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THE POPULARITY OF STUDENTS WITHIN THE CLASSROOM IN RELATION TO SCHOOL ACHIEVEMENT, INTELLIGENCE AND TEACHER ASSESSMENT

Abstract: *This research examines how the popularity of students in elementary school is related to school success, intelligence, and teacher assessments of student abilities. The study was conducted on a sample of 412 students from 1st to 8th grade of Elementary School Visoka in Split. Methods used in the study were progressive matrices, teacher assessments on the PROFNAD scale and a sociometric questionnaire. This research shows that more popular students have higher school achievement, higher intellectual abilities, and teachers rate their abilities higher, especially managerial ones. Most students are isolated. At biggest risk are the controversial and rejected ones. There are no gender differences in intelligence, school success, but teachers rate girls 'artistic abilities higher. Boys are more often rejected, while girls are more often isolated. Research of this kind is useful within the school itself because it leaves the possibility of interventions to improve the social status of isolated, rejected and controversial students.*

Keywords: *social status, sociometry, student abilities, teacher influence*

INTRODUCTION

By entering the school age, after early childhood, children begin to make more intensive social contacts outside their families, primarily within the school environment. During this period there is a significant influence of peers on their behavior and their overall development, and their sense of belonging to one of the groups becomes a priority of exceptional importance. This is also one of the most common reasons why parents of children of school age worry, because the procedures, interests and values of their peers become more important than those of their parents. The importance of peers' influence on the development of individuals is confirmed by the research emphasized by Mijatović (1999), whose results show that in equal proportions of 30% each, the development in this age is influenced by family, schools and the environment – peers. Since primary school students (from 1st to 4th grade) are in formal and most sensitive years of development, through relationships and images of how the environment perceives them (in this case classmates and teachers) they build their own image of themselves and identify themselves with it.

Most children spend most of their free time with their peers, and this "peer world" is the environment within which a child develops and learns how to behave with peers, dealing with victories and defeats, and observing the rules in general. Within this world, through the relationship with other peers, the

child creates an image of himself and develops social skills. Learning social skills is the foundation of social and school success. It helps prevent social problems and allows children to master their skills and to function successfully. It is more useful to teach children appropriate behavior than to exceed them due to inappropriate behavior. This requires systematic teaching, which should be gradual, linked to the objectives of the wider community and in line with the forms of behavior that are important for student needs (Begun, 2007).

School is an educational institution in which educational goals are achieved in a planned and systematic manner (Croatian Encyclopedia, Network Edition, 2021). So, the school is primarily an educational institution. We are witnessing that the circumstances around us, as well as new knowledge, are changing faster and faster every day, and changes in the current school system are taking place at the same time with them. All this led to a partial loss of the educational role of the school – because of the large amount of new information and planned content, and lack of time, we are mostly focused on its educational role. At the same time, with the loss of importance, that is, the lack of room for educational roles, the concern for interpersonal relationships that exist within the school itself has also been reduced, both among adults and pupils.

During the formal education period, a child spends most of his or her free time in class, which has great importance in development changes in relations with peers and provides formal peer groups. Given the importance of quality dynamics of relations within the age group, in this case those in classes, the sociometry procedure is often carried out in schools. Sociometry is a research method used in social sciences to examine mutual relations between members of a group or social relations in general (Croatian encyclopedia). Research has shown that the favorite of students among peers is crucial for its success in the future (Shapiro, 1998). Monitoring the development of student social competencies is one of the most important components of peer relations. It is precisely sociometry that can be a quality tool for solving peak problems within a class, and for preventing and reducing the incidence of conflict situations within it.

The sociometric questionnaire consists of selecting individuals with whom an entity wants to socialize within one group, with the specific position of one individual vis-à-vis another (according to Moreno, 1962). The popular student is the same as the "Star" student, that is, the student who has many positive nominations from other students, and very little or no rejection, and the rejected student is the one who has many negative nominations, i.e. many rejections. A student with many negative but also positive nominations is a controversial student, and one with few negative and few positive nominations or no nominations is isolated, i.e. a neglected student (Klarin, 2006).

The definition of intelligence says that intelligence usually indicates the property of successful knowledge of individuals in new situations, in which it does not help stereotypical instinct behavior, nor by learning acquired habits, skills and knowledge. Unlike these non-plastic and reproductive forms of behavior that are useful only on some occasions, intelligence is the property of an individual to find new customized reactions in the circumstances of any kind (Petz, 2005). Research consistently shows that intelligence is the best predictor of school success, points to intelligence as' capability (learning in new situations, problem solving, abstract opinion, etc.) on which the possible intellectual reach of an individual depends, i.e. the level of its educational and professional achievements' (Petz, 1992).

