

STUDIES IN EDUCATION AND PSYCHOLOGY

A Study
of
Human Relationships
in
A Secondary School



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T326S Faculty of Education & Psychology

MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
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A Study of Human Relationships in A Secondary School

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R. S. Thakar

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INTRODUCTION

This monograph summarises the detailed study of 'Adolescent Friendship in Schools' made by Shri R. S. Thakar of the Research Department of this Faculty. In his study he has approached several adolescents studying in schools and has come out with revealing facts about adolescence in India. The techniques that Shri Thakar has employed and the conclusions that he has arrived at should interest workers in this important field of research. We shall look forward to more and more research and investigation in the vast regions of adolescent psychology because they provide the most challenging areas of knowledge in psychology which need immediate attention.

T. K. N. Menon

A STUDY OF HUMAN RELATIONSHIPS IN A SECONDARY SCHOOL

The Problem of Study

The purpose of this Monograph is to present in brief "A Study of Human Relationships in a Secondary School". The human relationship is a very wide term. Its thorough study would require consideration of all types of relationships among different groups that exist in a school. Again the relationship being dynamic, the thorough study would need a long term project. The present study is confined only to the investigation of relationships among students of classes VIII, IX and X of a Secondary School of Baroda.

A Review of other Studies

Before discussing the present study, some of other relevant studies are summarized below with a view to facilitating the understanding of the present findings.

(1) Moreno's Experiment : The famous investigation on human relationship was by Moreno in New York State Training School, who studied a community of girls having behaviour disorders and personality problems. Moreno gave them a 'Sociometric Test' to find out the spontaneous groupings among the girls. The situation presented for giving the choices was 'living-to-gether' in a cottage. The Sociograms revealed a number of cross-currents. Sociometric tests were followed by interviews and psychodrama. The findings enabled investigators to modify groups in accordance to their voluntary choices.

(2) Cook reported " An Experimental Sociographic Study of a Stratified Tenth Grade Class " where sociometric technique was used to bring about better social adjustments. Sociograms at six months intervals were used to discover what changes in group relationships were occurring,

(3) H. S. Dimock studied 200 boys of the age 12 to 14 years to study the factors that contributed to mutual friendships. His study shows that a boy is likely to become a friend of another who lives in his neighbourhood, has the same economic and cultural back-ground, attends the same school and is of about the same chronological age. He concludes that 'the crucial determinants of friendly relations are in the realm of more complex aspects of personality and conduct'.

(4) L. Silberman and B. Spice conducted a study in Liverpool School System to discover the relation of 'colour' to 'friendship' and 'antipathy'. The analysis of the 'Sociometric Test' showed that there was a tendency for both white and coloured children to prefer friends of their own skin colour. When the friendship test was analysed in terms of the relation of preference to clothing standards, it showed that children of superior clothing group discriminated against those of the inferior clothing group in their friendship choices, although the children of inferior group appeared to nominate their friends without regard to clothing standard. It was also observed that in Liverpool schools clothing standard was a more powerful factor in friendship selection than was colour of skin.

(5) Sister M. Lucina in her study of the attitude of the adolescents toward their best friends, found that there was a difference between boys and girls in attitudes toward best friends.

(6) Kuhlen and Lee investigated the traits calling for social acceptance and found that friendliness, enthusiasm and popularity ranked high. The traits disliked were: enjoying fight, seeking attention, bossing others, restlessness etc.

(7) Studies by Anastasi and Miller have shown that students prefer the following characteristics in their class mates: he should be friendly; well-mannered; co-operative

with the group; enthusiastic ; loyal to friends and should enjoy hearing or telling jokes.

(8) Similarly the investigators of 'California Adolescent Growth Study' under the direction of H. E. Jones have given a long list of traits that make adolescent well-liked at different grade levels.

(9) According to Bonney, popular children in a class were found to possess a high degree of characteristics, such as health and vigour, conformity and group identification, dependability, co-operative attitudes and behaviour which arouse admiration in others.

(10) Thompson and Horrocks observed a trend suggesting greater stability of friendly relationship as a function of age. To them, " Friendship in a large measure is determined by propinquity. Being in the same class room, riding in the same school bus or living close together in the same neighbourhood are important factors that help to build a relationship among school children."

