

**Student Perception towards Educators, the School and Self-Image as Learners**

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**Abstract**

The results of the study confirm with studies cited in the review of related literature wherein interaction is a main ingredient in becoming an efficient and effective educator. Teachers and Counselors who are mostly in contact and involved with student academic and social activities are cited to have high scores on the aspects of intellectual, physical, emotional and spiritual interaction. Results of the survey also confirm that constant supervision and mentoring of educators improve self- image of students in terms of achievement and improvement potential. Moreover, results suggested that social and academic growth of students in the intermediate level (Grade 4, 5 and 6) have high levels of acknowledgement. Many related studies suggest that a conducive environment for relationships is a healthy breeding ground for aspiring learners. Recommending updated teaching styles and teaching approaches to Millennials. The old methods of teaching may not be appropriate to the new style of learners. Young and dynamic facilitators are preferred by majority of comprehensive educational institutions that primarily focus on youth and holistic education. More empirical- based research should be conducted by the ACAP Center to the Elementary Department in terms of effective, appropriate and adaptive teaching and learning approaches to both educators and learners.

## Introduction and Review of Related Literature

As cited by current academic studies, factors in education have a greater impact on a student's educational experience than a caring relationship with his or her teacher (Cummins & Corbis 2017). One researcher described it this way: Imagine two teachers teaching the same lesson on poetic construction. One is very impatient with students and the other supportive. Knowing only that, we can probably guess which students learned the lesson better.

The Assessment, Counseling, Alumni and Placement (ACAP) center focuses on holistic education and gives emphasis to ensuring interventions, programs and services that are research based. In line with this, frequent and continuous surveys are conducted by the ACAP Center in order to acquire plans and programs that our students need. In addition to becoming a unit of acceptance, affirmation and reinforcement for our stakeholders, ACAP will always be updated with recent research studies that may guide and project future student services.

Science has found that students who have caring relationships with teachers are academically more successful and show greater "pro-social" (or kind, helpful) behavior. A caring teacher can transform the school experience especially for students who face enormous difficulties, such as dropping out or dysfunctional home lives. One student who faced these kinds of hardships told a researcher that the greatest thing a teacher can do is to care and to understand. "Because if not," he said, "the kid will say, 'Oh, they're giving up on me, so I might as well give up on myself.'"

Fortunately, research has identified practical tips for teachers to help them build caring relationships with students. Here are some of the tips I find most important:

1) Get to know your students and the lives they live. This is especially important if your students are from a different cultural or socio-economic background than you. Numerous studies have shown that cultural misunderstanding between teachers and students can have a hugely negative impact on students' educational experience. But research has also shown that teachers who visit students' homes and spend time in their communities develop a deep awareness of students' challenges and needs and are better able to help them.

If your time is limited, then ask students to complete an "interest inventory," which can be as simple as having students write down their five favorite things to do. Their responses will give you ideas for making the curriculum more relevant to their lives—a sure method for letting students know you care about them.

2) Actively listen to students. A teacher who actively listens to students is listening for the meaning behind what students are saying, then checks in with them to make sure they've understood properly. This affirms students' dignity and helps develop a trusting relationship between teachers and students.

If the chaos of the classroom doesn't allow you to give this kind of focused listening to a student who really needs it, then set a time to talk when there are fewer distractions.

3) Ask students for feedback. Choose any topic—it doesn't have to be academic—and have students write down, in a couple of sentences, what confuses or concerns them most about the topic. By considering their feedback, you are showing students that you value their opinions and experiences. It also creates a classroom culture where students feel safe to ask questions and take chances, which will help them grow academically.

4) Reflect on your own experience with care. Oftentimes, we unconsciously care for others the way we have been cared for—for better or worse. When one researcher interviewed four different teachers at the same school who all shared one particular student, she found that each teacher cared for the student in the way she had been cared for as a child. It didn't even occur to the teachers to ask the parents—or the child himself—what the child's needs might be. Instead, they made assumptions about the child's background based on their own childhoods; as a result, the child received four different types of care—which may not necessarily have been appropriate to his/her needs.