Speaking of gender, it is important to emphasize that boys and girls do not differ in general intellectual abilities, but differ in specific factors of intelligence, so research has shown that boys are more successful in numerical tests of intelligence, and girls in verbal tests (Babarovic et al., 2010). Intelligence and school success are also positively linked to the social status within the group. Students with a popularity status have a higher sense of humor, are flexible and often help other children in their activities. On the other hand, students with unpopularity status are those who often behave deviously and aggressively and who provoke and conflict. They socialize in smaller groups more often with younger children who also do not have the status of popularity, and unlike their own, the interaction of students with the status of popularity takes place in larger groups (Klarin, 2006). Also, students with the status of popularity are those with high social intelligence, they come from a family with high socio-economic status, emotionally stable, tolerant, self-confident, sacrificing, spontaneous, independent and carefree (Krnjajić, 1981).

Popular students are the favorite in the class. Their popularity, and positive sociometric status, is positively related to their attractiveness, flexibility, intelligence and the way they treat other pupils. They help other children in various activities, share experiences with them, are good and have a more developed sense of humor (Klarin, 2006). Children characterized as "good" in principle choose the desired behaviors, and are easily harmonized with the social norms and expectations of the environment in general. They differ from average students in the way that they are more often perceived as excellent students by their peers and teachers consider them to be more helpful to other students (Wentzel and Asher, 1995). Popular students have better school success and are more likely to engage in more positive interactions with their peers than the average ones (Berghout Austin and Draper, 1984). The school success of students in previous research has been modified in various ways, so that the concept of school success is often aligned with the concepts: school performance, school competence, school skills, etc. The procedures for evaluating students' success are different and, as a rule, rely on some form of assessment, testing or measurement in the broadest sense, and are regularly accompanied by additional collection of information based on qualitative insights (Sammons et al., 1994).

It has been shown that even peers can greatly influence the success of the individual. The impact of peers on individual success is explained by social comparisons, support, social facilitation effects, increasing motivation, etc. Socially accepted students who exhibit pro-social, co-operative and responsible forms of behavior in school usually achieve high school success, while those who were rejected by their peers often achieve lower school success and provide a risk group prone to delinquency, school absence and school leaving (Krnjajić, 2002).

Teachers are the main mediators in the school process and teachers' attitude towards students is ex tremely important. As teachers assess students' abilities, they have a great impact on the status of students in the social environment, especially in class. In addition, teacher assessments affect students' school success and teachers will motivate students who they think are more capable of exploiting their potentials (Pavlovic-Sijanovic, 2015).

The aim of this paper was to assay the relation between the popularity of students with intelligence, age, school success and educational assessments of pupils' abilities. We assumed that students who are more popular would have better school success, more intellectual abilities, and teacher would assess their abilities as higher.

No gender differences are expected in the popularity of school success, intelligence and education al estimates. We expect that there will be no differences between students of the primary (from 1st to 4th grade) and secondary (from 5th to 8th grade) in popularity, intellectual abilities and school success.

METHODOLOGY

The research was conducted at the Visoka elementary school in Split as part of a project to identify gifted pupils and assess students' sociometric status in 2013. At parental meetings, the school's counselor service informed parents about the implementation of the project, informed teachers about the content of the project through teacher councils and established implementation arrangements. Only those students whose parents submitted the signed consent participated in the project.

During the class, together with their classmates, students anonymously filled out a sociometric questionnaire. In another class, in groups of 10 students, with a school psychologist, they fulfilled the test of intellectual abilities.

On the PROFNAD SCALE, form teachers made an estimate for students of primary. Form teachers in secondary did not participate in the evaluation of gifted children because some of them have only one hour a week with individual class departments within a weekly hourly period, and do not know the different abilities of students well enough to assess them on all scales. The school success from the previous school year was taken from the e-Matica (centralized system of the Ministry of Science and Education which contains all data on student successes) for each student. For this reason, the success of first grade students was not considered.

Participants

412 pupils from the Visoka elementary school in Split participated in the survey. The number of students by sex and classes is shown in Table 1. A total of 219 pupils participated in the survey, while 193 students took part in the study. The age of participants encompasses students from 7 to 15, 4 (M = 10.95). 11 form teachers participated in the student assessment.

Table 1.

Number of pupils per grade and sex

Class	Male	Female	Total
1.	25	19	44
2.	29	25	54
3.	32	27	59
4.	35	26	61
5.	23	21	44
6.	20	22	42
7.	28	21	49
8.	22	37	59
Total	214	198	412

Instruments

The sociometric questionnaire is composed by authors for the purpose of this research. The students answered six open questions: who would you like to sit in the bench with and why, who would you want to hang out with in your free time and why and if so, what student from your class would you like to be with and why? The same questions were asked in a negative direction: with whom you would not want to sit in a bench and why, with whom would you not want to hang out with in his free time and why and when, and what student in class would you not like to be and why? Pupils had to answer questions with one sentence, that is, give the name of the pupils from his class and explain why they mentioned that name. The results were formed by determining for each student how many times it was selected in a positive context (number of positive choices) and how many times it was selected in a negative context (number of negative choices). For the purpose of additional data collection, we expanded the sociometric questionnaire and combined it with objective data such as school success and respondent intelligence. This was done with the aim of reducing the shortcomings of the sociometric method, and to get a clearer and more qualitative interpretation of the results together with the sociometric research which was complemented. In this research we have not focused on the reasons for accepting and rejecting students. Considering the number of choices, a popularity category was formed consisting of four groups of students: 1. popular students (with the number of positive choices above the median, and their negative choices below the median), 2.

isolated pupils (with the number of positive and negative choices below the median), 3. controversial pupils (with the number of positive and negative choices above the median) and 4. rejected pupil (with the number of negative choices greater than the median, and positive ones lower than the median).