(11) According to data obtained by Thompson and Austin, children choose their friends predominantly on such bases as frequent association; similarity of interests and tastes; cheerfulness and friendliness.

(12) V. H. Bedoin and Sherman (California) investigated social acceptability and social rejection of the under age, at age and over age pupils in the sixth grade. Social acceptability was determined on the basis of combined weighted scores on five sociometric criteria including social rejection. The findings were: (a) Retarded children lacked social acceptance in this group. (b) Slightly under-age pupils were more popular than those who were at the extreme under age point. But even they were more popular and were more socially acceptable than the over age pupils. (c) Over age pupils were not only unpopular but also disliked.

(13) In a Class-room Sociometric Study, [Shakuntala Bhalla reports the following findings :—(a) The children's spontaneous inter-relations ran counter to those of the teacher aided organisation of the group. (b) In the spontaneous groupings, segregation of sex was preferred. (c) No definite evidence of racial or provincial prejudice was forthcoming. (d) Over-chosen boys were older than under chosen ones. This however did not hold with girls. (e) Length of residence in the school did not play part in the choices. (f) Children's academic status had nothing to do with children's sociometric status. (g) The isolates suffered from a sense of loneliness, social insecurity, isolation and lack of social poise. Isolates or under chosen were talkative, bothersome and attached themselves too much to teachers. (h) The overchosen showed a seriousness of purpose, dependability and strength of character. They were competent, cheerful, tolerant, generous and willing to help. They had a sense of humour and wide interests.

(14) Finally, to investigate factors of friendship among pupils in a Secondary School near London, Shri J. K. Shukla administered a sociometric questionnaire divided into five subsections. The I Q.s of the subjects were found on Otis Quick Scoring Beta Test. The administration of the ' Sociometric Questionnaire ' was followed, after six months, by interviews. The children were also asked to write anonymously an essay on 'My Best Friend'. They were also asked to form groups in working out a project in Geography. All these results were pooled up.

The results warranted the following observations :

(a) The boys and girls were not significantly different in sociability. (b) Selection of friends was related to the satisfaction of psychological needs. (c) There was a general tendency to form groups on uni-sexual basis. (d) There were 'complete isolates', 'unreciprocated choices', 'mutual pairs', 'chains' and 'triangles' on sociograms. (e) The girls seemed to be more homogenous than boys in forming pairs. (f) Criteria selected

were relevant and significant. (g) The basis of friendly relations were : similarity of tastes and interests, neighbourhood, mental maturity and intelligence. Belonging to the same church did not seem to play any part. (h) Friendship was considered deeper than mere companionship. Personality traits and motives, physical appearance and activities played an important part in determining intimate friendships. (i) The love of the subjects was social in origin though individual in its manifestation. (j) Friendship might exist between two individuals on the basis of mutual understanding and appreciation of dissimilarities.

Techniques to Study Social Relations

A number of techniques such as (1) Observation (2) Guess Who Technique (3) Friendship Record (4) Tests like the Washburne Social Adjustment Inventory, the Bell Adjustment Inventory, the Heston Personal Adjustment Inventory (5) Personal Conferences. (6) Social Distance Scale and (7) Sociometry are available for studying social relations.

Of all these, Sociometry is the most useful method and is highly suitable for the problem of the present type. It is an objective technique of studying group structure and attraction and rejection between group members. It is reliable and does not require an external criterion for validating it.

In the present study, 'Sociometry' was the main technique used. It was supplemented by 'Class-room Social Distance Scale', 'Personal Conferences' and 'Observation'.

Preliminary Work for The Study

In a sociometric question, a student has to choose his associates with respect to a particular criterion or situation. Such 'meaningful situations' should be taken up from his life situations and environment. So a preliminary work was undertaken to explore such 'meaningful situations'.