Fortunately, a number of research studies focused on this question of whether, and under what conditions, building a caring school culture or “community” helps or hinders academic achievement. Some of this evidence is correlational, coming from descriptive studies that assess the relationship between aspects of the school environment as they naturally vary and student outcomes. Some of the evidence is causal, coming from evaluations of programs or “interventions” that are intended to alter the school environment in desired ways. As will be seen, the findings from these two bodies of research converge, making it relatively straightforward to answer the question of how building community in school affects achievement-related outcomes.

When students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors (Hawkins, Catalano, Kosterman, Abbott, & Hill 1999; Battistich & Hom 1997; Resnick et al. 1997). They are more likely to develop positive attitudes toward themselves and prosocial attitudes and behaviors toward others (Schaps, Battistich, & Solomon 1997). Much of the available research shows that supportive schools foster these positive outcomes by promoting students' sense of “connectedness” (Resnick et al. 1997), “belongingness” (Baumeister & Leary 1995), or “community” (Schaps, Battistich, & Solomon 1997) during the school day.

Connectedness, belongingness, and community all refer to students' sense of being in close, respectful relationships with peers and adults at school.

These terms are used interchangeably here since they all refer to students' sense of being in close, respectful relationships with peers and adults in school or of being contributing and influential members of the school.

The wide range of effects of “community in school” have been documented by in-depth qualitative studies (e.g., Jones & Gerig 1994), by large-scale surveys (e.g., Resnick et al. 1997), and by rigorous program evaluations (e.g., Hawkins et al. 1999; Solomon, Battistich, Watson, Schaps, & Lewis 2000). Much of this research has been recently compiled, organized, and summarized (see, for example, excellent reviews by Osterman 2000; Solomon, Watson, & Battistich 2001; and Berkowitz & Bier, in press). Findings from this research are beginning to influence policy and practice recommendations for the general improvement of schooling (Learning First Alliance 2001) and for improving practice in the fields of school-based drug abuse prevention (Bosworth 2000), character education (Berkowitz & Bier, in press), and social and emotional learning (Collaborative for Academic, Social, and Emotional Learning 2002).

When students' basic psychological needs (safety, belonging, autonomy, and competence) are satisfied, they are more likely to:

- Become engaged in school (school bonding)
- Act in accord with school goals and values
- Develop social skills and understanding
- Contribute to the school and the community

When schools fail to meet students' needs for belonging, competence, and autonomy, students are more likely to become:

- Less motivated
- More alienated
- Poorer academic performers

This is a main concern for the ACAP Center based on the results of initial surveys. The following are examples of related studies that profoundly suggested the importance of research studies conducted by the student services specially the Assessment, Counseling, Alumni and Placement (ACAP) Center. The ACAP Staff acknowledges the fact that becoming facilitators do not confine themselves as merely counselors, evaluators and implementers of programs for student services, but rather also psychological researchers for the assurance of an updated and innovative approach to addressing the interests and needs of our young stakeholders.

## Literature Review

Elementary Students' Perceptions of Teachers: Factors That Influence Achievement  
by Hladky, Susan, Ed.D., Lindenwood University, 2011, 132; 3481134

This quantitative study (a) examined third grade students' perceptions of teachers in relation to care, respect, help, and motivation to succeed; (b) examined relationships among achievement, gender, socioeconomic status, and ethnicity and students' perceptions of their teachers, and (c) identified the relationship of students' perceptions as they relate to higher levels of achievement. The research question that formed the basis of this study was: What is the relationship among student achievement, gender, socioeconomic status, ethnicity, and third grade students' perceptions of their teachers? A correlational research design was used to identify relationships among students' perceptions of teachers, gender, socioeconomic status, ethnicity, and achievement. Third grade students from a large Midwestern metropolitan school district completed a perceptual survey designed to identify school climate from a student's perspective. Secondary source data was collected from the school district in order to ascertain student achievement gains over the course of one school year. This study revealed there was a weak relationship in cases comparing students' perceptions of teacher characteristics to higher levels of achievement. The sample of the total population compared to each of the sub groups did not demonstrate a difference in student perceptions of teachers with regard to caring, support, and respect.

While the findings demonstrated only a weak relationship between student perceptions and higher levels of achievement, additional knowledge about how students learn and interact in the classroom environment can be gleaned from the study. The important contribution of this study is the significance of developing and maintaining classroom environments that support positive relationships between young students and teachers. The student perception data can be used as a part of the school improvement planning process, assisting school personnel in developing strategies that will lead to increased student achievement for all students. Findings can also be used to plan professional development for teachers, assist in the teacher selection process, and plan pre-service and beginning teacher development programs.

