

Relationship between the Sociometric type and academic performance in primary education

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INTRODUCTION

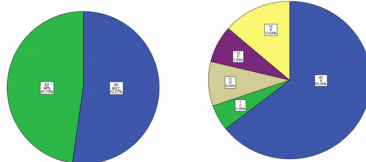
Peer relationships are of great importance in children's development. Enjoying good relationships with classmates fosters the development of cognitive abilities, social skills, it also provides a feeling of belonging to the group, and emotional support (Martin-Anton, Monjas, Garcia-Bacete and Jiménez-Lagares, 2016). In addition " Friends influence the solution of problems in a broad repertoire of tasks, these include those involved with achievement and school adjustment" (Hartup, 1983, quoted in García Bacete, Sureda and Monjas, 2010, p. 124). On the contrary, negative peer relationships can cause internalizing and externalizing problems. They also increase school difficulties, either undermining the student's motivation or because the same characteristics that make a child experience peer rejection, cause the same effects in their teachers (García Bacete et al., 2010). Some studies suggest that rejection is associated with worse marks (e.g., Bellmore, 2011; Wentzel and Asher, 1995). However, Moreno (1995) did not find any relationship between rejection and academic performance. One of the possible reasons why there is no relationship, might be due to the way that teachers carry out their classes and intervene in conflict situations between pupils (Mikami and Normand, 2015). In the light of these mixed results, in the present study we intended to know the situation in the Spanish population, since most studies so far were carried out in other countries.



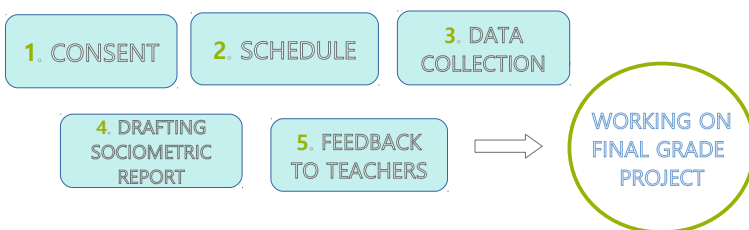
METHODOLOGY

PARTICIPANTS:

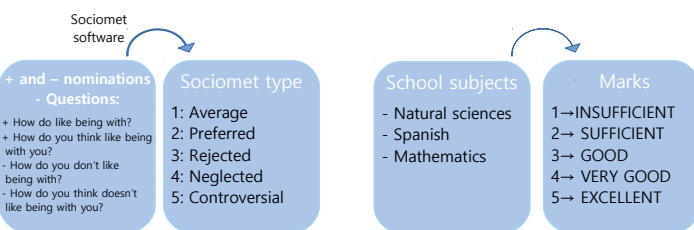
- 132 Students of the same school of P.E.
- 5 classes: 1º, 2º, 3º, 4º and 6º.



PROCEDURE:



INSTRUMENTS:



Analysis



Research questions and analytic plan:

- Mark R < Mark P; Mark A ? → ANOVAs x Sociometric type
- ↗ Negative nominations ↘ Marks? → Pearson Correlations

RESULTS

- The results of the ANOVAs by sociometric type indicate that there is not any relation between the academic performance and the type Sociometric.
- The results of Pearson's correlations show negative correlation between negative nominations and marks in natural sciences ($r = -.16, p = .068$)

DISCUSSION AND CONCLUSIONS

The results show that there is not any relationship between academic performance and sociometric type, i.e. getting bad marks is independent from the sociometric type. This may suggest that in the school where I collected data teachers do not make public reproaches to students with bad marks and then the reason for rejection are not the qualifications. It is even possible that teachers in this school have specific training to help students be inclusive and welcoming with those who have school difficulties, as in Mikami's intervention with children with ADHD (Mikami and Normand, 2015).

Another possible cause of these non-results could be due to the peculiarity of the centre, which is a cooperative commune of parents and professors. In its learning methodology, the quality of teaching is associated to the way of learning and the student is the protagonist of their learning. They seek first of all to educate the children through creativity, coping and understanding, so that they are able to generate adequate answers to the internal and societal demands.

Limitations and future research lines. It would be useful to have a larger sample, with several schools participating. The study of the perceptions would also contribute to the understanding of peer relationships.

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