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CORRELATION BETWEEN SELF-EVALUATION AND SOCIAL POSITION IN PUPILS WITH SPECIFIC DEVELOPMENTAL LEARNING DISABILITIES (SDLD)

Abstract

This paper presents the results of a study on the correlation between self-evaluation and dimensions of influence, popularity, and likability in pupils with specific learning disabilities. Rosenberg's self-esteem scale was used to determine the level of self-esteem of students with specific developmental learning disabilities, and the sociometric assessment questionnaire SORAD was applied to determine the level of influence, popularity and likability. The research has shown a statistically significant correlation between the level of self-evaluation and the level of friendliness in pupils with specific developmental learning disabilities, as well as the tendency to conform. There was no statistically significant correlation between core self-evaluations of students with specific learning disabilities and their level of influence and popularity. The statistically significant correlation between the level of self-evaluation of pupils with specific developmental learning disabilities and the level of their influence and popularity has not been confirmed.

Keywords: affection • popularity • self-evaluation • specific learning disabilities • influence.

**KORELACJA MIĘDZY SAMOOCENĄ
A POZYCJĄ SPOŁECZNĄ U UCZNIÓW
ZE SPECYFICZNYMI TRUDNOŚCIAMI
W UCZENIU SIĘ (SDLD)**

Streszczenie

W artykule przedstawiono wyniki badań nad korelacją między samooceną a wymiarami wpływu, popularności i sympatii u uczniów ze specyficznymi trudnościami w uczeniu się. Do określenia poziomu samooceny uczniów ze specyficznymi zaburzeniami rozwojowymi w uczeniu się wykorzystano skalę samooceny Rosenberga, a do określenia poziomu wpływu, popularności i sympatii – socjometryczny kwestionariusz oceny SORAD. Badania wykazały istotną statystycznie korelację między poziomem samooceny a poziomem sympatii u uczniów ze specyficznymi trudnościami w uczeniu się, która wyraża stopień sympatii kolegów z klasy do ucznia, a także tendencję do podporządkowywania się. Nie potwierdzono istotnej statystycznie korelacji między poziomem samooceny uczniów ze specyficznymi trudnościami w uczeniu się a poziomem ich wpływu i popularności.

Słowa kluczowe: sympatia • popularność • samoocena • specyficzne zaburzenia rozwojowe w uczeniu się • wpływ.

Introduction

A modern school should not only educate in terms of knowledge, but it should mainly educate in terms of formation and perceiving the pupil's personality as a whole (Huřová & Homořová, 2017). These requirements are also justified in the context of pupils with special educational needs, which also includes pupils with specific developmental learning disabilities (SDLD).

Knowledge of the specifics in the field of self-evaluation and social position of pupils with specific developmental learning disabili-

ities (SDLD) in the classroom, as well as the relationships between them is one of the important prerequisites for their successful integration and socialisation. Effective support of from teachers, school psychologists, special educators and other experts requires knowledge and application of current knowledge related to this issue. For this reason, in our research we focused on examining the relationships between self-evaluation and the dimensions of influence, popularity, and friendliness in pupils with SDLD.

Self-evaluation

Vágnerová (2010) self-evaluation as an evaluation of one's own qualities, but also as a degree of self-acceptance, whereby self-evaluation may not be adequate and is always relative to some extent. The concept of self-evaluation is closely linked to the term of self-concept. Blatný (2001) notes that the concept of self-acceptance includes the expression of one's attitude toward oneself. According to the author, this relationship is characterized by the emotional experiences of "the self" and is realized in the basic dimension of evaluation (positivity or negativity). The self-concept of the personality is an important aspect of its socialization. *„Self-concept is the result of, or compromise between how a person perceives and accepts himself and how he is accepted and evaluated by people and institutions”* (Jedlička, 2015, p. 22). Objectively and terminologically, this aspect of "the self" according to Blatný (2001, p. 25) is *„anchored in terms denoting such dimensions of self-concept as self-respect, self-evaluation, self-confidence etc.”*