Colored progressive matrices are a non-verbal test for a child intelligence study between 5 and 11 years of age. The author of the test is J.C. Raven. The test consists of 36 tasks divided into 3 series (A, AB and B) per twelve tasks that go from easier to harder within each series. The total result is the sum of the results on these three parts ranging from 0-36. The total score is expressed in centiles relative to the standards for the age of the child. According to their abilities, children are divided into very subaverage, below average, average, above average and intellectually superior ones. It can be administered individually and in groups, it exists in basic and parallel form and is intended for a population of 5-11 years. In the case of the first, second and third grades, the students solved the basic and parallel form.

Standard progressive matrices are a non-verbal test for intelligence testing. The author of the test is J. C. Raven, and it was made in 1936. The test consists of 60 tasks divided into five series (A, B, C, D and E) with twelve tasks each, which go from easier to harder within each series. The total score is the sum of results on these three parts and ranges from 0-60. The result is expressed in centiles in relation to the standards for the age of the child. According to their abilities, children are divided into very subaverage, below average, average, above average and intellectually superior ones. It can be used individually and in groups; it exists in basic and parallel form and is intended for children over 10 years of age. According to the case, pupils from the fourth to the eighth grade solved the basic and parallel form.

PROFNAD scale (student talent profile) is intended for teachers. The author of the scale is I. Koren and it was made in 1989. The scale has 48 particles and gives the gifts profile of a particular student and includes six areas of talent (gifts in general intellectual skills, creative abilities, specific school skills, social and managerial abilities, artistic and psychomotor abilities). The development of each characteristic is assessed by the teacher on a scale of four degrees, while the first two levels (grades 1 and 2) do not indicate gifts, the third degree (grade 3) announces some visible signs of gifts, and the fourth degree (grade 4) shows significant symptoms of gifts. The range of possible points in each category ranges from 8 to 32 points. Serious indications about the gifts of a student arise when it is evaluated with 20 points or more in some area of talent.

RESULTS AND DISCUSSION

1. Linking negative and positive choices with age, school success, intelligence, and teacher assessments

During the sociometric questioning, students chose who they wanted to hang out with and who they wouldn't want to hang out with. It turns out that a particular student was most frequently positively selected 2 times. Some students haven't been chosen, while the largest number of positive choices for one pupil was 18. The negative selections showed that the students were most frequently selected 1 time, some were not selected even once, while the most negative selections for one pupil were 24. These results indicate that there are students who are popular in particular classes, but also in what is more important to observe, that there are classes in which all students assess a negative one. Negative experiences with peers cause suspicion and uncertainty in their own capabilities and competences, resulting in an even greater social withdrawal and lack of self-esteem (Vulic Prtoric, 2001). The fact that the class department has a negative attitude towards one pupil opens up room for the teacher to take measures to improve the student's social status. When the teacher accepts and helps an isolated or rejected student, the class department will accept him because the teacher is a "model for learning the behavior of students". The teacher has the task of managing and directing in the desired direction the situation within the class department, both those aimed at carrying out the curriculum itself and those taking place among the students of that class division (Zrilic, 2010).

The school success of the surveyed students has been shown to range from 2.38 to 5.00. The average school success is M = 4.32 (SD = 0.73). The largest number of students, 57.9%, is going through a great success, 29.6% are going through a very good success, 11.8% are going through a good success and 0.8% are going through enough success. This distribution of student success suggests that the greatest number of

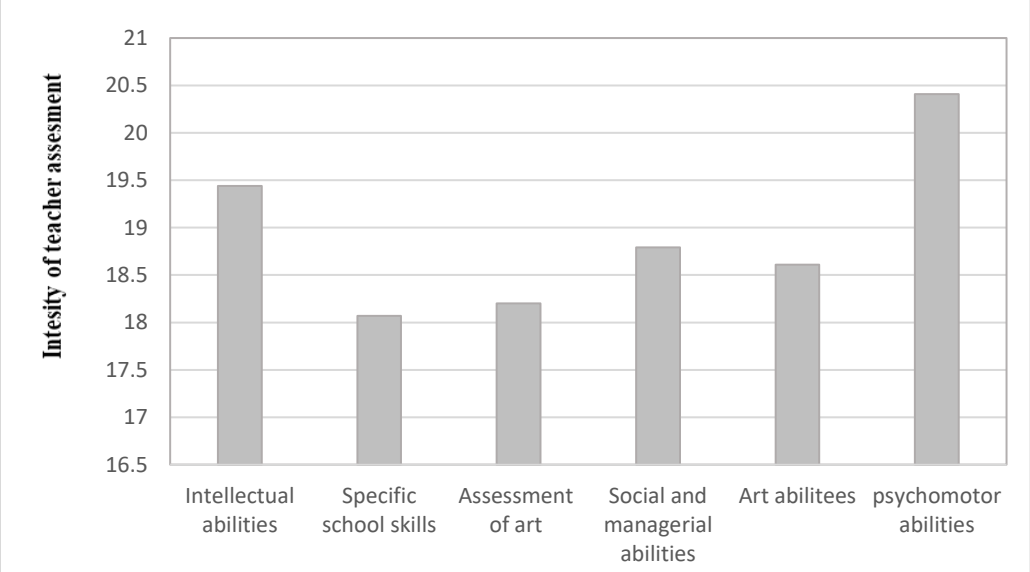
students have excellent success. Low school success has been shown to be a risk factor for the development of students' difficulties in social functioning, higher perceptions of stress, problems of adapting to new situations and anxious and depressive disruptions. (Wicks-Nelson, 2021).

