

## A STUDY OF THE RELATIONSHIP BETWEEN SOCIOMETRIC STATUS AND ACADEMIC ACHIEVEMENT OF THE STUDENTS

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Received : 18/06/2017

1st BPR : 20/06/2017

2nd BPR : 22/06/2017

Accepted : 25/06/2017

### ABSTRACT

This study was conducted to find out the relationship between socio-metric status and academic achievement of IX class students of early adolescent age in five schools of Meerut district. The socio-metric questionnaire was used to identify the students in four categories. The sociometric questionnaire prepared by Sharma Atmananda (1975) with some modification was used. For the purpose of finding out the differences between mean of different groups of academic achievement the method and formula given by Garrette H.E. was used. The descriptive survey method was used to analyse the data. The 't' test was used to analyse the data. The mean achievement of accepted students i.e. popular was greater than the achievement of unaccepted group i.e. isolates, neglectees and rejectees.

This study was conducted to find out the relationship between socio-metric status and academic achievement of IX class students of early adolescent age in five schools of Meerut district. The socio-metric questionnaire was used to identify the students in four categories- popular, isolate, neglectee and rejectee. The total of 76 students was selected for socio-metric status in five groups. There were 22 populars, 11 isolates, 28 neglectees and 15 rejectees. The marks of annual examination of class VIII were taken for the academic-achievement of populars, isolates, neglectees and rejectees.

The descriptive survey method was used to analyse the data. The 't' test was used to analyse the data. The 't' test was applied to find out the significance of difference between the means of socio-metric status and the academic achievement of the students.

The mean difference between populars and isolates was found to be significant at 0.01 level and between populars and neglectees was not found significant. The mean difference between populars and rejectees was found significant at 0.01 and 0.05 levels. The mean difference between isolates and neglectees was found to be significant at 0.01 level, between isolates and rejectees no difference and between neglectees and rejectees the mean difference was found at 0.01 level.

The socio-metric status and academic achievement found to be related to each other. Relatively large number of students belonging to the high ranked group was accepted by their peers. A large number of students coming from low ranked groups was rejected by their peer group. The mean achievement of accepted students i.e. popular was greater than the achievement of unaccepted group i.e. isolates, neglectees and rejectees.

### OBJECTIVES

- To find out the sociometric status of the students.

- To investigate into the academic achievement of the students.
- To find out the relationship between sociometric status and academic achievement of the students.

#### HYPOTHESES

1. There exists a positive relationship between sociometric status and academic achievement.
2. There is significant differences between popular isolates, rejection and neglectees in their academic achievement.

#### METHOD OF THE STUDY

The method selected for this study was the descriptive survey method.

#### Population-

The population for the study was from the secondary school of Meerut District. The students studying in 9<sup>th</sup> class and of early adolescent age were considered as the population of the study.

#### Sample:

Out of 20 schools of Meerut District, 5 were selected randomly.

#### Tools used:

The sociometric questionnaire was used to collect the data. The sociometric questionnaire prepared by Sharma Atmananda (1975) with some modification was used. It consisted of 10 questions describing various school situations. The students had to choose from among them self their companion for the different situations. They also had to name those students who they disliked to have as their companion.

#### Administration of the Test:

The students were asked to answer the 10 questions of the questionnaire. For question no. 1 to 5 they were asked to put down the names of the students they liked most on first number and then put the names of the students liked on second and third numbers.

For question no. 6 to 10 they were asked to put down the name of the students they liked least on the first number and then they were to write second and third names to their disliking.

#### Scoring:

Weightage of one was given to each choice. Total number of choices for each individual was collected. Positive and negative choices were counted separately and sociometric status was identified in the following way:

#### Popular:

A student who received 25 percent and above of the total positive choices for 5 students but not received any negative choice, was identified as popular.

#### Isolate:

A student who received neither positive nor negative choice was considered as an isolate one.

#### Neglectee:

A student who received very few positive choices was considered as a neglectee one.

#### Rejectee:

A student who received 25 percent and above of the rejection choices and not received a single positive choice was identified as rejectee.

#### Academic Achievement Scores:

Academic achievement score of VIII class annual examination marks of the students were collected from the respective schools. In all the school the total marks were 700.

#### METHOD OF ANALYSIS AND INTERPRETATION :

The analysis of data was done in three steps. Firstly socio-economics status of the students was identified. Secondly the examination marks of the populars, isolates, neglectees and rejectees were collected and thirdly the statistical techniques were applied to find out the relationship between sociometric status and academic achievement.

#### Statistical Techniques Applied

For the purpose of findings out the differences between mean of different groups of academic achievement the method and formula given by Garrette H.E. was used.

#### ANALYSIS AND INTERPRETATING

On the basis of the following sociometric status of the total 76 students, the five groups of students were as follows :

Group	No. of Populars	No. of Isolates	No. of Neglectees	No. of Rejectees
A	6	2	6	4
B	5	3	4	2
C	4	4	8	2
D	4	2	4	4
E	3	0	6	3
	N= 22	N=11	N=28	N=15

The significance of differences between means of school marks of populars and isolates was seen and it was found that the difference between achievement scores of populars and isolates was significant at 0.01 level.

The significant of difference between means of school marks of populars and neglectees was seen and it was found that the difference between achievement scores of populars and neglectees was not significant.

The significance of difference between means of school marks of populars and rejectees was seen and found that the differences between the academic achievement was significant at 0.01 level and 0.05 level and between populars and rejectees the difference was highly significant.

The significance of difference between means of school marks of isolates and neglectees was seen and found that difference between the means of isolates and neglectees was significant at 0.01 level.

The significance of difference between means of isolates and rejectees was seen and found that their was no significant difference in the mean scores of isolates and rejectees.

The significance of difference between means of school marks of neglectees and rejectees was seen and found that the difference between the academic achievement scores of neglectees and rejectees was significant 0.01 level.

#### CONCLUSION

- The sociometric status and academic achievement found to be related to each other.
- Relatively large number of students belonging to the high ranked group were accepted by their peers. A large number of students coming from low ranked group was rejected by their peer group.
- The mean achievement of accepted students i.e. popular was greater than the achievement of unaccepted group i.e. isolates, neglectees and rejectees.

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