In the case of the term self-evaluation, we encounter its ambiguous understanding. Brown et al. (2001) defines three ways in which the term self-evaluation is most commonly used:

1. *self-esteem* – expresses the overall relationship to oneself,
2. *self-evaluation related to feelings of self-worth* – refers to self-evaluation reactions to one's actions, which may be emotional or evaluative,
3. *understanding self-evaluation in the sense of „self-evalua-*

tion” – refers to how people evaluate their abilities, physical characteristics or mental characteristics.

Smékal (2004, p. 353) understands self-evaluation as “*the core of the self as long as we feel and experience through it, the state that we judge and appreciate our own selves.*” Blatný & Plháková (2003) understand self-evaluation as a result of social comparison and self-judgement based on the observation of person’s own activity. According to Blatný & Plháková (2002, in Smékal, 2004), the positive pole of self-evaluation manifests itself as self-satisfaction, the negative pole as self-dissatisfaction. One of the basic properties of self-evaluation is its intensity, i. e. whether self-evaluation is high or low. Self-respect and self-evaluation are important sources of a person’s motivation, well-being and mental health. The feeling of self-worth determines successful goal achievement, the reaction of our environment to our performance and also what social position we occupy “among our people”, what prestige, social status and role we have in it (Čáp & Mareš, 2007). According to Chmelíková (2003), self-evaluation significantly interferes through its regulatory function with the area of behaviour and action of the individual, and the level of self-evaluation then determines the relationship with oneself and other people. Slavík (2009) emphasises that individuals who are unable to correctly estimate and assess their options are usually disappointed with their performance and therefore lose self-confidence and self-esteem, become anxious and unnecessarily timid or aggressive.

The development of self-evaluation is a continuous and smooth process, happening throughout the entire life. Many experts agree that this process is significantly linked both to the information that the individual receives in interaction with other people and to the ideas about their own abilities (Cooley, as cited in Macek & Osecká, 1996). An important moment in the development of a child’s self-evaluation is its entry to school, which brings the teacher as another important external evaluator and also peers as a reference group (Kon, 1988). From this point of view, the evaluation of one’s school success is especially important for a child’s self-evaluation (Langmeier & Krejčířová, 1998). According to Erik-

son (2015), relationships to tasks and collective and individual activity are acquired at school age. This is a period of diligence when the child has the opportunity to compare their performance and, depending on the success or failure in this area, there is a development of self-evaluation and healthy self-confidence. On the contrary, failure or inability to fulfil the developmental role, leads the individual to feelings of inferiority. According to Vágnerová (2000), at the beginning of secondary school age, children's self-evaluation is still inaccurate and often influenced by current experiences, and by the end of this period it becomes relatively more stable, as it is no longer so affected by current success or failure (Říčan et al., 2006). During puberty, according to Vágnerová (2000), fluctuations appear in the self-evaluation process and there is an overall decrease, while a significant difference appears in the gender comparison. Girls' self-evaluation is usually lower than that of boys. The decrease in self-esteem in both sexes happens due to the fact that in addition to insecurity, emotional imbalance, oversensitivity (Vágnerová, 2000), coping with physical and sexual maturation is reflected in it as well (Bláha & Šebek, 1988). The development of the image of one's own "self" in adolescence shifts to greater differentiation, generalisation, individualisation and stability. There is a shift in the proportion and importance of the realized characteristics and components of personal identity, a strong awareness of the discrepancy between the existing and ideal "self" (Kon, 1988). In connection with education, an adequate level of self-evaluation according to Hitchcock (1990, as cited in Harčaríková, 2014) leads to:

1. pupils's higher involvement in learning,
2. improvement of the pupil's communication with the teacher,
3. better mutual understanding between teachers and students,
4. improvement in motivation to learn,
5. provides information to the teacher about the student,
6. it helps the teacher to find the strengths and weaknesses of the student and thus provide them with better help.