The results of intellectual ability tests were compared with standards for child development age and were transformed into centiles. Intellectual abilities are distributed according to normal distribution and the average abilities of students are M = 54.46 (SD = 31.07), which shows that they are students of average intellectual abilities, which is expected considering literature (Zarevski, 2000).

On the PROFNAD scale, form teachers assessed their students in 6 areas of gifts: general intellectual abilities, creative abilities, specific school skills, social and managerial abilities, artistic and psychomotor abilities. The average teacher's assessment of a student's ability is M = 113,51 (SD = 48.87). Student capacity assessments range from 48 to 190. In the assessment of specific abilities, the results ranged from 8-32. Average values of individual abilities estimated by general intellectual abilities are estimated by M = 19.44 (SD = 8.85), specific school abilities M = 18, 07 (SD = 8.65), creative abilities M = 18.2 (SD = 8.09), social and managerial abilities M = 18, 79 (SD = 8.31), artistic abilities M = 18, 61 (SD = 8, 32), psychomotor abilities 20, 41 (SD = 8.87). These results are shown in Graph 1.

Graph 1.

Teacher's assessment of individual abilities



It can be noticed that teachers assess students' abilities as high. From literature we learn that those students who are assessed by teachers in an area of more than 20 have greater potential for talent (Koren, 1989). On average, teachers have shown that they give the higher evaluations to children with developed psychomotor abilities and somewhat smaller but still high, for intellectual abilities. This result indicates that teachers generally see their students having good psychomotor abilities, which is extremely important for the development of self-confidence among students. In addition, the teacher's assessment of high intellectual abilities in students helps improve students' achievement (Wicks-Nelson, 2021). Teachers who assess their students' abilities as higher put higher expectations before them, and consequently the students show better results (Wicks-Nelson, 2021). Statistically significant correlations between variables are shown in Table 2.

Table 2.

Statistically significant correlations between variables

Variables	Correlation size	Statistical significance	Number of students
Number of positive Choices – Intelligence	0.27	0.01	376
Number of positive Choices – school success	0.3	0.01	366
Number of positive Choices – Number of negative choices	-0.27	0.01	412
Number of positive Choices – Total assessment of teachers	0.28	0.01	218
Number of positive Choices – assessment of teachers of intellectual abilities	0.28	0.01	218
Number of positive Choices – assessment of teachers with specific school skills	0.29	0.01	218
Number of positive Choices – assessment of teachers' creative abilities	0.26	0.01	218
Number of positive Choices – assessment of teachers of social and managerial abilities	0.26	0.01	218
Number of positive Choices – assessment of art teacher	0.25	0.01	218
Number of positive Choices – assessment of teachers' psychomotor abilities	0.25	0.05	218
Number of positive Choices – Intelligence	-0.22	0.01	376
Number of positive Choices – school success	-0.33	0.01	366
Number of positive Choices – assessment of teachers of intellectual abilities	-0.14	0.01	218
Number of positive Choices – assessment of teachers of social and managerial abilities	-0.15	0.01	218
Number of positive Choices – assessment of art teachers	-0.15	0.01	218
Age – Integration	-0.13	0.05	413
Age – school success	-0.39	0.01	366
Intelligence – school success	0.45	0.01	334
Intelligence — Total assessment of teachers	0.31	0.01	201

Intelligence – assessment of teachers of intellectual abilities	0.32	0.01	201
Intelligence – assessment of teachers with specific school skills	0.37	0.01	201
Intelligence — assessment of teachers' creative abilities	0.35	0.01	201
Intelligence — assessment of teachers of social and managerial abilities	0.3	0.01	201
Intelligence — assessment of art teachers	0.29	0.01	201
Intelligence — assessment of teachers of psychomotor abilities	0.17	0.05	201
School success – Total assessment of teachers	0.33	0.01	173
School success – assessment of teachers' intellectual abilities	0.35	0.01	173
School success – assessment of teachers with specific school skills	0.39	0.01	173
School success – assessment of teachers' creative abilities	0.32	0.01	173
School success – assessment of teachers of social and managerial abilities	0.32	0.01	173
School success – assessment of art teachers	0.33	0.01	173
School success – assessment of teachers' psychomotor abilities	0.18	0.01	173
Overall assessment of teachers – assessment of teachers' intellectual abilities	0.98	0.01	218
Total assessment of teachers – assessment of teachers with specific school skills	0.96	0.01	218
Total assessment of teachers — assessment of teachers' creative abilities	0.98	0.01	218
Overall assessment of teachers — assessment of teachers of social and managerial abilities	0.98	0.01	218
Total assessment of teachers — assessment of art teachers	0.96	0.01	218
Overall assessment of teachers — assessment of teachers' psychomotor abilities	0.89	0.01	218
Assessment of intellectual skills teachers – assessment of teachers with specific school skills	0.95	0.01	218
Assessment of intellectual skills teachers – assessment of creative abilities teachers	0.96	0.01	218
Assessment of intellectual skills teachers – assessment of teachers of social and managerial abilities	0.95	0.01	218
Assessment of intellectual skills teachers – assessment of art teachers	0.93	0.01	218