For the purpose, an open-end questionnaire was administered to a random sample of 266 pupils in four different

schools of Baroda. The questionnaire sought a variety of information, such as—places preferred for going for a walk, reasons for going alone or with friends, ways of giving or receiving help from the classmates in studies, places liked for picnic, kinds of social service rendered, indoor and outdoor games played, leisure-time and vacation pursuits, magazines read, types of cine pictures visited, extra-curricular activities etc. In between these questions, the subjects were asked to give the number of students from their respective classes they liked and disliked more than others and the reasons thereof. The students were not asked to mention the names lest prejudices might enter. They were also asked to mention the traits they valued most in their life-long friends.

The analysis of this preliminary work shed much light on the essential nature of the reactions of pupils and paved a way firmer to go ahead.

The Study Proper

In the study proper the chief method followed was a questionnaire method. While framing the questionnaire, the following principles were kept in view.

(1) A specific number of choices should be allowed varying according to the size of the groups tested.

(2) A specific criterion for choice should be used varying with functional activity of the group.

(3) Different levels of preference should be designated for each choice.

(4) The choice criterion should have a reality value. The subjects must have confidence that the choices will be used for the purpose expressed and this purpose must be important to them. To put it in other words, every criterion should be meaningful to the subject.

(5) A question such as : "Who are your best friends ? " is not actually a sociometric question. Every individual chooses one's companions in a different way in different situations.

Keeping in view the characteristics of the sociometric questions and the results of the pilot work the following meaningful situations, in which an association with some companions is needed, were included in the questionnaire :

(1) going for a walk (2) helping classmates (3) taking help from classmates (4) travelling on foot (5) going on a picnic (6) rendering some kind of social service (7) playing indoor games (8) playing outdoor games (9) going to a theatre (10) pursuing extra-curricular activities in the school (11) pursuing extra-curricular activities outside the school (12) visiting friends' homes in leisure time (13) going on a tour in the vacation (14) seeking help in case of illness in one's family and (15) inviting school friends at home. Two other almost direct questions on inter-personal relationships were also included.

The whole sociometric questionnaire as shown in Appendix I was divided into four parts.

The first part was by way of initiation. It sought the general information about the pupil such as his interests in extra reading, hobbies, games, clubs, cine pictures ; his ambition of life and the school subjects liked and disliked by him.

The second part was mainly for eliciting inter-personal relationships. Three levels of choices were given. The subjects were asked to name, one by one, the three pupils with whom they would like to associate in situations enumerated above.

The positive as well as negative aspects of choices were also explored. These were the direct questions on inter-personal relationships showing acceptance and rejection. Along with these questions were given the probable reasons of likes and dislikes and the subjects were to underline their reasons or to state others, if any. These reasons were taken from the replies of the subjects in the pilot work.

The questions asking for the activities and interests of the school pupils were meant to be shock absorber type questions and had thus a secondary value in a study of the present type.

The third part required the subjects to select two classmates whom they would choose as life-long friends and to rate them on different traits. These traits were also taken up from the results of the pilot-work.

The fourth part—Class-room Social Distance Scale—was an adaptation of the Bogardus Scale. Its purpose in this study was to study the consistency of opinions in the sociometric questionnaire. It helped to find out how a particular pupil in a class was attached to his classmates and how the class as a group was attached to him.

With a view to making the study exploratory and hence intensive, the present study was confined to 128 pupils of classes VIII, IX and X of only one school. The questionnaire was also administered to the S.S.C. class. The sub-parts of the questionnaire were separately administered in the middle of an academic year after establishing a good rapport.

Analysis of Results :

From the choices given by each pupil, tables and charts were prepared for each class to obtain a general picture of friendship selection in varied situations.

The choices received by a pupil in each situation were scored on a three point scale and situation-wise total scores for each pupil were found out. All the preferences and rejections were represented graphically by means of 'Sociograms'. (sample shown in Appendix 2) Reading of sociograms revealed important information about the structures of the groups studied. From the sociograms, 'stars', 'isolates', 'near isolates', 'middle groups', 'mutual pairs', 'chains', 'triangles', etc. were located for each group in each situation and their characteristics were studied.

'Class-room Social Distance scale' used in this study was a five point scale. All the points on the scale were given weightage. A tabular chart showing the feeling of each pupil in terms of score toward every other member of the group was also prepared.