Student Perceptions of Teacher Respect Toward College Students  
By Gul Celkana, Linda Greenb, Kashif Hussainab 2014

There has been a lot of research carried out on student respect toward teachers; however, almost all studies recommend a study on teacher respect toward students should also be carried out. We are expecting to fill that gap with our research the population of which will be students at the Middle Georgia State College in America and Taylor's University in Malaysia. This study will primarily be a quantitative study to understand how students in culturally diverse contexts respond to a 5 point Likert scale questionnaire designed to measure their perceptions on teacher respect toward students.

Student perceptions of their teachers, their school, and themselves as learners  
by Janice Marie Donahue Iowa State University 1994

This research was designed to study students' ratings of their teachers, their school, and themselves as learners and their critical thinking ability in order to determine the association of gender, attendance, academic status (GPA), and academic achievement (ITED). At the time of the research study, Mason City High School was embarking on an interdisciplinary pilot project for the ninth grade. Five teachers on the Mason City staff of approximately 60 teachers researched and boldly initiated an interdisciplinary studies curriculum that emphasized "learning to learn by learning to think." The project included a 3-hour block of instructional time in which social studies, science, and language arts were taught. The project intended to provide a sense of belonging for the students and a focus on student-centered instruction with teachers and students involved in the learning. It endeavored to engender a means to connect content areas, and provide strategies for experiences with diversity for the 67 out of 330 students in the ninth grade class who volunteered to participate in the pilot project.

Students' Perceptions of their Teachers' Classroom Management in Elementary  
and Secondary Science Lessons and the Impact on Student Achievement  
By Katharina FrickeIsabell Van AckerenAlexander KauertzHans E. Fischer 2015

Research investigating teacher effects on student outcomes indicates that "effective teaching demands the orchestration of a wide array of skills that must be adapted to specific contexts" (Brophy, 1986, p. 1069). One of these skills is teachers' classroom management (CM) ability, which not only influences teacher-student interactions (Brophy, 2006), but also the amount of academic learning time. This is particularly so in well-organized classrooms, "where activities run smoothly, transitions are brief and orderly, and little time is spent getting organized or dealing with misconduct" (Brophy, 1986, p. 1070).

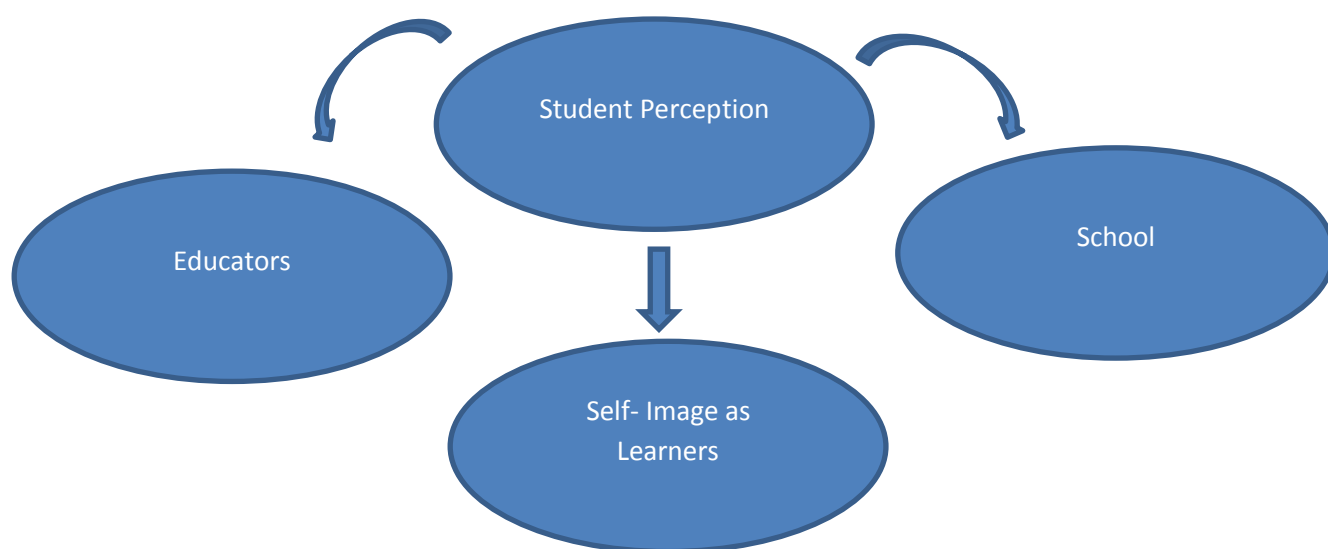
Elementary School Teachers' Levels of Concern with Disruptive Student Behaviors  
in the Classroom Jacqueline McCaskey Walden University 2015

