VOLUME - 13 | ISSUE - 8 | MAY-2024

# AN ANALYTICAL STUDY OF CLASS STRUCTURE - SOCIOMETRY 

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#### Abstract

: Research is a dynamic process, research tool is essential for a researcher in social survey in nature of any group dynamics, every social scientist collect the opinion and voting method for their choice of like hood person in the group like in college research work researcher collect the information about all the activities of the class room by the use of sociometric technique, present research work researcher collect the information by sociometric tool and prepare a sociogram with meaningful illustration and concluded with their uses and advantages for sociometry in classroom situation.




KEY WORDS: sociometry, sociogram, sociography, star, reject.

## INTRODUCTION

The term sociometry is defined as the measurement of social relationship that exist among the members of a group. Sociometric techniques attempt to describe attractions or repulsions between group members by asking them to indicate whom they could like or dislike in various situations. Such techniques are used in various educational scenarios to study social adjustment, group dynamics, learning `motivation, discipline and other problem areas that involve social relations.

## CONCEPT AND MEANING:

The origin and development of sociometry are linked with educational research J.L.Moreno, the originator of sociometry and the sociometric method-based many of his early observations on studies of student classroom structure. The analysis of the group wad done by the sociometric test. It is used to understand socio-psychological climate of the classroom. It involves asking each pupil to indicate his preference/choice towards other pupils in his class/group-whom he regards as close friend, like to have in groups and those towards whom he does not have liking in his group.

The pattern of choice depends upon the preference of choice and it reveals the persons desire for association. This information can be used to show the interpersonal relationship among the students. The relationships identified are drawn up in a picture which consists of points connected by lines or arrows. Each point represents a person. Sociogram is a graphic representation of acceptance and rejection among the individual of the group. Sociograms are constructed to identify leaders and follows. It give an idea of the structure of the group by revealing the most popular star, isolate, reject and cliques within the group.

## DEFINITION:

According to J.L Moreno: he used first time the word sociometry in his book called "who shall survive"

This technique relevant some 7 types of relations, which are namely.

1. Mutual choice (preference)
2. Triangular choice
3. Quadrangular choice
4. Clique
5. Star choice
6. Isolated
7. Rejecting

## OBJECTIVE:

1. Researcher should be able to prepare sociogram tool and data.
2. Researcher should have the ability to give the instruction collected data.
3. Researcher need to prepare a table on the basis of collected data.
4. Researcher should prepare a sociogram based on the prepared table.
5. Researcher should analyze and interpret the data.

## Materials used:

1. Sociometry Questionnaire data sheet, paper pencil to draw school graph.
2. Paper and pencil to draw sociogram.

## Procedure:

Students should be about the time limit in responding to all the questions in questionnaire. They are ask to write down names of students in order of preference $0,1,2$, and 3

It is two-dimensional chart presenting the choice as well as the score obtained on the basis of some sociogram in formed.

1. Mutual Choice: When two individual prefer each other in some order and in a particular situation. Their relations is known as mutual also represented as mutual choice.

2. Triangular choice: when 3 individuals prefer each other in a cyclic order

3. Quadrangular choice: when four individual are like together by reference in the some order and in a particular situation their relations ship is known as 'Quadrangular Choice'.

4. Click Choice: It is a extensive group of persons where no of individuals varying from three to many.
5. Star Choice: When an individual prefer by majority of the individual irrespective order but with respect to a particular situation, the individual is called 'the star' that group far that situation.
6. Isolated Choice: an individual preferred by only one individual for a particular situation is a 'Isolate' for that situation.
7. Reject choice: An individual who is not preferred by any one in the group for a particular situation is rejected.

|  | I Pref. | II Pref. | III Pref. |
| :---: | :---: | :---: | :---: |
| JP | BK | DJ | KS |
| DJ | SL | JP | BS |
| SK | KS | HV | SS |
| BK | HV | KS | DK |
| PV | HV | BK | KS |
| DK | HV | SK | KS |
| MP | BK | BS | PV |
| SL | DJ | JP | MP |
| BS | DJ | JD | SL |
| SH | HV | DK | DJ |
| PA | VG | SS | SH |
| VG | PA | SH | SS |
| SS | VG | SP | PA |
| SP | VG | SS | SH |
| HV | BK | VG | PV |
| KS | MP | SK | DJ |