From such tables the 'Group Distance Score' and 'Self-Distance Score' of each individual were worked out.

Sociograms usually reveal who is chosen by whom, but sociograms cannot tell us why particular members are chosen by certain others and why some others are not chosen at all. So to seek out the reasons for likes and dislikes mentioned by the members of the groups and to find the factors underlying the relationships, the personal conferences and observations were resorted to. At times the staff members of the school were also consulted. The analysis of all these results warrant the following findings as far as the groups under consideration are concerned.

Findings of the Study

The findings of the study have been presented under three sub-heads :

- A. Revelations through Sociograms.
- B. Determinants of Relationships.
- C. Traits of Acceptance and Rejection.

A. Revelations through Sociograms

In each class, there were a few individuals who scored very high for popularity. These were 'perfect stars' or 'peers', while there were many, whose ranks of popularity fluctuated from situation to situation. In contrast to 'peers' there were found in each class at least some who could be called 'complete isolates' and a few were 'near isolates'.

Sociograms also showed a tendency of cleavage between members of the group on the basis of height, mother-tongue, community and minority groups. Some Parsee and Christian students formed constellations on the basis of community.

Sociograms for each class presented a number of 'mutual pairs', 'triangles' and 'chains'. Out of these there were some 'mutual pairs' that were frequent and predominant.

The observations on sociograms were corroborated by the results on the 'Social Distance Scale'. In most of the cases, individuals who stood at a higher status on the 'Sociometric Test' scored high on the 'Social Distance Scale'. Their 'Group-Distance' scores and 'Self-Distance' scores were comparatively higher than those of others. In the case of the 'isolates' the opposite was the case. The members of the mutual pairs of acceptance and rejection rated each other at practically the same point on the scale.

B. Determinants of Relationships

Determinants of relationships are relative to the particular group studied. It is difficult to decide whether a single factor or more than one factors decide the nature of relationships and to what degree.

The following factors have been found determining the different relationships in the present study.

Vicinity of residence, age, sex, community, physique, physical maturity, intelligence level, brilliancy or dullness in studies, similarity of interests in games, hobbies, picture-going etc., socio-economic status, degree of adolescence, complementary natures, cooperative and sympathetic attitude towards others, length of time of being in the school or in the same class, frequency of contacts, smartness, cheerfulness, proficiency in games, relative position of a class-room in the school building, 'I' or 'We' feeling for the groups, etc.

It was also observed that :—

the pupils of higher classes who were popular in their own classes were also popular in the lower classes, and

the pupils who were proficient in games were popular throughout the school, while scholars were not so popular.

In the selection of pupils in the situations for helping others in studies and taking the help from others in studies,

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the criteria of backwardness and brilliancy respectively did play the part. But this was not the sole consideration. Congeniality of a partner was also an important contributor.

Students who were docile and calm in the classes tended to choose their partners of the same nature from their respective classes or other classes. The same was the case in the case of mischievous pupils.

Consciousness of one's inferiority in an activity, either study or games, also played a decisive role in the selection of partners. Those who were physically weak for competing with their classmates in games chose the pupils from the lower classes as their partners.

Relationship was specific in specific situations. Different pupils selected different pupils as partners for different activities. There have been cases where a pupil selected as a partner for one activity has been mentioned as a disliked person in another situation.

Some pupils failing to find associates upto their expectations have in turn listed only the virtues they liked.

Proficiency in outdoor games made the pupils more popular than brilliancy in studies or proficiency in indoor games.

Those who were good at studies but not so good at games tended to exert influence only in a limited group.

C. Traits of Acceptance and Rejection

Acceptance

As found in this study, the traits making a pupil acceptable were, in order, brilliancy in studies, helping attitude and co-operative nature, cheerfulness, good manners, smartness, amiable nature, prowess in extra curricular activities, quiet nature, witty nature and sociability. Other things like daring nature, stoutness, fairness in dealing, faithfulness, diligence, sportsmanship, proficiency in some art, general knowledge etc.

contributed to the acceptance of a pupil. It has been found in this study that even poverty and mischief made some individuals acceptable.