Educators are concerned over disruptive student behavior that diverts teacher attention from instruction to student's negative behavior. The disruptive student is frequently removed from the classroom, decreasing negative behavior but resulting in shorter instructional time for the disruptive student. The purpose of this correlational survey study was to identify teachers' (a) levels of concern for specific disruptive behaviors, (b) methods most frequently used for disruptive behavior, and (c) professional needs related to general classroom and behavior management. The study examined the relationship between teachers' levels of concern regarding specific behaviors and the degree of support needed to manage those behaviors. Bandura's self-efficacy theory served as the framework for this study. Stephenson's Child Behavior Survey was modified and used to collect data from 49 Title I elementary school teachers in a southern state. Data were analyzed descriptively and results indicated that teachers (a) were concerned with student distractibility and disobedience, (b) used a variety of disruptive behavior methods, and (c) desired additional knowledge and support to address disruptive behavior. Also, a correlation analysis was conducted and determined that a significant relationship existed between teachers'

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levels of concern and levels of additional support needed to address disruptive behavior. It is recommended the school district implement a system of teacher support for disruptive behavior, and identify existing underused supports and promote their use. This study may contribute to positive social change by providing teachers with the support and methods needed to decrease disruptive behavior, resulting in increased teachers' sense of efficacy and improved students' learning and achievement.

### Conceptual Framework



### Statement of the Problem

1. What is the perception of students towards:
  - a. Educators
  - b. School
  - c. Self as learners

### Significance of the Study

The study will serve as a basis for objectives of development programs, psychological platforms, spiritual seminars, intellectual trainings, monitoring strategies, contingency plans, counseling approaches, student assessment construct, and overall perspective on holistic education mission of the ACAP Center.

The data on the perception of students toward educators, school and self as learners will be a significant factor in determining the appropriate and effective approaches and methods when dealing with our stakeholders.

### Scope and Limitations

This study is confined to elementary students of Systems Plus College Foundation. This study did not assess, evaluate or interpret any variable in the course of the whole study. The data of this study is purely descriptive in nature. Additional approaches will be implemented by the ACAP Center to supplement holistic education to elementary students.

### Research Design

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A Descriptive Survey was utilized for this study in determining the perception of elementary students toward educators, school and self-image as learners.

### **Participants of the Study**

A total of 128 elementary students were involved in the study. These students are all enrolled in Systems Plus College Foundation in the intermediate level (Grade 4, 5 and 6).

### **Research Instrument**

A simple structured survey adapted from the Likert Scale was utilized in the study.  
Data Gathering Procedures

### **Data Processing and Analysis Procedure**

Qualitative Descriptive method was used to analyze the data. Thematic coding and content analysis was employed to the data gathered from the survey and data gathered from the group discussion respectively.

### **Methodology**

A student initial survey was conducted to all elementary intermediate students (grade 4, 5 and 6) on June 2017. This survey is conducted annually by the Assessment, Counseling, Alumni and Placement (ACAP) Center in order to determine and identify underlying phenomenon, situations or conditions that may require enhancement, eradication, rehabilitation or intervention. The ACAP Center implements this annual procedure to all students in all departments of the institution. The results of the survey were collected and were qualitatively analyzed. A group discussion was also conducted after the survey to extract more in-depth empirical data on the insights and opinions of students about their perceptions and insights on the aspects of teacher concern and relations, school environment and community relationships, student friendships and interactions, and also student's self-image on their roles and importance as learners and future contributors to the society.