Vágnerová (2001) identifies the factors related to the school environment and participating in the level of self-evaluation of the student:

1. experience of one's own success or failure,
2. performance of classmates,
3. evaluation of authorities and peers.

Čornák & Popelková (2008) state that during school age, the opinion of peers, which may not be identical with the opinion of adults, has an increasingly significant influence on the self-evaluation of the pupil. According to Gurňáková (2000), other factors determining a student's self-evaluation include:

1. personality defence mechanisms,
2. the ability of an individual to adequately monitor himself,
3. affective experience of oneself and etc.

Vágnerová understands the development of self-evaluation (In Harčaríková, 2014) as a process that depends on the following factors:

1. personality traits,
2. Experience,
3. social context.

Social position of pupils in school classroom

The school class is a relatively permanent, small, formal and artificially created social group, in which long-term face-to-face interactions take place (Havlík & Koťa, 2011). There are groups of pupils of approximately the same age in the class, they spend a lot of time together, sometimes the entire compulsory education. Positions, roles and tasks are distributed here. To develop an acceptable self-evaluation, it is important to gain an acceptable position in the team, as well as to have a good school performance. According to Schrader and Helmke (2006), the individual aspects - school performance, self-concept and social status do not occur separately from each other, but overlap and partially integrate with each other. Flook & Repetti & Ullmann (2005) also state in

their research the connection between the social acceptance of the pupil in the classroom and their self-concept. Pupils who are less socially accepted by their peers may be excluded from group activities, which may lead to feelings of inadequacy and inferiority. In class, on the basis of mutual sympathies or antipathies of members, smaller groups are formed, which are already informal and membership in them may change during the year. According to Krejčová (2011), these groups emerge on the basis of closeness (eg pupils sitting together in the classroom) and similarity (eg pupils who have the same interests or follow the same trend). According to Rieger (2007, in Krejčová, 2011), the most prominent members of the group form the so-called core of the group, around which the positions of other members are formed, although there may also appear the so-called fusion that is aimed against the core and the class leadership. Pupils usually hold the positions of popular, average, rejected, controversial and forgotten individuals in the class, most of whom are not very acknowledged by the rest of the class (Krejčová, 2011). Each student in the classroom will gain a position and the resulting status and prestige (Braun & Marková & Nováčková, 2014). According to Hrabal (2003), the position of a pupil in a class depends on such factors as the dynamics of the class, its structure, the development of the pupils as members of the group, etc. Hrabal (2003) distinguishes three basic aspects of the student's position in the classroom:

1. Competence
2. Impact
3. Popularity (affection).

Sociometric methods are often used to explore these aspects, in which pupils evaluate each other. According to Čabalová (2011), the sociometric method helps to efficiently describe and capture the relationships in the classroom in terms of positive and negative preferences among pupils. The sociometric item shows the overall degree of mutual acceptance between group members. Those who exhibit pro-social behavior, are cooperative, empathetic are better accepted by their peers. On the other hand, those children who exhibit disruptive behaviors or their social behavior do not match

the requirements of group members, are less accepted and embraced (Basra, 2016).

Self-evaluation and social position of pupils with sddl in school class

In the context of current trends in education, Požár (2012) concisely states that the issue of self-evaluation in connection with ongoing school integration/socialization becomes a very important factor for its success. The living conditions and limitations can sometimes cause fundamental complications that prevent pupils from fulfilling various developmental tasks and thus affect their transition to other stages of life. (Matějček, 2007).

Such complications can stem from specific developmental learning disabilities, which *“in contrast to a broken leg or impaired vision, which can be solved with glasses, are not so visible”* (Krejčová & Bodnárová, 2014, p. 60).