Assessment of teachers' intellectual abilities – assessment of teachers' psychomotor abilities	0.82	0.01	218
Assessment of teachers with specific school skills – assessment of teachers with creative abilities	0.96	0.01	218
Assessment of teachers with specific school skills – assessment of teachers with social and managerial abilities	0.92	0.01	218
Assessment of teachers with specific school skills – assessment of teachers with artistic abilities	0.9	0.01	218
Assessment of teachers with specific school skills – assessment of teachers with psychomotor abilities	0.79	0.01	218
Assessment of creativity teachers – assessment of teachers of social and managerial abilities	0.95	0.01	218
Assessment of creativity teachers – assessment of art teachers	0.92	0.01	218
Assessment of creativity teachers – assessment of teachers' psychomotor abilities	0.82	0.01	218
Assessment of teachers of social and managerial abilities – assessment of teachers of artistic abilities	0.93	0.01	218
Assessment of teachers of social and managerial abilities – assessment of teachers of psychomotor abilities	0.82	0.01	218
Assessment of art teachers – assessment of teachers of psychomotor abilities	0.83	0.01	218

It turns out that students who have a higher number of positive choices by other students have better intellectual abilities, a higher average of grades. Teachers assess their overall abilities, general intellectual abilities, specific schooling skills, creative abilities, social and managerial ab ilities, artistic abilities, and psychomotor abilities as higher. In addition, students who have a larger number of positive choices simulate fewer negative choices.

In Table 2, it is visible how low these correlations are, but still statistically significant. Positive assessments by peers have proven to be predictors of good social relations, popularity, and good academic achievements (Laninga-Wijnen et al., 2019). Being positively assessed by peers helps the general development of students. Students who have a larger number of negative choices have lower intellectual abilities, lower school success, lower number of positive choices, as teachers view their overall abilities, and general intellectual skills, social and managerial abilities, and artistic abilities as lower. In Table 2, we can see how low the connections are. However, due to the high risk that low social status can produce, it is important to identify students with many negative choices and to note the correlation of negative choices with the intellectual abilities and academic achievements of these students. The connection between teachers' assessments of students' social, as well as managerial abilities and many negative choices may indicate that teachers perceive the difficulties of students who are negatively perceived by their class peers, which may encourage them to strengthen their social skills.

Compared to the chronological age of the subjects, it was shown that lower age pupils have higher results in intellectual abilities tests than older pupils, as well as higher average scores. However, it has been shown that students have a similar number of positive and negative choices by other students regardless of

age, and that teachers evaluate the abilities of students equally according to age (Table 2). However, this result is not surprising as there is a possibility that the ability test, used for younger students, is easier. In addition, at a lower age, there is a lesser impact of anxiety and test anxiety on students, who also have greater motivation to please adults, and therefore make greater efforts in solving tests.

Older students are under greater influence of test anxiety and give up tasks much easier if they do not lead to an extrinsic reward, i.e., evaluation (Mazone et al., 2007).

Students with higher anxiety and older students generally have lower school success (Mazone et al., 2007). However, students with higher intellectual abilities also have a significantly higher average of school grades. In addition, it has been shown that pupils with higher intellectual abilities have a significantly higher number of positive choices in the sociometric test and a significantly smaller number of negative choices. Teachers assess the total abilities of pupils with higher intellectual abilities as more successful and estimate them as superior to their general intellectual abilities, specific school skills, creative abilities, social and managerial abilities, artistic abilities, and psychomotor abilities. These correlations are significant, and the smallest correlation is found in individual intellectual abilities and the teacher assessment of psychomotor abilities. This result is not surprising since high intellectual abilities are a good predictor of school success (Weber et al., 2013) and good social relations (Laninga-Wijnen, et al., 2019). Teachers view children with higher intellectual abilities as more successful (Vulić-Prtorić, 2001).