## Results and Discussion

Table 1: Student perception towards teachers, guidance counselor and school principal

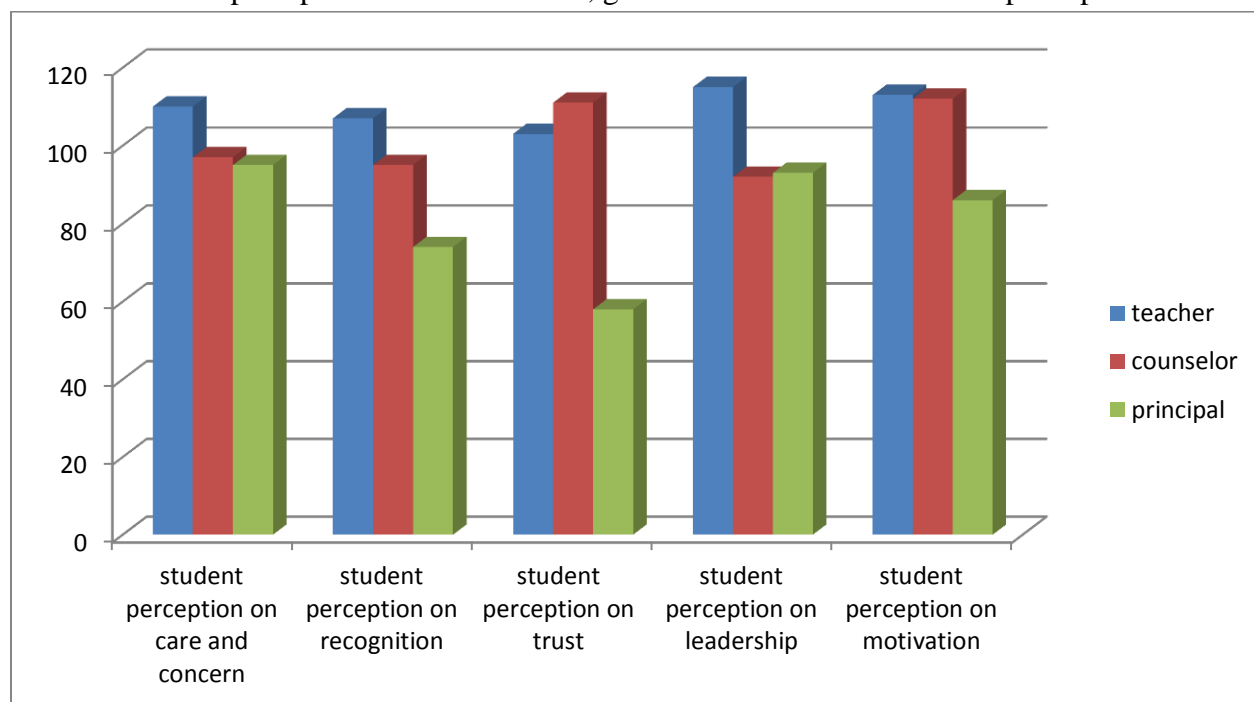


Table 1 presents the results of intermediate students on their perception towards the concern, care, recognition, trust, leadership and motivation of school administrators to them. The results convey that teachers and counselors are high on all aspects namely:

1. Care and Concern – relatively high levels of care and concern are experienced
2. Recognition – relatively high levels of recognition are experienced
3. Trust – relatively high levels of trust are experienced
4. Leadership - relatively high levels of leadership are experienced
5. Motivation - relatively high levels of motivation are experienced

This suggests that the results of the survey, confirms with studies cited in the review of related literature wherein interaction is a main ingredient in becoming an efficient and effective educator. Teachers and Counselors who are mostly in contact and involved with student academic and social activities are cited to have high scores on the aspects of intellectual, physical, emotional and spiritual interaction.

There is substantial research on the importance of teacher-student relationships in the early elementary years (Pianta, 1992; Hamre & Pianta 2001). However, little is known about the effects of teacher-student relationships on high school students. Studies show that early teacher-student relationships affect early academic and social outcomes as well as future academic outcomes (Pianta 1992; Hamre & Pianta 2001), but few researchers have looked at the effects of teacher-student relationships in later years of schooling. Researchers who have investigated teacher-student relationships for older students have found that positive teacher-student relationships are associated with positive academic and social outcomes for high school students (Alexander, Entwisle, & Horset, 1997; Cataldi & KewallRamani, 2009).



