

## **SOCIOMETRIC POSITION OF STUDENTS IN HIGH SCHOOL EDUCATION PROGRAME IN CONDITION OF INCLUSION**

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### **Abstract**

The general features of social development are: the acquisition of knowledge and skills in the area of interpersonal relationships; development of social attitudes and values in relation to itself, to others, to the community as a whole and to the universe; adoption of socially acceptable types of behavior. Social and emotional development of a child with delayed cognitive development is related to the degree of his mental development, so for this reason is understandable that there occurs discrepancy between the behavior of this child and his developmental age. By sociometric method we can determine the sociometric position of an individual in a particular group (eg, class), which is an indicator of its acceptance. When word about students is with delayed cognitive development integrated into regular high schools, then their sociometric status is also an indicator of their integration (Stancic, 1988). Tests that examine the sociometric status of an individual in the group (class) as well as the structure of the group itself, ask the individual to choose, according to some criterion, person with who want or do not want to participate in a particular activity. These are tests with a limited number of answers that are conditioned by the selection criteria itself. So, questions itself given to examine are criteria, which may be related to different activities in and out of a school, extracurricular activities and the like. In formulating the questions it is important to keep in mind the age of the examinees, their interest in cooperation, giving real answers, and work motivation. At the same time the negative aspects of choosing are as important as the positive aspects. Analyses of sociometric position of students included students of 2nd and 4th grade of high school from Niksic.

**Keywords:** *sociometry, delayed cognitive development, socialization, inclusion*

Shaping human behavior under the influence of the social environment is called socialization. According to Stančić (1988), it is necessary to point out the difference between socialization and social development. The same author defines social development as the development of the personality traits which are mainly formed under the influence of the social environment (as well as on the basis of certain biotic dispositions and psychological characteristics of each stage of development), and they increase the ability to interact with the social environment (1991). It is also pointed out that mutual relations between the parents, relationships between parents and a child, financial and social status of the family, family structure, socio - pathological phenomena in the family and the personality of the parents themselves have the strongest impact on the socialization of the child, the development of his personality and various factors of the development. The level of social development depends on how the individual is accepted in his immediate and wider environment. It is this level of acceptance or rejection that can be measured by the sociometric method which was first applied by Moreno way back in 1934 within the so-called sociometric movement which was developed in the United States. Rot (1975), states that socialization is not only the training of the individual in the social life and his future role in the society, but is very important for the development of personality, which is formed with particular characteristics by the process of learning and thus becomes the member of a culture and an

unique individual. Socialization is the process of learning through which an individual acquires socially relevant features of behavior and is formed as a person with particular characteristics. (Mešalić, 2004). Social development includes the consequences and effects of socialization, that is - it comprises everything that has been learned and everything that contributes to the social interaction. It is specific for each individual, and socialization as the process includes all the factors that operate outside (Stančić, 1988). The general features of social development are: the acquisition of knowledge and skills in the area of interpersonal relationships; the development of social attitudes and values in relation to oneself, to others, to the community as a whole and to the universe; the adoption of socially acceptable forms of behavior. Social and emotional development of children with disabilities is related to the level of their mental development. Therefore, it is understandable that the discrepancy between the behavior of such children and their developmental age occurs. By sociometric method one can determine the position of the individual in a particular group (e.g. in a class), which is an indicator of his acceptance. When it comes to students with a rather slow cognitive development integrated into regular schools, then their sociometric status is also one of the indicators of their integration (Stančić, 1988). Shaping human behavior under the influence of the social environment is called socialization. It is the adjustment of the individual to the group once he becomes its member, as well as the adjustment of the group to the individual, the process by which the basic social requirements, social values, rules, norms and customs with which we want to ensure that the individual becomes the member of the society assuming the role that he will be granted during lifetime are transferred to the person, while, at the same, the process of socialization does not imply a passive acceptance, implantation of social norms, rules and values, but it is a process by which the subject is in an active relationship and where his personality traits act as modified factors ( Čehić, 2001). Socialization is not only the training of the individual for the social life and his future role in society, but it is also very important in shaping the personality, which is formed with particular characteristics through the process of learning, and thus becomes a member of a culture and a specific individual. Socialization is the process of learning through which an individual acquires socially relevant forms of behavior and is formed as a person with all particular characteristics (Rot, 1975). Rot's definition according to (Kovačević, Stančić and Mejovšek, 1988) makes it possible to understand the success of socialization as a continuum where, on the one side, there are the unsuccessfully socialized individuals, and, on the other side, there are successfully socialized individuals. What all these modern definitions have in common is that socialization is understood as social learning, or as a complex process between the individual and the environment, which depends on subjective and objective factors, and lasts from birth to death of an individual and in which the active role of the person in it is different in different stages of life. Thus understood, socialization can be regarded as a comprehensive, broader concept of social development (Stančić, Z., 1991). Socialization can be defined as a process in which the knowledge, habits and personality traits that enable us to participate in the wider social environment are acquired (Teodorović, 1997). Anthropologists argue that there are differences in the behavior of members of different societies and cultures because they have different requirements for behavior in a particular society and culture. Sociologists investigate the behavior of members of different groups in society. The society strives to develop desirable and necessary forms of behavior for its members by using various ways and means. Psychologists define socialization as the process through which a person is transformed from a biological being into personality, i.e. into biosocial individual with particular personal traits and way of behaving. Igrić (1990) points out that social development is encouraged by social learning and that there are two major groups when it comes to these theories: behavioral (social learning through

