THE REAL STATUS VERSUS PERCEIVED STATUS

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Abstract: The real statuses, objectives are those set independently by the individual as the end result of preferences and rejections manifested to him by colleagues when it comes to occupy a certain position in the group.

The perceived statuses are mental representations of subjective personal position within a group, determined by how rightly or wrongly perceive that the student likes and dislikes, they gather around him.

The research aims perceived status in relation to their real status and influence school performance.

Keywords: real status, perceived status, role, performance, integration, relationships

Social status refers to a person's position in a social group or viewed on a level of the social hierarchy. In 1966, Ralph Linton was first highlighted the status as social hierarchical position in succession professional. Everyone has innate statuses (sex, race), acquired (culture, profession, husband, wife), stable (religious, moral) and economic position. During life, the status changes, the most active being the age that development, cultural and professional that go together, not separated in childhood through school, then moves away and develops differently. Professional and cultural status have a side that is consumed and prospective, aspiration side, both statuses fueling social and economic status (Schiopu U., 662-663). Status and role are closely related concepts being very loaded connotations sociological, psychological, anthropological and psychopathological. role generally refers to behaviors status structure.

The role represents how adaptation occurs conduct prescribed social status, model organized behavior of a person to / in the context of a statute. Behaviors are in line with expectations and rules related statutes, but it is how they make a person with a certain identity, profession, age, etc. The more sociable a person is all the behaviors become more

numerous and more diverse role depending on the interrelations partners involved. The role is learned from childhood through repetition, imitation, pickup models. The research outlines that, in general, fundamental type of activity related to the stages of human development is generating social status (age, culture, profession), and the types of relationships are objectified status influenced by the role (Schiopu U. p 618). Status differences do not really impulse conflict when those with lower status depends on those with higher status.

In the classroom, can trigger conflicts because of an atmosphere of competitive or intolerance, a poor communication and expression improper emotions because students have not learned to express positively needs, desires or fears, the trouble because they afraid or ashamed. The teacher can strengthen or weaken a tense atmosphere, leading the class by inflexible rules, always relying on the use of authority or inconsistency. Value systems may concern ethical limits and the ways in which power can be exercised, targeting specific roles or functions in the class, the leadership, winning appreciation groups or persons. It can lead to conflicts or choice of priorities of different purposes.

Students often end up in different positions (statuses) in a class, determined by a certain consideration received from colleagues. Thus, some may be imposed as leaders, others are rejected by colleagues, others are unnoticed.

The same student group status can change from one situation to another. It is possible that in one occasion his status to be overwhelmingly positive, while in other circumstances, their status is predominantly negative or mixed. In all statuses within a group can exist isolated statuses when that student is neither preferred nor rejected, but ignored by most other students. The tendency of any school group is to preserve, in any circumstances, diversity statutes (positive, negative, mixed, isolated), so, objectively negative statutes cannot be removed totally or partially. Therefore, if we gather in a group only students with positive statuses in a particular situation, the new group will end up restore, spontaneously, all other statuses.

The behavior of a student in the group to which it belongs will be influenced by how they will perceive its own status. There will be a status difference between real and perceived status. Actual statuses are established independently by the individual as the end result of preferences and rejections manifested to him by colleagues when it comes to occupy a certain position in the group.

Statuses are perceived "subjective mental representations" of personal position within a group, determined by how rightly or wrongly perceive that the student likes and dislikes, preferences or rejections they gather around him. May be situations where between real and perceived to be a complete coincidence, due to the person's ability to perceive correctly the support he has in a group and the degree of rejection that causes it. There are times when the individual has a tendency either to perceive correctly only friends or opponents to guess correctly only within a group. The way of perceiving their own status may therefore predominantly optimistic to some students, when they tend to see around them only friends and supporters, or may be predominantly pessimistic when only see around their opponents and slanderers. Optimism relationship is desirable because it stimulates cooperation between individuals and maintain a high emotional tone. The situation in which perceived statuses are completely different from the real ones due to serious errors of perception of the nature of their interpersonal relationships, it is more rarely seen. When perceived statuses are anomalous effect on individual behavior is dramatic. Underestimation, lack of realism, disorientation relational based on such perceptions of their own status.

The different social positions and consideration of others colleagues acquired by a student inside a school group is dependent on several categories of variables: academic performance obtained intelligence or other special skills, outstanding performance achieved in other areas, aspirations educational or occupational education, parents' occupation and income etc.

In middle school and especially high school status informal owned by a student in his school may be influenced by other factors: age, type of school you attend, profile school that prepares, social origin, family, personal relationships with teachers, probate personal capacities in different circumstances.

In secondary education, in formal terms, the performance remains the key feature of differentiation status within school class. Expectations regarding the role of student are standardized cycles and levels of education and are provided in different performance standards accompanying school curricula, but also in school regulations, specifying expectations for student behavior in school. Sociologists have shown that there may be differences between adult expectations on the role of students and students themselves understand how this role.

At a certain stage of development the group classroom and in certain circumstances, several members of differentiates itself from others by roles that confer prestige, power, and through them the opportunity to influence others. They are leaders. A group may or may not have leaders. The continued presence of some leaders and differentiation of responsibilities in relation to the common goal is the index organization group. Emergence of leaders is linked to the emergence of differentiation of responsibilities within the group. At first glance, a class of students all have the same learning tasks, unless that practice learning teams, working with differentiated tasks. In many other specific class of students may come opportunities for affirmation of new leaders, leaders situation arise. The work to be conducted is more complex, the need for coordinating people will increase. Common task, converged personal needs of the group members and the need for collaboration to achieve them are therefore the three dimensions of group life that define a situation that calls for a leader. The leader will be imposed to the extent that you will be able to integrate the three dimensions (Neculau A.).

The research aimed perceived status, real status and their influence on school performance.

H1. To status realization contribute the way in how it relates to others.

H2. To status realization contribute the performance of parents and brothers.

H3. There is a so-called contamination statuses, when sons relies on parents to gain some statuses

Subjects were selected after a short briefing at the head teachers of two classes XI in connection with the class leader, with older brothers and younger who taught at the same school and are known by teachers with students whose parents have a higher socioeconomic status. By understanding socioeconomic status not only income but also professional achievements, customs, prestige.

Five subjects were identified, two group leaders formal, informal two and a student whose mother is education inspector.

I used the interview formalized and standardized for both the students and the teacher responsible for more complex information and picture, but also to have specific answers for each subject status and role, providing direct personal responses.

The questionnaire was aimed at getting the whole class and subjective opinions about the perceived status, relationships with peers and teachers leader.

In both cases, the formal leader did not coincide with the informal. Also they perceived themselves both formal leaders and informal leaders. Both females. So true status of our subjects did not coincide with its perceived status.

For the second hypothesis we could not detach the direct link between performance parents and brothers and the current status of the subject. Instead teachers in all cases exceptional results compared with older siblings of our subjects.

We discovered that there is a tendency of extending social status outside the relationship has been established, sometimes with adverse consequences on the integration in the community, sometimes leading to their self-image degradation. (When the best mathematician "give advice" and by extension claims the status and competitiveness of the areas where conflicts arise is reduced intra-group coalition group to demonstrate "intruder" incompetence in this area). In this case, the subjects are female. Sometimes even lead to interference extension status roles (leader home in the block housing or extracurricular activities).

Because of the methods used, interviewing a small number of subjects, the results have relevance also may be possible that some of the surveyed students' answers may not reflect reality only partially.

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