Pupils with SDLD have a relatively high representation in the classes of regular primary schools. According to ICH-10 (1992), a specific developmental learning disability is said to exist when individual test scores in reading, writing, and mathematics are significantly below the level of performance that would be expected given age, schooling, and intelligence. The whole social system in which pupils with SDLD live is more or less influenced by problems resulting from the presence of dyslexia, dysgraphia or dyscalculia. The school failure of pupils with SDLD can have a negative impact on pupils themselves, their self-esteem, but also to other people and to school itself (Bartoňová, 2018). Pupils with SDLD need to be accepted by members of the community, they need support as individuals who have strengths and weaknesses (Bartoňová, 2019). According to Vágnerová (2005), SDLD can become a social stigma. Zelinková (2003) states that SDLD often influence the self-evaluation, but also the social position of the student in the classroom and other groups, they often also intervene in the area of his experience and behavior.

Within the research, the concepts of education, social position and self-evaluation of pupils with SDLD are relatively actively addressed. Research by Krull & Wilbert & Hennemann (2014) as well as Gatiala (2015) shows that these pupils occupy a lower social position than their peers. The results of a long-term research study (Estell et al., 2008) have shown that pupils with SDLD achieve a lower evaluation in the individual assessment than their classmates (they receive fewer nominations for the position of best friends also in terms of popularity and social preference).

Children and adolescents with SDLD are less versed and skillful in social interaction than typically developing peers, which may affect their rejection in the social group (Wong, 2012). The Wiener & Tardif study (2004) provided information on the instability of the position of children and adolescents with SDLD in the team of peers, their lower and usually even more decreasing status. According to Kavale & Forness (1996), a meta-analysis of 152 different studies has shown social deficits in 75% of individuals with SDLD across various research. According to Vágnerová (2005), rejected and neglected individuals have a limited opportunity to improve their social skills and self-esteem. Results in the study of self-evaluation of pupils with SDLD (Bear et al., 1991, Bear & Minke, 1996, Cosden et al., 1999, Vålas, 1999, Terras & Thompson & Minnis, 2009, Ntshangase & Mdikana & Cronk, 2014, Dåderman & Nilvang & Levande, 2014, Sirotová & Mičková & Rubacha, 2019 et al.) bring contradictory results. While some of the research surveys showed a lower level of self-evaluation in pupils with SDLD compared to their peers, other research in this area did not find such differences between these groups of pupils. It turns out that in the case of self-evaluation of pupils with SDLD, this is a complex issue, which is determined by many other factors. Among the factors contributing to the development of students' self-evaluation are friendlier and wider peer relationships, class status, personality predispositions, etc. (Halamová et al. 2017). As Schrader and Helmke (2006) point out, the individual aspects as such - school performance, self-concept, social status - do not occur separately from each other, but overlap and partially inte-

grate with each other. Flook & Repetti & Ullmann (2005) in their research indicate the connection between the pupil's social acceptance in the classroom and their self-perception and self-evaluation. Successful interpersonal relationships lead to positive self-esteem (Sternberg & Vroom, 2002). Individuals who feel confident in themselves, feel accepted by other members of the group and regardless of their success or failure, have high self-esteem (Koch, 2002). High self-esteem is associated with a dominant position in relation to the environment (Ficková, 1999). Pupils who are less popular in the classroom, or are often object of ridicule, usually have low self-esteem (Gubricová and Lohynová, 2009).

Research Methodology

Within the framework of the research, the objective of the study was set and an appropriate methodology to verify the research hypotheses was selected.

At the beginning of this chapter, we present a description of all terms used in formulating the objective of the research and the research hypotheses:

1. We understand self-evaluation - according to Coppersmith (1967, in Edmondson et al., 2006) as an appreciation that an individual creates and usually maintains in relation to himself, expressing both positive and negative attitudes. It determines the extent to which a person believes that they are capable, significant, successful, valuable, while self-evaluation bears a strongly affective connotation.
2. We understand *Specific developmental learning disabilities* - according to Říčan et al. (2006) as partial weaknesses in those abilities and functions that are primarily necessary for the acquisition of educational skills while maintaining intellectual abilities at least within the broader norm, ie. sufficient to meet the requirements of the primary school. According to the author, these weaknesses concern in particular some cognitive, motor, memory and speech functions as well as their interactions and integration.