These results have been found substantiated by the ratings that the pupils in every class gave to their two friends chosen for life-long friendship, on fifteen different traits.

Rejection

It has been found in the present study that many factors worked behind the rejection of an individual. The general traits that make a pupil unacceptable were : overwise attitude, dullness in studies, fooling and creating disturbance in the class room, mischievous nature, bad manners, quarrelsome nature, insolence, irritability, indiscipline and unsociable nature. Over and above these traits, those who were very talkative, who did not know pleasant way of conversation, who moved in a bad company, who showed off and boasted, who teased and insulted others, who bullied others and kept a revengeful or vindictive attitude, who did not look cheerful, who argued too much in the class, who were slovenly and shabby in habits and clothing, who showed partiality as the monitor of the class, who were noisy and who did not participate in school functions were also unacceptable to the class. Those who were cause of cleavage in the class, who showed very meek nature, laughed too much, backbited, were jealous of others, made others to fight, were selfish, did not like to part with their things, showed pride in their socio-economic status etc. were also not accepted. Even the physical deformity, physical defect and affinity towards girls made a pupil unacceptable.

Sociometry in the Class-room

A study of the present type can be a good tool for valid diagnosis of dynamic group structure. It will enable a teacher to discover and to redirect, where necessary, psychological currents in a class-room. Such a study will help him to understand an individual by examining him in the light of

his surroundings and his social relations with class-fellows. This will in turn enable the teacher to help the individual in his social growth and development. A study of the present kind will help him to find 'isolates' and 'little-chosen' pupils. Sociograms will further disclose much that the teacher fails to discover through observations and other standardised tests.

Once, the approach-avoid functions are known, some of the reasons behind the choices, separation, cleavages etc. can be traced out and practical measures can be taken towards strengthening inter-personal relations in the group. Effectiveness of such steps can be judged from the subsequent sociograms prepared at intervals.

To conclude, such a study will give some evidence as to the nature of inter-personal relations and the ways in which individuals and groups can learn to co-operate harmoniously towards common goals and community living.

APPENDIX 1

QUESTIONNAIRE A.

1. Name of the School :
2. Class :
3. Name :
4. Father /Guardian's name :
5. Address :
6. Father /Guardian's Occupation :
7. Birth Date :
8. Age :
9. Caste :
10. Are you a member of any club or society ? Give the names of clubs or societies you are a member of:
11. What extra books do you read ?
12. What are your hobbies ?
13. Do you like to go to a picture or a theatre ?
14. What type of cine-pictures do you like to see ?
15. What games do you like to play ?
16. What is your ambition in life ?
17. What school subject do you like most ? ..
Why ?
18. What school subject do you like least ? ..
Why ?

QUESTIONNAIRE B

N. B.:

(1) In the questions below you have been provided with possible answers. You have to underline your answers. If your answer is different than provided, you can write in the blank space for it.

(2) In some questions you have to number your friends according to your choice. Mark him or her as No. 1 whom you like most. In the order of preferences mark others as No. 2 and No. 3.

X X X

1. Do you go for a walk ?

If your answer is positive here are some places where one may like to go. Underline the places of your visit.

Places : (1) Gardens, recreation grounds

- (2) Public places
- (3) Suburbs
- (4) Market places
- (5) Temples
- (6) Nearby villages or fields
- (7) River or lake bank
- (8)
- (9)

2. Do you go alone or with friends for a walk ?

3. With whom would you like to go for a walk ? Name three friends of your choice in order of preference from your school or class.

4. If you are going with friends for a walk, here are some probable reasons. Underline your reasons.

- (1) Getting Company
- (2) Getting enjoyment
- (3) Getting help
- (4) Thorough knowing of one another
- (5) Getting new acquaintances
- (6) Influence of their good company
- (7) Increase in General knowledge
- (8)
- (9)

If you are going alone, here are some probable reasons for it. Underline your reasons.

- (1) Getting mental peace
- (2) One can move freely at his will
- (3) Gets daring
- (4) I can enjoy only when I am alone
- (5) I can keep back my secrets
- (6) I can be saved from bad company
- (7) My thinking power increases
- (8)
- (9)

5. Suppose you have to help a friend from your class in his studies. Whom would you like to help? Give three names in order of preference.

