Do students give fair grades to their friends? A Social Network Analysis point of view

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Abstract: The purpose of this paper is to investigate the effect of social ties on student behavior in the context of academic performance. The study examines the social network of students at a university in Iran and analyzes the relationship between friendship ties and academic achievement. The findings indicate that students tend to give higher grades to their friends, which may have implications for educational policies and practices. The study also highlights the importance of understanding the social dynamics within educational settings to promote fair and equitable evaluation practices.

Keywords: Social network analysis, academic performance, student behavior

Introduction

The study of social network analysis (SNA) has grown significantly in recent years, offering valuable insights into the complex relationships and patterns of social interactions. In the realm of education, SNA has been used to explore how social ties influence academic outcomes. This study aims to contribute to this field by examining the relationship between friendship ties and students' academic performance.

Methodology

The study was conducted at a university in Iran, utilizing data from student records and social network analysis tools. The dataset included information on students' academic performance and their social connections. The analysis involved constructing a social network of students based on their friendship ties and then analyzing the relationship between these ties and academic achievement.

Results

The results revealed that students tend to give higher grades to their friends, suggesting a potential for bias in grading practices. This finding aligns with previous research indicating that social ties can influence academic outcomes. The study also highlighted the need for further investigation into the mechanisms behind this phenomenon.

Discussion

The findings have important implications for educational policies and practices. Addressing the issue of fairness in grading requires a comprehensive understanding of the social dynamics within educational settings. Strategies to promote fair evaluation practices, such as implementing anonymous grading systems, could be effective in mitigating the influence of social ties on academic outcomes.

Conclusion

This study contributes to the growing body of research on the role of social networks in academic performance. It underscores the importance of considering social factors in educational policies and practices. Further research is needed to explore the underlying mechanisms and to develop strategies to ensure fairness in grading practices.

References

[Insert relevant literature here]

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