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**Associations between Student Achievement and Perceptions
of Small Group Learning**

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ABSTRACT Existing research on small group learning with high-achieving students has been divided; although some researchers argue that this technique is detrimental to high-achievers, others endorse benefits for all learners. The current study aimed to assess whether academic achievement is associated with students' perspectives on small group learning. Forty-seven (47) children between the ages of 6-12 years participated in the study by answering questions pertaining to group learning. Students' academic achievement was assessed via their report card grades. A binomial logistic regression failed to find that academic achievement was predictive of the likelihood that students preferred working alone, however, a second binomial logistic regression discovered that higher achieving students were more likely to report that they learn better individually as opposed to in groups. This provides additional context for previous studies, by suggesting that perhaps it is not that high-achievers do not enjoy group work, but rather, they feel more confident in their individual abilities.