6. Suppose you are weak in your class studies and you have to get help from some of your classmates. From whom would you like to get help? Give three names in order of preference.

Why do you prefer to get help from them?

7. Suppose you have to travel on foot and you are asked to select three companions from your school. Whom would you select? Give names in order of preference.

8. Do you like to go on a picnic?
Here are some places where one may like to go for a picnic.
Underline the places of your choice.

(1) Gardens	(2) River, lake or Sea side
(3) Temples	(4) Nearby villages or fields
(5) Famous places	(6)
(7)	

Suppose you have to go in groups of four. Whom would you select as your companions? Give three names of your preference.

9. Do you like to render any social service?

If your reply is positive, here are some ways of rendering social service. Underline your choices.

- (1) By physical labour
- (2) By giving money
- (3) By giving things
- (4) By nursing the sick
- (5) By rendering co-operation in social activities
- (6) By serving the poor and scheduled castes
- (7) By helping social reforms
- (8) By helping to remove illiteracy
- (9)
- (10)

Whom would you select as your companions in a project of social service ? Give three names of your preference.

10. Do you like to play indoor games ?
Underline the games of your choice.

Games : (1) Chess-draught
 (2) Dices
 (3) Word games
 (4) Carrom
 (5) Table Tennis
 (6)
 (7)
 (8)

Whom would you select as your companions in playing these games ? Give three names of your preference.

11. Do you like to play outdoor games ?
Underline the games of your choice.

Games : (1) Ball games	(2) Cricket
(3) Hide and seek	(4) Race games
(5) Throw games	(6) Team games
(7) Partner games	(8) Gymnastic games
(9)	
(10)	

Whom would you select as your companions in playing these games ? Give three names of your preference.

12. Do you like to go for cine pictures ?.....

How often do you go in a month ?.....

Whom would you select from the school as your companions for such an activity ? Give three names [of your choice.

13. Do you take part in extra-curricular activities in the School ?.....Here are some activities. Underline your choices.

Activities : (1) Games (2) Debates, extra reading, lectures.
 (3) Organising School activities (4) Learning new arts and crafts (5) Doing hobbies (6) Tours
 (7) Social Service Work
 (8)
 (9)

With whom do you like to associate in such activities ? Give three names of your preference.

14. Do you take part in extra-curricular activities outside the school ?.....
 Give three names of your associates of your preference in such activities.

15. What are your leisure time activities ? Underline your choices.

Activities : (1) School studies (2) Extra reading
 (3) Helping others (4) Games, Gymnastics, Physical Exercise
 (5) Learning new arts & Crafts (6) Entertainments
 (7) Rendering social service (8) Doing hobbies.
 (9)
 (10)

Do you go to any friend's place when you are free ? ...
 Name three friends in order of preference to whom you go often.

16. What are your vacation time activities ? Underline your choices.

Activities : (1) Tours (2) School studies (3) Extra reading (4) To learn new arts and crafts. (5) Doing hobbies (6) To help others (7) Games; to go to gymnastics (8) Doing social activities (9) Rendering social service (10) (11)

Suppose you are to go on a school tour. Naturally there may be many pupils with you. Out of those, whom would like to mix with ? Give three names of your preference.

17. Give three names of the pupils whom you like most from your class. Below are given some probable reasons for your liking. Mention your reasons along with each choice—you can also mention other reasons, if any.

Reasons : (1) Helping nature (2) Good at studies (3) Good at extra-curricular activities. (4) Virtuous and good behaviour (5) sociable (6) Calm & Quiet (7) Cheerful (8) witty (9) Smart (10) Loving nature (11) Of similar nature

18. Give three names of pupils from your class whom you like least or whom you do not like at all. Below are given some probable reasons for your dislike. Mention your reasons along with each. You can mention other reasons, if any.

Reasons : (1) Dull in studies (2) Disturbs the class (3) Insolent; impolite (4) Mischievous (5) Quarrelsome (6) Of proud nature (7) Wanderers (8) Overwise (9) Reserved (10) Irritable (11) Bad manners.