conditioning) and theories that deal with cognitive development. Those who have studied the behaviorist theories discussed the role of inheritance, the development of the person as a passive and reactive being and the importance of biological motives for human behavior. As the basis for this principle, they emphasize the importance of the conditioning principle. Igrić and Levandovski (1991) advocate the importance of cognitive theory where the preference is given to the process of development and maturation. Socialization as a process is also achieved through unplanned and unsystematic influence of various formal and informal micro and macro structures and mass media. On the other hand, socialization as an organized process is also achieved through these structures and means, but it is arranged in a systematic and organized way by using special methods and when it comes to children with difficulties in social integration, that is carried out by the methods of rehabilitation (Kovačević i sar, 1988a). Social development includes the consequences and effects of socialization, i.e. everything that has been previously learned contributes to the social interaction. Social development is different for every individual and socialization as a process includes all of the factors that act outside. (Stančić Z., 1991) defines social development as the development of the personality traits that were predominantly formed under the influence of the social environment (and on the basis of certain biotic predispositions and psychological characteristics in each developmental stage), and they increase the ability to interact with the social environment. The general features of social development are: the acquisition of knowledge and skills in the area of interpersonal relationships; the development of social attitudes and values in relation to oneself, to others, to the community as a whole and to the universe; the adoption of socially acceptable forms of behavior. When it comes to deficiency in social skills, it is certainly one of the crucial characteristics by which one can distinguish a child from other children. Social and emotional development of children with disabilities is related to the level of their mental development. Therefore, the fact that the discrepancy between the behavior of such children and their developmental age occurs is not surprising at all. Since the mental development of the children with disabilities is rather slow, hindered or simply restrained, they are retained longer in the stage of egocentric behavior that is characteristic of the preschool children. The lack of communication can lead to many misinterpretations, which has impact on emotional life and on the perception of the relationships with the environment (Stančić, 1977). Social development is, essentially, the development of an individual who always reaches a certain level, while socialization includes the outside factors that have impact on the individual (Stančić Z., 1991). It is necessary to point out the difference between the socialization and social development. Socialization is a broader term and it encompasses the totality of objective and subjective factors which participate in the socialization by the interaction and which cause certain consequences through social learning (Stančić Z., 1986). Social development refers to the development of an individual while the term 'socialization' refers to the outside factors which have strong impact on the social development itself (Jakulić, 1993). There are various determinants of the social adjustment, however, three of them are the most important and these are: emotional stability, intelligence and social development.

