged children. Student experiences within the classroom help to develop their behavioural, social and academic skills. The quality of the interactions that students have with their teachers and peers, predicts later's social & academic success, *(Pianta, Steinberg & Rollins, 1995).*

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The study of adolescents is especially important today as it helps to define the adolescent roles and status and pinpoint the problems of adjustment and academic achievement. The problems of social adjustment that is common to all teenagers who are growing in normal environments become intensified if the teenagers have developed abnormal characteristics and are living in an unhealthy environment. *Titkova (2013)* investigated how the sociometric popularity in a school context is related to academic achievement and the results demonstrate that in classes with a low learning motivation, academic achievement of boys are negatively related to their popularity while in classes with a high academic culture the relationship is positive. *Tessa A.M. (2012)* while studying about associations of popularity and preference with social roles and behaviour found that popularity was positively related to dominant leadership and relational aggression where as preference was negatively related to relational aggression. The study also revealed that drawing social networks is regarded as social technology and therefore is an application within the realms of social engineering. *Mesmin Destin (2012)* studied feeling hierarchy: The pathway from subjective social status to achievement. The findings revealed that most of the relationship was mediated by emotional distress and study skills and habits. *Owoeye. J.S (2011)* studied school location and academic achievement of secondary school in Ekiti state, Nigeria where results reveal that there was a significant difference between students academic achievement of rural and urban secondary schools in senior school certificate examinations. Jane *Melanby (2010*) studied the gender gap in final examination results at Oxford University and the results revealed that the gender gap is not due to any individual differences and is more likely to be related to the nature of the academic assessment system. Yu-*Jin Jeong and Parminderparmar* and *Ronald P. Rohner (2010*) investigated on perceived teacher and parental acceptance and behavioural control, school conduct and psychological adjustment among school going adolescents in India. The findings revealed that the students perceived their teachers, mothers and fathers to be warm and accepting but boys experienced more teacher acceptance than girls.

Andrea M Hussong (2000) perceived peer context and adolescents adjustment. The findings reveal that there is a close relation between specific friendship qualities and adolescent adjustment, but the pattern of gender difference was opposite to that predicted. However negative and positive friendship qualities were jointly associated with all indicators of adjustment.

In the backdrop of review of research, it is interesting to note that no formidable research study has been done in the field of Sociometry especially in the state of Jammu and Kashmir. The investigator s found it a burning issue and in the light of the research gap decided to work on Adjustment of various sociometric categories of adolescent students in Kashmir.

Statement of the Problem

The problem for the present investigation was formulated as under:

'Study of Adjustment of Various Sociometric Categories of Adolescent Students'

Objectives of the Study

The following objectives were formulated for the present investigation:

1. To identify various sociometric categories on the basis of sociometric questionnaire scores.

2. To study adjustment of Star, Popular, Neglectee and Isolate adolescent students.

3. To compare various sociometric categories of adolescent students (Stars, Popular, Neglectees and Isolates) on various dimensions of Adjustment.

Method & Design

SAMPLE: The sample for the present study consisted of 500 adolescent students reading in 11th class in various Govt. Higher Secondary Schools of district Srinagar.

TOOLS: The following tools were administered on the subjects for the purpose of collection of data.

1. Self constructed Sociometric test for identification of Sociometric categories viz; Starts, Poplars, Neglectees, Isolates

2. Hosoces Adjustment Inventory for the measuring Adjustment in the area of Home, School, Social and emotional

Analysis and Interpretation

The data obtained through the administration of tests was put to statistical treatment by way of computing Mean, S.D, and 't'- test. The investigator had identified four major categories; on the basis of sociometric tool. The four categories identified were labelled as Stars, Populars, Neglectees and Isolates.

Table 1.0: Identification of Sociometric Categories Showing Identification of Various Sociometric Categories

S. No.	Category	Number
01	Stars	40
02	Populars	40
03	Neglectees	220
04	Isolates	200
Total		**500**

The above table reveals the adjustment pattern of various sociometric categories of students on various dimensions of adjustment.