19. Suppose your parents want you to invite three friends from your school for dinner in your birth-day party. Whom would you like to invite ? Give your three choices.

20. Suppose you are in need of help from a friend in times of your distress or illness in your family. Whose help would you like to take? Give three preferences.

QUESTIONNAIRE C.

Student friends,

We do not like all pupils from our school or class equally. I hope you agree with the statement. We forget about many pupils after we leave the school. Still there are a few whom we would like to have as friends for the life time. Mention two pupils from your class whom you would like to have as life-time friends. Give the reasons of your choice.

No.: Name: Reasons:

Every individual possesses certain virtues in different degrees. Rate each friend for the following virtues on a five point scale.

Traits: 1. Helping attitude 2. Selflessness 3. Honesty
 4. Politeness 5. Daring 6. Benevolent attitude
 7. Sociability 8. Generosity. 9. Cleverness. 10. Good-behaviour 11. Trustworthiness 12. Loyalty 13. Truthfulness 14. Wittiness 15. Cheerfulness.

QUESTIONNAIRE D.

(Class-room Social Distance Scale)

Friends,

We do not like all our classmates equally. Some we like more than others. There may be individuals whom we may not like at all. Mark your preference for all your classmates on the following five categories.

Categories :

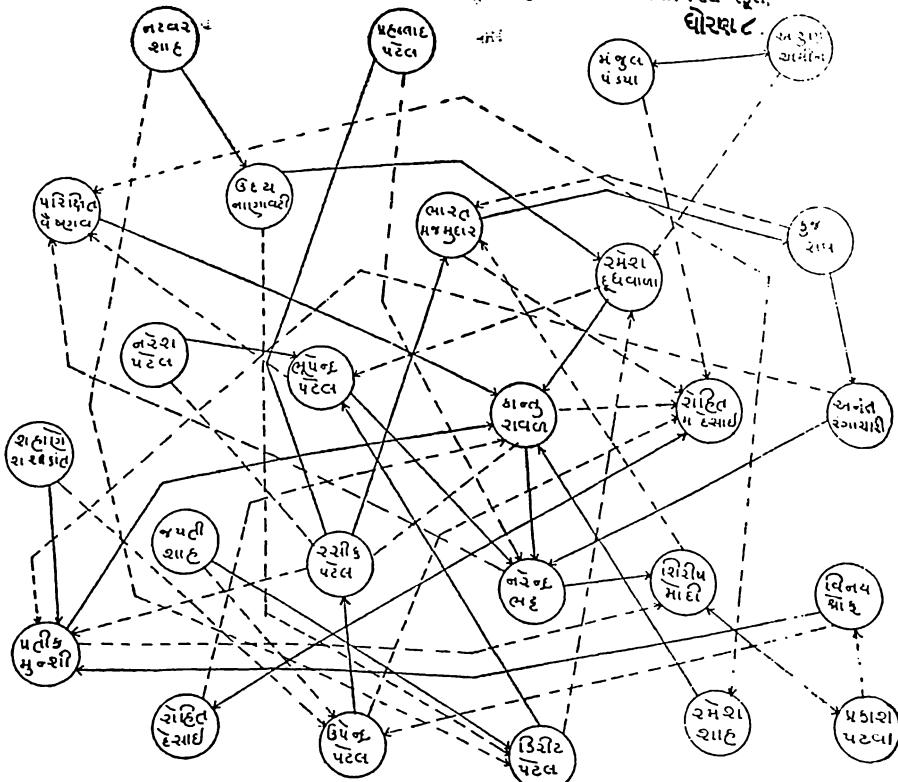
- (a) I would like to have him as one of my best friends.
- (b) I would like to have him in my group but not as a close friend.
- (c) I would like to be with him once in a while but not often or for a long time.
- (d) I don't mind his being in my class, But I don't want to have anything to do with him.
- (e) I wish he were not in our class.

Tell also how the whole class thinks of you.

APPENDIX 2.

ધૂનિવસ્સિંટી એક્સરેવિમેન્ટલ સ્કુલ,

पारमन्त्र द्वे



Sample Sociogram.

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