Ordinal number	Student's First and Last Name	1. Which one of the students from your class would you share a desk with the most ?	2. Which one of the students from your class would you never share a desk with?	3. Which one of the students from your class would you like to spend most time with outside of class?	4. Which one of the students you wouldn't want to be friends with outside of class?	5. Which one of the students from your class would you like to study with?	6. Which one of the students from your class you wouldn't want to study with?
1	L.M.	2	0	1	0	1	1
2	Č.E.	0	3	0	3	1	1

The results of the sociometric test at the First Professional School in Nikšić

**Table 1** The results of the sociometric test of the 2<sup>nd</sup> grade at the First Professional School in Nikšić

3	Š.M.	0	0	0	0	0	1
4	B.N.	1	0	2	1	2	1
5	I.B.	1	0	2	0	2	1
6	D.V.	2	0	2	0	2	0
7	O.N.	0	3	0	4	0	1
8	J.P.	3	0	1	0	2	1
9	P.A.	0	0	4	1	5	0
10	K.Ž.	0	0	0	0	0	0
11	Š.T.	1	0	3	0	0	0
12	O.E.	3	3	1	3	3	3
13	M.P.	4	1	4	0	1	0
14	R.M.	1	1	3	0	1	0
15	B.L.	0	0	0	0	1	0
16	R.A.	0	1	0	1	1	0
17	B.A.	1	1	0	1	0	0
<b>18</b>	<b>T.M.</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>
19	Đ.A.	3	0	0	2	1	1
20	T.M.	1	2	0	0	0	0
21	B.K.	1	3	0	3	0	1
22	V.J.	1	0	0	0	0	0
23	S.A.	0	0	0	0	0	0
24	D.T.	0	0	0	0	0	0
25	K.M.	0	0	0	0	2	0

It is obvious from the Table 1 that the student under the number 12 with initials O.E. has the highest selection rate (16) of students who have chosen him, while the students under the number 10, 23 and 24 haven't been chosen at all. The students under the number 3, 5 and 22 have been chosen once. Integrated student under the number 18 (T.M.) on the index (EE) has been chosen by eleven students.

On the leadership index (L) the highest selection number have the students under the number 9 and 13 (9 selections per each) and the students who haven't been chosen at all are the students under the number 3, 7, 10, 23 and 24. Integrated student has 2 selections on the leadership index.

**Table 2** The results of sociometric test of the second grade, The First Professional High School from Nikšić according to sociometric index

No.	Student's Full Name	Sociometric index		
		EE	L	EX
1	L.M.	5	4	1
2	Č.E.	8	1	7
3	Š.M.	1	0	1
4	B.N.	7	5	2
5	I.B.	6	5	1
6	D.V.	6	6	0
7	O.N.	8	0	8
8	J.P.	7	6	1
9	P.A.	10	9	1
10	K.Ž.	0	0	0
11	Š.T.	4	4	0
12	O.E.	16	7	9
13	M.P.	10	9	1
14	R.M.	6	5	1
15	B.L.	1	1	0
16	R.A.	3	1	2
17	B.A.	3	1	2
<b>18</b>	<b>T.M.</b>	<b>11</b>	<b>2</b>	<b>9</b>
19	Đ.A.	7	4	3
20	T.M.	3	1	2
21	B.K.	8	1	7
22	V.J.	1	1	0
23	S.A.	0	0	0
24	D.T.	0	0	0
25	K.M.	2	2	0

The analysis of the results of sociometric test from The Professional High School in Nikšić

