

MASTER'S THESIS

Peer relation of Hong Kong primary school children: sociometric status and social characteristics

Li, Wing Ling

Date of Award:
1994

[Link to publication](#)

General rights

Copyright and intellectual property rights for the publications made accessible in HKBU Scholars are retained by the authors and/or other copyright owners. In addition to the restrictions prescribed by the Copyright Ordinance of Hong Kong, all users and readers must also observe the following terms of use:

- Users may download and print one copy of any publication from HKBU Scholars for the purpose of private study or research
- Users cannot further distribute the material or use it for any profit-making activity or commercial gain
- To share publications in HKBU Scholars with others, users are welcome to freely distribute the permanent URL assigned to the publication

**Peer Relation of Hong Kong Primary School Children:
Sociometric Status and Social Characteristics**

LI, Wing Ling

**A thesis submitted in partial fulfilment of the requirements
for the degree of
Master of Philosophy**

November 1994

Hong Kong Baptist University



6:17
12-8-15
125222 LP
74

ABSTRACT

The purpose of the present study was to examine the peer relation of Hong Kong primary school children by integrating two measurement approaches, namely, the sociometric and behavioral approaches. Although both approaches had been used in previous research, no study had attempted to incorporate their particular characteristics. In brief, 633 grade five Hong Kong students were distributed into five sociometric status groups in accordance with the scores of the liked-most and liked-least of the sociometric method. Specifically, the five status groups are: average, popular, neglected, rejected, and controversial. On the other hand, according to the behavioral method, their social characteristics were measured by three factors: pro-social, aggressive, and isolated responses (based on peer as well as teacher evaluation). Three distinctive patterns were obtained, as shown in the significant correlations between the three behavioral factors and the sociometric measures (liked-most and liked-least scores). Moreover, differences of children's social characteristics among the five sociometric status groups were also significant from both the perspectives of peer and teacher (with teachers being relatively less sensitive to children's isolated and withdrawal responses). Of all the subjects that were grouped into the five sociometric status groups by the sociometric measurement approach, over 50% were also successfully determined by using the three behavioral factors in peer evaluation. In conclusion, pro-social, aggressive, and isolated responses were ensured as the determinant factors of children's peer relation. About 50% of the children in the popular and rejected status groups had homogeneous social characteristics from both peer and teacher perspectives. Results of the present study were able to show that the two measurement approaches can be used simultaneously to provide greater understanding of children's social characteristics in the classification children into various sociometric status groups.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
CHAPTER I INTRODUCTION	1
PURPOSE OF STUDY	2
HYPOTHESES	2
SIGNIFICANCE OF STUDY	3
CHAPTER II LITERATURE REVIEW	4
CONCEPT OF PEER RELATION	4
ROLE OF PEERS IN CHILDREN'S DEVELOPMENT	6
Psychological, Cognitive, and	7
Social Development	
DETERMINING CHILDREN'S PEER RELATION	10
Sociometric Measurement Approach	11
Behavioral Measurement Approach	14
CULTURAL INFLUENCE ON BEHAVIORAL MEASUREMENT	17
SOURCES OF BEHAVIORAL MEASUREMENT	19
Peer Evaluation	20
Teacher Evaluation	24
SOCIOMETRIC STATUS AND SOCIAL CHARACTERISTICS	27
CHAPTER III METHOD	30
OVERVIEW	30
SUBJECTS AND PROCEDURE	30
MEASURES	33
Sociometric Status	33
Behavioral Characteristics	35
CHAPTER IV RESULTS	39
PEER EVALUATION	39
Factor Analysis	39
Correlations of Sociometric Measurements to	44
Social Characteristics	
Differences Among Sociometric Status Groups	50
TEACHER EVALUATION	56
Factor Analysis	56
Correlations of Peer Sociometric Measurements	60
to Teacher-Rated Social Characteristics	
Differences Among Sociometric Status Groups	62

VALIDATION OF GROUP CLASSIFICATION	68
Peer Perspective	69
Teacher Perspective	71
CHAPTER V DISCUSSION	75
VALIDITY OF BEHAVIORAL MEASUREMENTS	76
SOCIOMETRIC STATUS AND SOCIAL CHARACTERISTICS	80
Peer and Teacher Evaluation	83
IDENTIFYING CHILDREN WITH SOCIAL DIFFICULTIES	87
GENDER DIFFERENCE IN CHILDREN'S PEER RELATION	89
LIMITATIONS AND SUGGESTIONS	90
CONCLUSION	91
REFERENCES	93
APPENDICES	103
VITA	107