Students with higher average scores have more intellectual abilities, are younger and have a higher number of positive choices, and a smaller number of negative choices by other students. Teachers estimate their overall abilities as superior and assess their general intellectual abilities, specific school skills, creative abilities, social and managerial abilities, artistic abilities, and psychomotor abilities. These correlations are significant, and the smallest correlation is found on the average of evaluations and educational evaluations of psychomotor abilities. It has been shown that peers can significantly influence the success of the individual (Duncan et al., 2001; Kurdek et al., 1995; Wentzel and Caldwell, 1997). The impact of peers on individual success is explained by social comparisons, support, social facilitation effects, increasing motivation, etc. Besides having positive effects, peers can also negatively influence the group's school success (Cauce et al., 1982; Gonzales et al., 1996; Horvat and Lewis, 2003). The average scores have the lowest correlation with the teachers' assessments of psychomotor abilities, which are thought to be good regardless of intellectual status, motivation for learning and promotion, and are very good when it comes to most students.

Teacher’s assessments of pupils' abilities are highly correlated with overall abilities and individual abilities (Table 2). When a teacher assesses higher overall abilities, he/she estimates individual abilities to be higher. One can observe that the teacher assessment of psychomotor abilities has the lowest correlation with the teacher assessment of overall abilities as well as the teacher assessment of individual abilities. Such a result, as already mentioned, is not surprising due to the perceived minimum correlation between pupils' abilities and psychomotor abilities. High intellectual capabilities are in a low correlation with high psychomotor capabilities (Zarevski, 2000).

1. *Differences in intelligence, school success and teacher assessments in terms of popularity*

According to popularity, we divided all students into four categories: popular ones (the number of positive choices above the median, the number of negative ones below the median), controversial ones (the number of positive ones above the median, the number of negative ones above the median), rejected (the number of positive ones below the median, the number of negative ones above the median) and isolated ones (the number of positive ones below the median, the number of negative ones below the median). Popular students were found to have 20.7%, controversial 19%, rejected 17.5% and isolated 41.8%. Nevertheless, this is also the case in another research (Cillesen et al., 2001).

Furthermore, to check whether these four groups differ by intelligence, school success, total and individual assessments of teachers' abilities, the analysis of variance (ANOVA) was carried out.

Table 3.

Average values of intellectual abilities, school success, total and individual teacher assessments of students' abilities

	Rejected M(SD)	**Isolated M(SD)**	**Controversial M(SD)**	**Popular M(SD)**	**p**
Intellectual abilities	42.7 (5.64)	54.08 (30.49)	54.34 (28.75)	64.83 (27.11)	0.000
School success	3.89 (0.74)	4.29 (0.73)	4.46 (0.52)	4.57 (0.74)	0.000
General intellectual capabilities	17.43 (7.79)	18.08 (8.92)	21.84 (6.98)	21.91 (10.47)	0.011
Specific school skills	16.38 (8.06)	16.56 (8.33)	20.51 (7.28)	20.44 (10.22)	0.011
Creative abilities	16.72 (7.35)	16.72 (7.94)	20.56 (6.2)	20.37 (9.87)	0.010
Social and managerial capacities	16.57 (7.22)	17.71 (8.33)	21.51 (6.52)	20.65 (9.98)	0.008
Artistic abilities	16.57 (6.9)	17.72 (8.67)	20.67 (6.2)	20.51 (10.14)	0.033
Psychomotor abilities	18.34 (7.94)	19.15 (9.05)	23.21 (6.97)	22.37 (10.24)	0.013
Overall capability assessment	102.02 (42.12)	105.94 (49.16)	128.3 (36.86)	126.26 (59.6)	0.009

In intellectual abilities, there is a statistically significant difference in terms of popularity. so there is statistically significant higher result showing that popular students have more intellectual abilities than rejected pupils ($p < 0.01$). Students with higher intellectual abilities have better abilities to adapt to different social situations and adapt to a greater extent to the different characteristics of their classmates (Vlahović-Štetić, 2005).

In school success. students differ significantly in terms of popularity in such a way that rejected students differ statistically significant from isolated ones ($p < 0.01$). as well as from controversial ones ($p < 0.01$) and popular ones ($p < 0.01$). Isolated students differ from rejected and popular ones ($p < 0.05$). Controversial differences from rejected ones ($p < 0.01$). The popular students differ from those rejected ($p < 0.01$). and controversial ($p < 0.05$). From literature, we learn that students of lower social status have lower school success and are more often lonely. have fewer friends. and are more often victims of peer violence (Gorman et al. 2011). The importance of school success is high in the school environment. Nevertheless, the fact that students have better success makes them more socially desirable. helps them develop better self-confidence in their abilities and the feeling that they have more social capacities that increase their social status and make them more popular.

In their assessment, teachers of these four groups of students assess similarly. Social skills and managerial abilities teachers estimate lower among controversial and rejected students ($p < 0.05$). Teachers recognize the abilities of their students in social skills and management. which is to be seen in how students with many negative choices give lower estimates in social and managerial skills. which coincides with literature data (Vlahović-Štetić, 2005)

This research has shown that. according to literature. popular students are more intelligent and have better school success than rejected students. Rejected and isolated students have lower school success and intellectual abilities than the popular ones. Teachers recognize students with poor social and managerial skills. and it turns out that these students are in a group of controversial and rejected students.