**Table 3** The results of the sociometric test at The Professional High School Nikšić

Ordinal number	Student's First and Last Name	1. Which one of the students from your class would you share a desk with the most ?	2. Which one of the students from your class would you never share a desk with?	3. Which one of the students from your class would you like to spend most time with outside of class?	4. Which one of the students you wouldn't want to be friends with outside of class?	5. Which one of the students from your class would you like to study with?	6. Which one of the students from your class you wouldn't want to study with?
1	K.B.	0	3	0	3	0	4
2	T.R.	1	0	0	2	1	1
3	B.N.	1	1	0	0	0	1
4	M.S.	1	0	1	1	1	1
5	T.I.	1	0	0	0	1	0
<b>6</b>	<b>P.S.</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>
7	J.N.	1	1	2	0	1	0
8	T.V.	2	0	1	0	1	0
9	Đ.S.	0	1	4	1	1	1
10	M.A.	2	0	0	0	0	0
11	L.S.	1	2	2	2	0	3
12	S.J.	2	1	0	1	2	0
13	M.N.	1	0	2	0	0	0
14	R.F.	5	1	3	0	4	1
15	R.R.	0	1	0	1	0	0
16	B.S.	0	1	0	2	0	2
17	J.J.	1	0	2	0	0	1
18	K.A.	0	2	1	1	1	1
19	Č.A.	0	0	2	0	0	1
20	K.N.	0	3	0	3	1	1
21	L.S.	0	2	0	2	0	2
22	B.M.	0	0	0	1	1	0
23	Č.M.	1	0	0	0	3	1
24	B.B.	1	1	0	0	1	0
25	T.B.	0	3	3	5	4	4

**Table 4** The results of the sociometric test at The Professional High School Nikšić

No.	Student's Full Name	Sociometric index		
		EE	L	EX
1	K.B.	10	0	10
2	T.R.	5	2	3
3	B.N.	3	1	2
4	M.S.	5	3	2
5	T.I.	2	2	0
6	P.S.	11	9	2
7	J.N.	5	4	1
8	T.V.	4	4	0
9	Đ.S.	8	5	3
10	M.A.	2	2	0
11	L.S.	10	3	7
12	S.J.	6	4	2
13	M.N.	3	3	0
14	R.F.	16	8	8
15	R.R.	2	0	2
16	B.S.	5	0	5
17	J.J.	4	3	1
18	K.A.	6	2	4
19	Č.A.	3	2	1
20	K.N.	8	1	7
21	L.S.	6	0	6
22	B.M.	2	1	1
23	Č.M.	5	4	1
24	B.B.	3	2	1
25	T.B.	19	7	12

By checking the Table 4, it is evident that the highest selection rate had a student without any developmental difficulties (19) under the number 25, being selected for a leader 7 times and excluded 12 times. The student under the number 14 and initials R.F. is "the superstar of the class", which is concluded by the highest selection number (12) on the index (L). The student under the number 14 has a specific sociometric attitude, being chosen for the leader by half of the class yet being excluded from common activities by the other half. The lowest number of selection had students under the number 10 and 22 (4 per each). Students under the number 16 and 21 were never selected on the leader index (L), while the student under the number 20 had been selected only once. Apart from student T.B. under the number 25, who had 15 exclusions, his class peer under the number 1 and initials K.B. had 14 exclusions. Unlike student T.B., he has been selected for a leader only twice, which makes his sociometric attitude worse. Students under the number 8, 10, 13 and 24 had never been excluded. The student with developmental difficulties has a rather good sociometric attitude, since he had 11 overall selections, out of which he had been elected for a leader 7 times and excluded from common activities 4 times. According to Guralnick (1990) results of research, (Guralnick, 1987) refer to an inferior sociometric attitude of students with developmental issues, inside the class along with their scarce peer selection. Research claims that interacting between the students and various



collective games, school and outdoors activities all contribute to children with development issues in order to become accepted in class and become peer entity in that particular class, which overall represents an appreciable assumption for an inclusive education. The research Lewis i Lewis (1988) confirms that by cooperative structure of school activities and by following the teaching matter, with adopted knowledge of one's peers on development issues, a healthy atmosphere could be created and would therefore create a positive attitude of students towards their peers who are facing those difficulties. According to (Unkoocing, 1999), for good realtionships between children in general, it is mainly family's responsibility. Same authors believe that relationship and attitude that runs in the family are carried over one's peer, behaving accordingly in class. Students without developmental issues could learn a lot from their peers who are facing those issues, so according to (Thurnbull i Schulz, 1999), they would never be able to respect those differences until they have had it explained and had the oportunity to be informed in due time.