The above table portrays that the groups (star vs. popular) students shows no difference on the home adjustment dimension as per their calculated' values (0.44) which is less than the tabulated value of 1.99 at 0.05 level of significance. While as the groups (star vs. isolate), (popular vs. neglectee) and (popular vs. isolate)and(neglectee vs. isolate) with 't' values (20.00), (16.96), (20.00) and(7.14) respectively

shows significant difference on home adjustment dimension which is more than the tabulated value (1.96) at 0.05 level. This depicts that isolate and neglectees students are less adjusted in home affairs than star and popular students.

Table 1.1: Showing the Mean Difference of Various Sociometric Categories on Home

Home Adjustment					
Groups	N	Mean	S.D	't'-value	Level of Sig.
Star	40	4.31	2.11	0.44	Not significant
Popular	40	4.51	2.01		
Star	40	4.31	2.11	17.05	Significant at 0.01
Neglectee	220	10.11	1.74		
Star	40	4.31	2.11	20.00	Significant at 0.01
Isolate	200	11.11	1.42		
Popular	40	4.51	2.01	16.96	Significant at 0.01
Neglectee	220	10.11	1.74		
Popular	40	4.51	2.01	20.00	Significant at 0.01
Isolate	200	11.11	1.42		
Neglectee	220	10.11	1.74	7.14	Significant at 0.01
Isolate	200	11.11	1.42		

Table 1.2: Showing the Mean Difference of Various Sociometric Categories on Home Adjustment

School adjustment					
Groups	N	Mean	S.D	't'-value	Level of Sig.
Star	40	3.86	1.09	0.10	Not significant
Popular	40	3.88	1.07		
Star	40	3.86	1.09	42.58	Significant at 0.01
Neglectee	220	11.10	1.99		
Star	40	3.86	1.09	58.21	Significant at 0.01
Isolate	200	12.01	1.08		
Popular	40	3.88	1.07	25.78	Significant at 0.01
Neglectee	220	11.10	1.99		
Popular	40	3.88	1.07	54.2	Significant at 0.01
Isolate	200	12.01	1.08		
Neglectee	220	11.10	1.99	9.10	Significant at 0.01
Isolate	200	12.01	1.08		

The above table (1.2) portrays that the two groups **(**star vs. popular**)** students shows no difference on the school adjustment dimension as per their calculated' values (0.10) which is less than the tabulated value 1.99 at (0.05) level, this indicates that star vs. popular students are equally adjusted in home affairs. While as the groups (star vs. neglectee), (star vs. isolate), (popular vs. neglectee) (popular vs. isolate) and(neglectee vs. isolate) students with 't' values (42.58), (58.21), (25.78), 54.20 and (9.10) respectively shows significant difference on home adjustment dimension which are more than the tabulated value of 1.96 at 0.01 level of significance. This depicts that isolate and neglectee students are less adjusted in school affairs as compared to star and popular students.

Table 1.3: Showing the Mean Difference of Various Sociometric Categories on Social Adjustment

Groups	N	Mean	S.D	't'-value	Level of Sig.
		Social Adjustment			
Star	40	3.06	1.21	0.20	Not significant
Popular	40	3.11	1.22		
Star	40	3.06	1.21	42.70	Significant at 0.01
Neglectee	220	11.60	1.88		
Star	40	3.06	1.21	51.50	Significant at 0.01
Isolate	200	12.33	1.06		
Popular	40	3.11	1.22	42.45	Significant at 0.01
Neglectee	220	11.60	1.88		
Popular	40	3.11	1.22	51.22	Significant at 0.01
Isolate	200	12.33	1.06		
Neglectee	220	11.60	1.88	6.08	Significant at 0.01
Isolate	200	12.33	1.06		

A quick look at table 1.3 reveals that the two groups **(**star vs. popular**),** students shows no difference on the social adjustment dimension as per their calculated't value (0.20), which is less than the tabulated value of 1.99 at 0.05 level, of significance, this indicates that star vs. popular students shows no difference on social adjustment affairs. While as the groups (star vs. neglectee) (star vs. isolate), (popular vs. neglectee) and (popular vs. isolate) with 't' values (42.70), (51.5), (42.45), (51.22) and (6.08) respectively shows significant difference on social adjustment dimension which is more than tabulated value (2.58) at 0.01 level. This depicts that isolate and neglectee students are less adjusted in social affairs than star and popular students.