2. *Gender differences in popularity and intelligence. school success and teacher estimates*

To assess sex differences in popularity. We used a chi square test. There has been a statistically significant difference in popularity among girls and boys ($p < 0.05$). Table 4 shows percentages of boys and girls in each category. Boys are more rejected and girls more frequently isolated.

Table 4.

Presentation of gender differences in popularity expressed as percentages

Gender	Rejected	Isolated	Controversial	Popular
Male	22.4	37. 1	19.5	21.0
Female	12.3	47.7	18.5	21.5

The t-test was used to estimate statistical differences between boys and girls in intelligence. school success and teacher assessment.

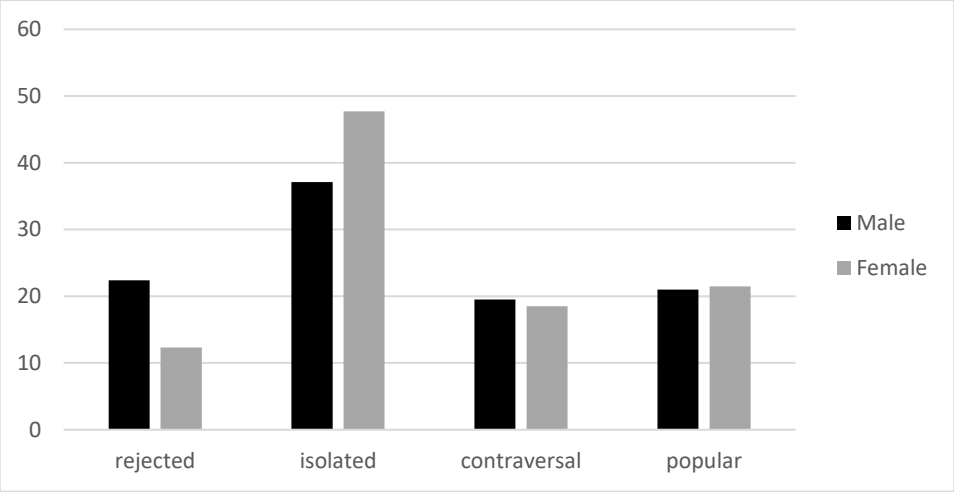
The results of girls' intellectual abilities (M = 52.91. SD = 30. 88) and boys' intellectual abilities (M = 55.78. SD = 31.2) do not differ statistically significantly. Such a result is partly expected. given literature that says boys more often achieve higher results in non-verbal intellectual abilities. but in multi-factor measurements. there are no major differences in the intellectual capabilities of boys and girls (Zarevski, 1999).

The results show that the school success of girls (M = 4.43. SD = 0.66) and school success of boys (M = 4.28. SD = 0.73) do not differ statistically significantly. which is consistent with the study literature.

Judgements of teachers for student talent profile are seen in Graph 2. The only statistically significant difference in teachers' assessments is found when assessing their artistic abilities in which teachers estimate girls as more gifted in their artistic abilities than boys. This may be the result of the girl's better grammar abilities. the fact that girls often have more motivation for school to show themselves in the best possible light and that they have proved to be better in following teachers' instructions and satisfying what teachers ask of them. In addition, society nurtures the idea that girls have an ability to draw nicely. more often than boys.

Graph 2.

Gender differences in assessing teachers' individual abilities of students



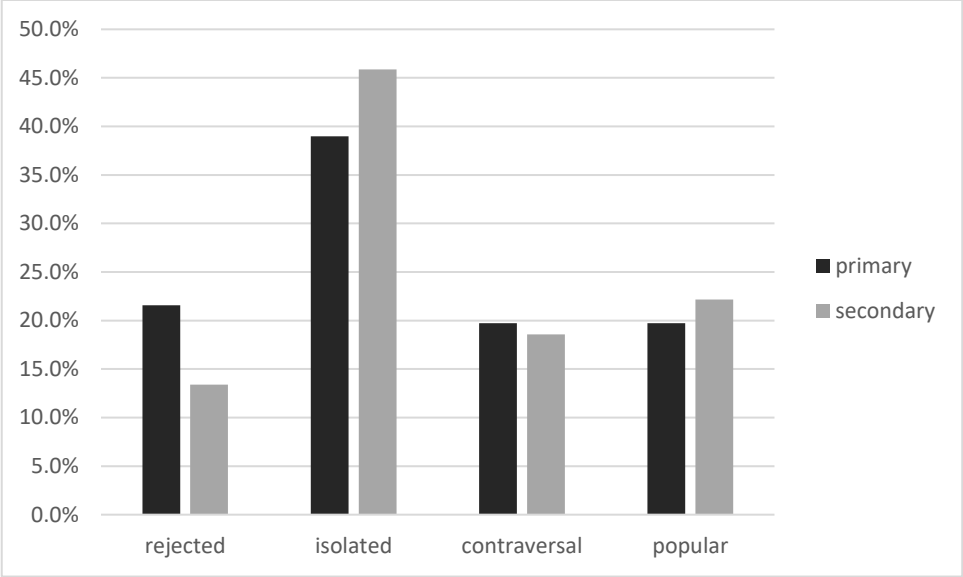
It turns out that there were no differences in popularity between boys and girls. However, pupils are more inclined to abandon boys. while girls tend to isolate. However, that is not considered as unusual since boys are more inclined to outsourced behavior due to their temperament and are otherwise looking for society. Girls are prone to internalized behavior and often withdraw and close themselves. which can result in isolation. Boys and girls do not differ significantly in their intellectual abilities and school success. which has been shown in previous literature (Vizek Vidović et al., 2003; Zarevski, 1999). Teachers estimate girls to be better in their artistic abilities than boys. probably due to better graphic abilities and social desirability of good drawing.