The analysis of the sociometric test from The Economy High School in Nikšić

**Table 5** The results of the sociometric test conducted in The School of Economics in Nikšić

Ordinal number	Student's First and Last Name	1. Which one of the students from your class would you share a desk with the most ?	2. Which one of the students from your class would you never share a desk with?	3. Which one of the students from your class would you like to spend most time with outside of class?	4. Which one of the students you wouldn't want to be friends with outside of class?	5. Which one of the students from your class would you like to study with?	6. Which one of the students from your class you wouldn't want to study with?
1	H.D.	1	3	1	1	2	3
2	Š.H.	1	2	0	1	0	0
3	B.D.	1	0	1	2	1	0
4	B.N.	4	0	1	0	3	0
5	B.V.	0	2	0	1	0	0
6	V.J.	4	0	4	0	5	0
7	E.Z.	0	4	1	4	1	4
8	Dž.A.	0	1	1	2	0	6
9	B.K.	0	1	0	0	0	0
10	V.A.	0	1	3	0	2	0
11	M.J.	0	0	0	1	0	0
<b>12</b>	<b>M.S.</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>0</b>
13	G.D.	0	1	0	1	1	0
14	Đ.A.	0	1	0	1	1	0
15	V.V.	0	0	0	0	1	0
16	M.J.	3	1	1	1	2	0
17	V.B.	0	2	0	0	0	0
18	K.J.	0	6	1	4	0	6
19	P.S.	4	0	2	6	0	6
20	B.D.	0	0	1	0	0	0
21	R.D.	0	0	1	0	0	0
22	J.D.	0	0	1	0	0	0
23	O.A.	0	0	2	0	0	0
24	V.N.	0	0	1	0	0	0
25	R.R.	0	0	0	0	0	0

**Table 6** The results of the sociometric test conducted in The School of Economics in Nikšić

No.	Student's Full Name	The sociometric indexes		
		EE	L	EX
1	H.D.	11	4	7
2	Š.H.	4	1	3
3	B.D.	5	3	2
4	B.N.	8	8	0
5	B.V.	3	0	3
6	V.J.	13	13	0
7	E.Z.	14	2	12
8	D.Ž.A.	10	1	9
9	B.K.	1	0	1
10	V.A.	6	5	1
11	M.J.	1	0	1
<b>12</b>	<b>M.S.</b>	<b>16</b>	<b>16</b>	<b>0</b>
13	G.D.	3	1	2
14	Đ.A.	3	1	2
15	V.V.	1	1	0
16	M.J.	8	6	2
17	V.B.	2	0	2
18	K.J.	17	1	16
19	P.S.	18	6	12
20	B.D.	1	1	0
21	R.D.	1	1	0
22	J.D.	1	1	0
23	O.A.	2	2	0
24	V.N.	1	1	0
25	R.R.	0	0	0

The School of Economics placed in Nikšić, belonging to the group of the town's schools where the survey is conducted, also contains a class of 25 second graders. The sociometric test conducted is presented in the table 6 by the sociometric indexes. The highest total number of those being chosen by other students (18) has the student under the number 19. This student also has the great number of rejections by other students (12) and within the index of leadership status has been chosen for 6 times. As for the index of total social choices, the student under the number 25 hasn't been chosen at all. This student has the lowest social status in his class, since he isn't a choice made by his companions within any of the indexes, which proves us that students rejected R.R, the student without developmental disabilities. The student under the name M.S. and under the number 12 is the choice made by 16 of his classmates and all of these choices are in the index of leadership. It could be concluded that the student previously mentioned has a very favourable sociometric status among his classmates. However, the highest number of choices made by the students has the student under the number 6 (13 choices). The research conducted in Croatia made by Nazor and Nikolić (1991) shows that 68 % of children with developmental disabilities belongs to the group of children rejected by their classmates. After these examinations were made, the authors had been encouraging the teachers

to design their work programme in cooperation with each of their co-workers to resolve the problems in the area of socialization. The results of the sociometric test conducted in this school doesn't coincide with the results obtained in Croatia, since the highest number of rejections has the student without any developmental disability. The student with developmental disabilities isn't rejected at all, but, on the other hand, the student without developmental disabilities isn't rejected as well. This micro research has proved us that the duly openness for accepting the differences in family, among the peers or in our surrounding is of high importance for the social status of children with disabilities.

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