3. *Influence* – the category of influence speaks about the position of the student in the classroom based on their ability to influence other pupils and events in the classroom, while the assumptions of high influence can include ability, competence, power, motivation to influence classmates (Hrabal, 2003). The acquired influence reflects how intensely the pupil participates in events in the classroom and shows how much authority this student has in the classroom (Hrabal, 2011).
4. *Popularity* – „sympathy” is a measure of the general emotional acceptance that the student experiences in the class community, it reflects the pupil’s popularity. This can be understood as sociability, which is expressed by a positive emotional connection to other pupils, the tendency to accept other pupils and the tendency to meet the expectations of classmates (Hrabal, 2011).
5. *Affection* – expresses how much the classmates are sympathetic to the pupil and also the tendency to the pupil’s conformity. The balance between acquired and transmitted sympathies can be interpreted as a state that is emotionally satisfying. In case of differences between acquired and transmitted evaluations, it is possible to consider the present emotional problems in the pupil (Hrabal, 2011).

The aim of our research was to identify possible connections between the level of self-evaluation and the level of influence, popularity and friendliness within the classroom for pupils with SDLD, to find out whether there is a positive correlation between the level of self-evaluation and the level of influence, popularity and affection within the classroom in pupils with SDLD. Flook & Repetti & Ullmann (2005) In their research indicate the connection between the pupil’s social acceptance in the classroom and their self-perception and self-evaluation. Law et al. (2013) found out that the connection with the school and thus also with the class itself is a unique direct predictor of self-esteem, well-being and resilience in primary school learners. Based on these findings, as well as on the findings from our own practice, we postulated the following hypotheses:

RH 1: There is a positive correlation between the level of self-evaluation of pupils with SDL D and the level of their influence within the classroom.

RH 2: There is a positive correlation between the level of self-evaluation of pupils with SDL D and the level of their popularity within the classroom.

RH 3: There is a positive correlation between the level of self-evaluation of pupils with SDL D and the level of their affection within the classroom.

Research Method

Rosenberg's Scale of Self-Evaluation

In our research, we used one of the most widely used methods, the Rosenberg Self-Evaluation Scale (*RSES*), which measures the general level of self-evaluation, to determine the level of self-evaluation in pupils with SDL D. It was originally intended for adolescents, but over time it has found application in other age categories (Blascovich & Tomaka, 1991, in Osecká & Blatný, 1997). The scale is designed as one-dimensional. It measures the level of global relationship towards oneself, resp. captures the overall evaluation of oneself, positive or negative attitudes towards oneself (Halama & Bieščad, 2006). In a study by Tomšík (2014) carried out on a sample of 101 Slovak high school and university students, Cronbach's alpha $\alpha = 0.82$ was proved, in our research $\alpha = 0.71$. The scale contains 10 items, for which the respondent expresses the degree of their agreement on a four-point scale with the extreme points "absolutely not valid" and "absolutely valid." Items 3, 5, 8, 9, 10 of this scale are called reverse items and are therefore polarised in reverse. As stated by Vágnerová (2015, in Svoboda & Krejčířová & Vágnerová, 2015), the method can be administered in both group and individual examinations. Its administration is not limited in time and given the number of items it is not even time consuming. The Slovak translation of the Rosenberg self-evaluation scale can be found e.g. in the work of Halam & Bieščada (2006).