Table 1.4: Showing the Mean Difference of Various Sociometric Categories on Emotional

Emotional adjustment					
Group	N	Mean	SD	t- value	Level of Sig.
Star	40	3.07	1.96	0.04	Not significant
Popular	40	3.09	1.95		
Star	40	3.07	1.96	26.13	Significant at 0.01
Neglectee	220	10.91	1.06		
Star	40	3.07	1.96	27.87	Significant at 0.01
Isolate	200	11.71	1.44		
Popular	40	3.09	1.95	26.06	Significant at 0.01
Neglectee	220	10.91	1.06		
Popular	40	3.09	1.95	27.80	Significant at 0.01
Isolate	200	11.71	1.44		
Neglectee	220	10.91	1.06	6.66	Significant at 0.01
Isolate	200	11.71	1.44		

It is revealed from the table 1.4 that the two groups (star vs. popular) students shows no difference on the emotional adjustment dimension as per their calculated' values (0.04) which is less than the tabulated value (1.99) at (0.05) level of significance, this indicates that star vs. popular, shows no difference on emotional adjustment. While as the groups (star vs. neglectees), (star vs. isolate) and (popular vs. neglectee) (popular vs. isolate) and (neglectee vs. isolate) shows significant difference on emotional adjustment dimension, which is more than the tabulated value (2.58) at 0.01 level of significance. This depicts that neglectee and isolate students are less adjusted as compared to star and popular students which implies that the popular students are more emotionally adjusted in day to day life activities.

Conclusions

On the basis of analysis and interpretation of the results certain meaningful conclusions have been drawn which are reported as under:

1. It has been found that there is no significant difference between star and popular students on home, school, social and emotional dimensions of adjustment. The results revealed that star and popular students are equally adjusted on the above mentioned dimensions of adjustment than the neglectee and isolate students.

2. The results have shown that there is significant difference between Stars and Neglectee students on home, school, social and emotional dimensions

of adjustment. The results reveal that Star students have superior adjustment on home, school, social and emotional dimensions than Neglectee students and it is quite clear from overall adjustment of results on total dimensions of adjustment.

3. Significant difference is found between Stars and Isolate students as compared on various dimensions of adjustment home, school, social and emotional, it has been found that Star students have better adjustment than their Isolate counterparts on various dimensions of adjustment.

4. It has been found that there is a significant difference between Popular and Neglectee students on home, school, social and emotional dimensions of adjustment. The results reveal that popular students have superior adjustment on home, school, social and emotional dimensions than Neglectee students.

5. Significant difference has been found between Popular and Isolate students as compared on various dimensions of adjustment (home, school, social and emotional) it has been found that Popular students have better adjustment than their Isolate counterparts on various dimensions of adjustment.

6. Results reveal that Neglectee students are well adjusted when compared with Isolate students on various dimensions of adjustment; it is also clear from the scores obtained on total dimensions of adjustment viz home, school, social and emotional that Neglectee students showed better adjustment than the Isolate students.

Concluding it may be said that with the increase in sociometric ratings the adjustment problems of the students in the classroom are minimized.

Educational Implications

1. The study can be used in identifying children at risk for social and emotional difficulties.

2. The study has large implications for healthy classroom interaction and effective teaching learning process.

3. Group restructuring might be done to cope up with the problems of mal-adjusted students.

4. There should be interchange of seats in the classroom on regular basis through which the concept of cooperation and discipline can be developed among the students.

5. Teachers at elementary and secondary level may be trained in applying sociometric technique for identifying various categories of students for meaningful interaction.

6. Proper counseling should be provided to students about group structure and social relationships among them.

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