Scoring Sheets: A Scoring sheet is pre pared with the group

1. Scores are given to choices

| a. Scores | 3 for first choices |
| :--- | :--- |
| b. Scores | 2 for second choices |
| c. Scores | 1 for third choice |

2. The total scorers of Individual are choices

Table - I Showing preferences in a given situation

| $\begin{aligned} & x \\ & x \\ & \underset{y}{x} \\ & \underset{y}{y} \\ & \underset{y}{x} \\ & M \end{aligned}$ | Performance (Scores) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | P | J | K | K | V | K | P | V | L | S | H | A | G | S | P | S |
|  | P |  | I |  |  |  |  |  |  |  |  |  |  |  |  |  | II |
|  | J | I |  |  |  |  |  |  |  |  | II |  |  |  |  |  |  |
|  | K |  |  |  |  |  |  |  | I |  |  |  |  |  | II |  |  |
|  | K |  |  |  |  |  | II |  |  |  |  |  |  |  |  |  | I |
|  | V |  |  |  | I |  |  |  |  |  |  |  |  |  |  |  | II |
|  | K |  |  |  | I |  |  |  |  |  |  |  |  |  |  |  | II |
|  | P |  |  |  |  | II |  |  |  | I |  |  |  |  |  |  |  |
|  | V |  |  |  |  | II |  |  |  |  |  |  |  | I |  |  |  |
|  | L | I |  |  |  |  |  | II |  |  |  |  |  |  |  |  |  |
|  | S | I |  |  |  |  |  |  |  | II |  |  |  |  |  |  |  |
|  | H |  | II |  |  |  | I |  |  |  |  |  |  |  |  |  |  |
|  | A |  |  |  |  |  |  |  |  |  |  | II |  |  | I |  |  |
|  | G |  |  |  |  |  |  |  |  |  |  | I |  |  | II |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  | II |  |  |  | I |
|  | P |  |  |  |  |  |  |  |  |  |  | II |  |  |  | I |  |
|  | S |  | II | I |  |  |  |  |  |  |  |  |  |  |  |  |  |

Horizontal Axis

Table - II
Table showing scoring in a given situation

|  | Performance Scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | P | J | K | K | V | K | P | V | L | S | H | A | G | S | P | S |
|  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | J |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | V |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\bar{x}$ | K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $>$ | V |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | L |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | H |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | G |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Horizontal Axis

Table - III Showing Total scores every choices like Ist IInd and IIIrd

| Performance (Scores) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | P | J | K | K | V | K | P | V | L | S | H | A | G | S | P | S |
| Ist Choice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IInd Choice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IIIrd Choice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

9. Graphic Representation:

A preference
B Preference
C Preference


## 10. RESULT:

1. The scoring Indicates that HV as liked by most of the students of their groups we namely known as "star". In order of popularity HV is star BK and KS are costars.
2. DJ, BK, SH, VG and SS are normal with SK, PV, DK, MP, SL and BS from Inter group relations with those students.
3. $H V$ \& $K S$ and DJ and $B K, V G \& S S, S K \& D K P V ~ \& ~ M P, ~ B S ~ \& ~ S L ~ a n d ~ S K ~ \& ~ J P ~ a r e ~ m u t u a l ~ r e l a t i o n s h i p . ~$
4. HV, BK, DK, HV, VG, SH, BK, MP, JP, JP, SB have a triangular preference.
5. DJ, VG, BK, and SK, DV, DK, MP are the Quadrangular choices.
6. No one can reject for ego teachings, no one is Isolated form others.
7. EDUCATIONAL IMPLICATION:
8. The teacher must understand that pattern of friendship or preference varying for activity to activity.
9. It helps the teacher for educational guidance and adjustment of the problem.
10. The problem of grouping for classroom assignment can also be solved by sociometric choices
11. In class room situations the human relationship of various kind can be improved and own effort should be diverted friends their study.
12. It helps to mix up the absence average students with below average students in co-curricular and curricular activities.
13. It helps to adopt different methods to reject as stars or average.
14. It enables the teacher to form Appropriate group of students to carry and various activates and projects.
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