Table 2: Student perception on self-improvement as learners

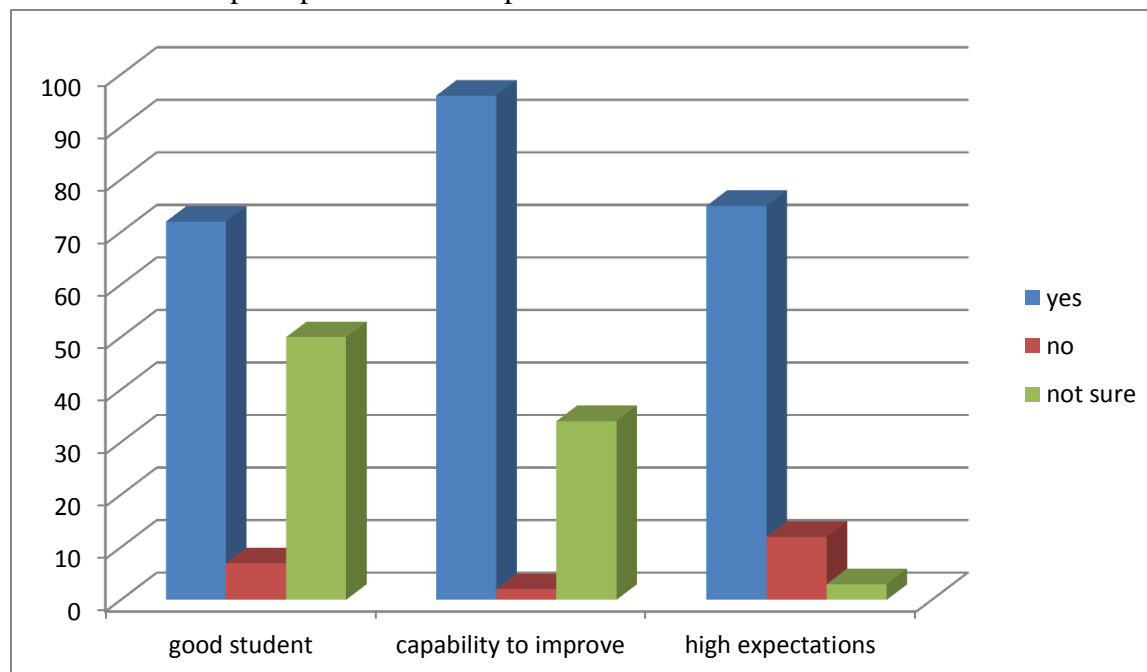


Table 2 presents the results of intermediate students on their perception towards their self in terms of being a good student, a student capable of improvement and a student who is aware of high expectations from their academic performance. The results convey that students are high on the aspects of:

1. Self-image as a good student – high scores on a good student
2. Self-image as a student with the capability to improve – high scores on student perception with capability to improve
3. Self-image as a student treated with high expectations- high scores on student treated with high expectations from educators.

This suggests that the results of the survey, confirms with studies cited in the review of related literature that suggests constant supervision and mentoring of educators improve self-image of students in terms of achievement and improvement potential.

A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn (Wentzel, 1998). Motivation may play a key role in the relationship between teacher-student relationships and academic outcomes (Bandura, 1997; Fan & Willams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well (Bandura, 1997; Fan & Willams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement (Hughes, Cavell, & Jackson, 1999). Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998).