Sorad Sociometric Rating Questionnaire

Another method used in our research was the SORAD socio-metric rating questionnaire (Hrabal, 2011). According to Hrabal (1979), SORAD can be used in the diagnosis of groups, subgroups and the position of the individual in them, but also in determining personality characteristics. Hrabal (2011) further states that this method is based on a rating procedure in which all pupils rate each other. Mutual rating is carried out using a five-point scale, where the individual levels have the following meaning:

1. the most influential student in the class / very sympathetic,
2. belongs to the most influential members / sympathetic,
3. has an average influence, like most pupils / neither sympathetic nor unsympathetic,
4. has a weak influence / rather unsympathetic,
5. has no or almost no influence / unsympathetic.

Pupils' relationships are thus investigated on the basis of direct socio-psychological criteria, sympathy and influence. Among the dimensions of SORAD Hrabal (2011) includes:

1. acquired sympathy,
2. acquired influence,
3. transmitted sympathy,
4. transmitted influence.

By averaging the values obtained, three indicators can be obtained:

1. influence index - represents the average of ratings in terms of influence that an individual has received from others,
2. popularity index - represents the average of ratings in terms of popularity, which the individual received from others,
3. affection index - represents the average of ratings in terms of affection that the individual has attributed to others, while this index also provides information about the personality of the evaluator.

SORAD also allows to calculate the so-called class indices – average values of influence and popularity for the class as a group

that provide information about the intensity of regulation and the emotional atmosphere in the class. Respondents also have the opportunity to verbally describe and justify their assessment. The questionnaire provides standards for pupils from the 6th grade of primary school to students of the 4th grade of secondary school. We also included 5th grade primary school pupils in our research, and the questionnaire was administered to this group of pupils only in the second semester of the school year. As stated by Hrabal (1979), the reliability of the questionnaire was determined by the test - retest method and, in the case of the dimension of influence, also by the split - half reliability analogy (correlation of the influence indices in the group of boys and girls). The validity of the questionnaire was determined by comparing the results obtained by the questionnaire with the results obtained by independent observers or by systematic observation of the interaction process. Hrabal (1979) also considers the conformity of the evaluators in the evaluation of pupils with the extreme indices and the considerable stability of the indices to be a certain confirmation of validity. The validity of the questionnaire was also confirmed in relation to other variables (e.g. the relative relationship between the index of influence and the index of popularity, the relationship with the result in the intelligence test, the relationship with pupil's school evaluation, the relationship with personality characteristics). In determining the internal consistency of the questionnaire in our research, Cronbach's alpha reached the value $\alpha = 0.61$, which is due to the low number of items. As only three items were used in the calculation, we believe that a lower level of reliability can be accepted. The questionnaire was standardised on the selection of 1 494 primary school pupils and 1 416 pupils. The manual also provides a detailed description of the combinations of indices and a description of the most diagnostically important "types of pupils" in terms of the combination of influence and popularity in the classroom. According to Hrabal (1979), this includes, for example:

1. *pupil in a leading position* - pupils in a leading position are popular, influential, differently successful in school, their

personality characteristics correspond to the norms and values of the group, in the informal group they are a natural authority, pupils with high influence and popularity are popular leaders or members of the leading group in the class,

