A Novel Way to Determine Sociometrics in the Real World

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Since the last implementation of sociometrics in 1970, the dynamics of a school room, public opinion, and social classes has changed greatly. Our study was contrasted on comparing past classroom dynamics to the present through sociometrics to identify “socially at risk” children from a group of children formed in patterns of sub-groups to prevent the continuation of unwatched social aid. The study took place in an area school, compared to surrounding high schools, thrives with diversity. Thus, our data would adequately apply to the integration of immigrants. A simple random sample of 10% of the overall population of the high school was taken to gather a sample size of 397 students. The study was conducted using two methods. A survey was given out to the sample population, consisting of positive and negative nomination techniques. A social impact equation was derived using z-scores in order to determine which of the four categories the students well under: popular, neglected, rejected and controversial. From the research, the relation between sociometrics of the past and present show a positive migration of classrooms to inclusion and integration. However, while popularity has increased and social outcasts decreased, an increased amount of rejected students rises. In the past study, during waves of immigration and integration, at least three students were identified in a class as “socially at risk.” Usually, these children were of color, or a recent immigrant into a classroom. In this study, an average of one “socially at risk” student could be found in each classroom, meaning, America has progressed to be more inclusive.

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