Table 3: Student perception on academic and social setting

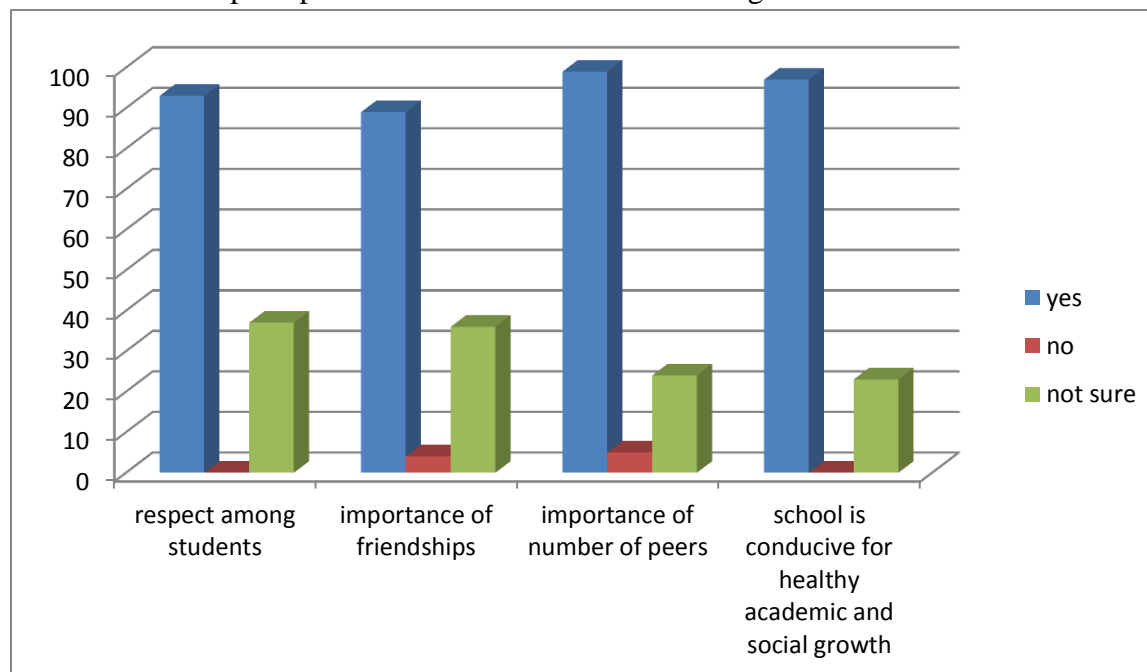


Table 3 presents the results of intermediate students' high levels on their perception towards their school academic and social environment in terms of respect among students, importance of friendship, high number of peer, and an environment harnessing good relationships. The results convey that students are high on the aspects of:

1. Respect among students – high scores on student perception on respect among students
2. Importance of friendships – high levels on the importance of friendships
3. Importance of number of peers – high levels on the importance on the number of peers
4. School setting conducive for academic and social growth- high levels in the acknowledgement that their school environment is conducive for social and academic growth

The results suggested that social and academic growth of students in the intermediate level (Grade 4, 5 and 6) have high levels of acknowledgement. Many related studies suggest that a conducive environment for relationships is a healthy breeding ground for aspiring learners.

Students with high self-esteem are more likely to be self-efficacious and set higher goals (Ryan et al., 1994; Wentzel, 2003). Self-esteem also affects students socially (Orth, Robins, & Widaman, 2012). Students with high self-esteem are more likely to have positive relationships with peers as well as with adults (Orth et al., 2012). Self-esteem also affects students' mental health outcomes including reducing anxiety and symptoms of depression (Orth et al., 2012). Self-esteem is especially important during adolescence and helps students develop a positive sense of self (Orth et al., 2012). A positive sense of self in adolescence leads to future outcomes including relationship satisfaction, job satisfaction, occupational status, emotional regulation, and physical health (Orth et al., 2012). The support of positive teacher-student relationships for self-esteem and related social outcomes affects students during schooling as well as in their future educational and occupational outcomes (Orth et al., 2012).

## **Recommendations**

Based on the findings of the study, the following are the recommended intervention programs:

1. Implement regular seminar/workshops and programs to teachers specially to the basic education addressing the following psychological facets:

A. Holistic Education. Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.

B. Ground Pedagogy in Principles of Effective Learning. A simple heuristic based on principles of learning and memory — the Four Es of Effective Learning — that conceptualizes effective learning in terms of four key steps: (1) engaging interest (2) encoding important information (3) elaborating meaning of newly learned material and (4) evaluating progress (Nevid, 2008)

C. Updated Teaching Styles and Teaching Approaches to Millennials. The OLD METHODS of teaching may not be appropriate to the NEW STYLE of learners. Young and dynamic facilitators are preferred by majority of comprehensive educational institutions that primarily focus on youth and holistic education.

2. More Empirical- Based Research should be conducted by the ACAP Center to the Elementary Department in terms of Effective, Appropriate and Adaptive teaching and learning approaches to both educators and learners.

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