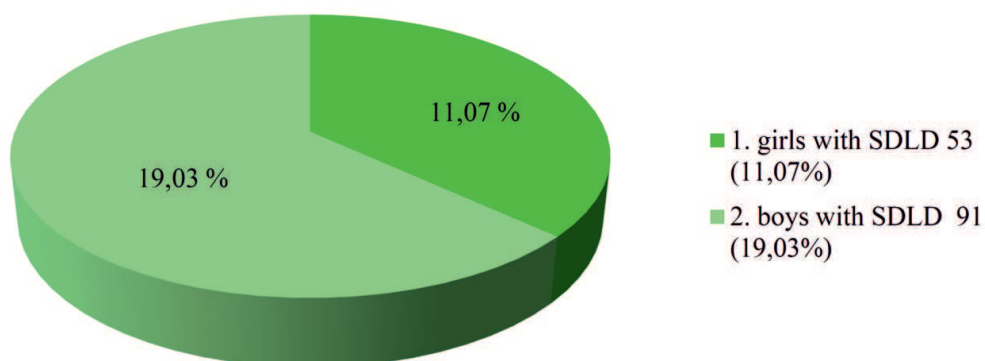
2. *influential, less popular pupil* - regardless of popularity, influential pupils are those who determine the development of the group and its members, with a slight preference for high influence over high popularity is the usually accepted variant of sociability on individual and group scales, found especially in effective leaders. The popularity of highly influential pupils reduces the need to set requirements and to require compliance with standards, it is often autocratic leadership, unhealthy for the group, where members accept norms and values only externally, but their internal acceptance does not occur. In such specific cases we almost always observe a negative impact on the group,
3. *unpopular, not influential and poorly successful pupil* - this combination is one of the least advantageous in terms of relationships with classmates, often associated with deeper social maladaptation and developmental delay, especially in boys of this type aggression is a frequent behavioural manifestation of this category as well as frequent self-overestimation,
4. *isolated pupil* - these pupils are neither significantly popular, nor unpopular, in the group they have low or no level of influence. Attitudes of classmates towards isolated pupils are different, we find attitudes from passive tolerance to less frequent ostracism,
5. *popular, less influential pupil* - these pupils have a “central” position, they are not regulators, but in the group they can satisfy the needs of partners, identify with them, provide empathy and compassion, their actions are highly prosocial, they have an impact on group cohesion. This position or characteristic may also have its negatives (the pupils’s self-realisation may be inhibited),

6. *pupil in a weak position* - this group includes the majority of school pupils, and these pupils do not excel in anything, they belong to the average according to their social position, they are neither rejected nor too popular, they are not completely helpless, nor do they belong to influential pupils. In terms of school evaluation there can be differences, since such pupils can not be clearly defined, they can have positive qualities, but also more or less hidden problems or disorders, although they are not usually maladaptive.

The Sample

A total of four primary schools participated in the research. Our research involved a total of 144 pupils with SDLD in the fifth to ninth year of primary school. The age of respondents ranged from 11 to 15 years of age. The group of boys with SDLD consisted of 91 pupils, the group of girls with SDLD consisted of 53 pupils. Their percentage distribution is shown in Figure 1.

Figure 1. Distribution of respondents with SDLD by gender



The representation of boys and girls with SDLD in individual years of primary is shown in Figure 2.

Figure 2. Representation of respondents with SDLD by gender and year of study



The statistical program SPSS v.23 was used for data processing. We used the methods of descriptive statistics to describe individual variables. We statistically verified the research hypotheses VH1, VH2 and VH3 using the Spearman coefficient with a significance level of $p < 0.05$.

Results and Discussion

The values of the descriptive statistics of the variable of self-evaluation are presented in Table 1. The average level of self-evaluation in pupils with SDLD $M = 17.03$.

Table 1. Descriptive statistics for the variable of self – evaluation

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
SDLD	143	17,03	4,005	,335

The values of the descriptive statistics of the variable of influence, popularity and affection are given in the table 2. As shown in

Table 2, the median of all three scales is 6, the most common value in the dimension of influence and affection is 6, in the dimension of popularity it is 7. The minimum measured value was 1 in all dimensions and the maximum was 10.

Table 2. SORAD Descriptive Statistics

	Sorad-v	Sorad-o	Sorad-n
Median	6,00	6,00	6,00
Mode	6	7	6
Minimum	1	1	1
Maximum	10	10	10

We verified the research hypotheses RH 1, RH 2 and RH 3 by statistical testing using a nonparametric correlation Spearman coefficient.

Statistical hypothesis:

HO: The level of influence, popularity and affection in pupils with SDLD does not depend positively on self-evaluation.

H1: The level of influence, popularity and affection in pupils with SDLD depends positively on self-evaluation.

