Abstract

The aim of the research was to describe and understand the process of constructing social status during transition from elementary school to high school. The theoretical part focuses on the classroom as a social group, there is described the social structure of the classroom, as well as the most common roles and sociometric positions that occur in the classroom. There are also discussed relevant topics about adolescence and possible ways for exploring social relations within the classroom. In the empirical part I present a qualitative research, in which have been involved five high schools from Prague and its surroundings, N= 104 students.

For this purpose two questionnaires were used - sociometric rating questionnaire SORAD and questionnaire mapping experience of the individuals in interpersonal relationships and their satisfaction with the change of the school community.

Based on data analysis and interpretive methods, I conclude that social status is constructed in the earliest interactions between members and there is only a little variability. Social status is made up of two categories – relational skill, which is expressed by popularity, and social force, that is expressed by the ratio of power in the group. Competence complements these two categories, this is a specific skill and it’s individual.

We found that communication and social skills have the highest influence on social status unlike external attributes that have proven to be irrelevant.

Key words: social class, social structure, social status, social skills, social climate, transistory moment