3. Differences between higher and lower classes by popularity. intelligence. and school success

To determine whether students differ from primary and secondary in question by popularity, the chi square test technique was used. The distribution of students by popularity can be seen in Graph 3. These differences are not statistically significant. This result shows that younger and older pupils evaluate their peers in the same manner and that the distribution of students according to popularity in primary and secondary is equal. These results show that students of different ages function according to similar social principles. The largest number of isolated students is recorded in secondary, while the number of rejected, controversial and popular students are slightly smaller.

Graph 3.

Differences between students of the primary and secondary by popularity



To assess whether there are statistically significant differences in the results primary and secondary by intellectual abilities and school success. a t-test was used. The average abilities of students in primary are M = 55.91 (SD = 31.89). while the average abilities of students in the secondary are M = 52.79 (SD = 30.1). These differences are not statistically significant. We expect that the population of students will have equal intellectual abilities. In this research, this result is important as correlation has shown that younger students have more intellectual abilities.

The school success of students in primary is M = 4.57 (SD = 0.58). which shows that students in primary achieve excellent success. The average score of students of secondary is M = 4.1 (SD = 0.77). which shows that the students of the class undergo an average of very good success. These differences are statistically significant ($p < 0.01$). In primary there are lower demands of the materials, only one teacher teaches most of the courses and there is greater motivation of the students to meet the demands he or she puts before them. Teachers in primary school tend to have higher expectations than students who are judged to have more abilities and equalize school success with their assessment and expectation from students. Often, the grades of teachers in primary are more stimulating than those in secondary. In the course in question. with a larger number of teachers. There is an aspiration for a more objective assessment of student knowledge. regardless of their abilities. In the course, there are also higher demands of the school material. which students often cannot answer.

Nevertheless, it has been shown that students of primary and secondary do not differ in popularity, that is, in primary and secondary they evaluate the same behavior of children and that at different ages pupils similarly assess their peers by popularity. In addition, they do not differ in intellectual abilities. while the school success showed that students of primary have better school success.

The research was carried out to observe how the popularity of students in primary and secondary is related to school success. intelligence. and teachers' judgments of students' abilities. As predicted, the results indicate that there are students who are popular in some class departments. but even more so there have been departments in which all students assess a negative one. It is precisely this data that is important to take measures within the class department to improve the social status of students. because it is known that negative experiences with peers cause doubts and uncertainty in their abilities and create a poor picture of themselves.

Furthermore, sociometry is one of the best tools for observing and reducing difficulties. as well as for developing and improving better communication within a class department. It is precisely with the help of sociometry that it is possible to discover the difficulties a student has due to poor quality relationships

with peers that are not always visible from the outside. The research confirmed the assumption that the greatest number of students achieve excellent success. while low school success is a risk factor for the development of difficulties in social functioning in students. greater exposure to violence by peers. lower self-confidence and provides a risk for the development of greater stress and problems of adapting to new situations (Cillesen et al., 2011).

Primary school students are in the formal and most sensitive years of development. Moreover, they build the image about themselves and identify themselves through relationships and pictures of how the environment perceives them (in this case classmates and teachers). they build their image about themselves and identify with them. The results of this research indicate the need to recognize the needs of students within the same class department by teachers. empowerment of pupils and continuous work on their communication skills. in order to improve their relationships and to develop a more positive image about themselves.

This research leaves room for inserting new variables that are explored together with popularity. intelligence. and school success. such as self-confidence. personality traits. socio-economic status. anxiety. depression. and anxiety sensitivity. To increase the reliability of results. It would be good to repeat research within other schools. In addition, it was not examined whether there was an ongoing conflict between students of the same department at the time of the research, which could have significantly influenced the results of the sociometric questionnaire and made it difficult to detect accurately the relationships ruling within that class.

CONCLUSION

This survey found that more popular students have higher school success. more intellectual abilities. and teachers assess their abilities higher. It also showed that teachers view the managerial abilities of popular students as higher. Boys are more often rejected. while girls are more often isolated. No gender differences were found in intelligence or school success among girls and boys; however, teachers estimate girls' artistic abilities higher than those of boys. The popularity of students does not differ by whether they belong to the primary or secondary. Students of primary do not differ in their abilities from students of the class in question. but they have significant higher school success. Research of this kind is useful within the school itself because they leave the possibility of interventions to improve the social status of isolated, rejected. and controversial students. They show us the accuracy of teachers' assessments of students and point out the importance of working with teachers to help them improve the development of students. In the long term, this can have positive consequences on their socio-emotional and cognitive development and could increase the likelihood of success.

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