Table 3. Relations between self-evaluation and the dimensions of influence, popularity and affection in pupils with SDLD

			RSES
Spearman's rho	Sorad-v	Correlation Coefficient	,023
		Sig. (2-tailed)	,787
		N	143
	Sorad-o	Correlation Coefficient	,011
		Sig. (2-tailed)	,896
		N	143
	Sorad-n	Correlation Coefficient	,201
		Sig. (2-tailed)	,016
		N	143

Based on the results shown in Table 3, we can conclude that there is no statistically significant correlation between the level of self-evaluation and the category of influence, nor yet between the level of self-evaluation and the category of popularity. The only significant correlation coefficient exists between the level of self-evaluation and the category of friendliness. This correlation is positive, which means that the higher the average rating was attributed to the level of self-evaluation, the higher was the average rating of the level of affection. Based on the results shown in Table 3, we state that:

The assumption from the research hypothesis RH 1 on the existence of a positive correlation between the level of self-evaluation and the level of influence within the class group in pupils with SDLD was not confirmed, because the p-value of the significance test for these variables is higher than the stipulated level of significance 0.05.

The assumption from the research hypothesis RH 2 on the existence of a positive correlation between the level of self-evaluation and the level of popularity within the class group in pupils with SDLD was not confirmed, because the p-value of the significance test for these variables is higher than the specified level of significance 0.05.

The results of our research on the relation between the level of self-esteem of students with SDLD and the level of their influence and popularity did not correspond with our expectations nor with the findings of Flook & Repetti & Ullmann (2005), who pointed out the relation of pupils' social acceptance in the class and their self-perception and self-evaluation in their research. Our practical experience has led us to assume that the level of self-esteem of pupils with SDLD will be related to a certain degree of their popularity and influence. However, the findings of our research show that this aspect requires more in-depth research, which would take into account other factors that we did not focus on in our research. The results of our research support the findings of Lukáčová & Ráčová (2009), which showed that children with SDLD link their current self-image less with the social position at school and they build their self-esteem with extracurricular and other activities.

The assumption from the research hypothesis RH 3 on the existence of a positive correlation between the level of self - evalu-

ation and the level of friendliness within the class group in pupils with SDLD was confirmed because the p - value of the significance test for these variables is lower than the stipulated significance level 0.05. These results of our research are consistent with the findings of Law et al. (2013), who showed that feelings of belonging to the family, school and peers have a positive effect and support the adjustment of pupils - an increasing sense of belonging is associated with a decrease in externalizing and internalizing problems and an increase in ego-resilience and positive self-esteem. In our research, we could not avoid some irregularities and we focused only on the partial area related to the complex topic of the correlation between self-evaluation and the social position of pupils with SDLD. In our opinion, the possibility of examining these correlations with the help of other diagnostic tools, e.g. using the Coopersmith Self - Esteem Questionnaire, the Piers - Harris 2 self - perception questionnaire for children and adolescents and others. The use of the Semantic Selection Test can be beneficial in the context of examining the self-evaluation and social status of pupils with SDLD in the class group. In this context, we also find it enriching to investigate the correlation between self-esteem and social position of students with mild mental retardation in different types of schools. The justification for the need to pay more attention to this issue is based on the fundamental importance of self-esteem for the quality of life and overall behavior of students with SDLD. This importance is also described by Medveďová (1996), according to whom higher levels of self-esteem are associated with higher levels of problem-solving activity, more frequent and bolder enforcement of one's own opinions, less vulnerability and more effective resistance to negative environmental influences.

Conclusion

In the article, we dealt with current issues of self-evaluation and social position of pupils with SDLD. We investigated possible connections between the self-evaluation of pupils with SDLD

and the dimensions of influence, popularity and friendliness. The results of our research showed a statistically significant positive correlation between the level of self-esteem of pupils with SDLD and the dimension of friendliness. The research findings resulting from our research support the validity of further research in this area. We believe that a more detailed and in-depth knowledge of this topic is necessary to provide effective professional support to a group of pupils with SDLD.

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