

Extracts from: Lam, S.-f, Jimerson, S., Kikas, E., Cefai, C., Veiga, F. H., Nelson, B., Hatzichristou, C., Polychroni, F., Basnett, J., Duck, R., Farrell, P., Liu, Y., Negovan, V., Shin, Hyeonsook, Stanculescu, E., Wong, B., Yang H., Zollneritsch, J. Are girls and boys equally engaged in school around the world? The results of an international study across 12 countries. Under review at *Journal of School Psychology*.

Past research has shown that positive interactions with teachers in school contribute to students' motivation and academic achievement. Students who report a higher sense of relatedness to teachers show greater emotional and behavioral engagement (Furrer & Skinner, 2003; Connell & Wellborn, 1991; Gest, Welsh, & Domitrovich, 2005; Murray & Greenberg, 2001; Wentzel; 1998; Eccles et al., 1993).

While teachers are important socialization agents in the school system, parents are the equivalent in the family system. It is well documented that parenting styles (e.g., Donrbush, Ritter, Leiderman, Roberts, & Fraleigh, 1987) and parental involvement (e.g., Hoover-Dempsey & Sandler, 1995) contribute to student's academic performance.

Research on school bullying and victimization has revealed that students with larger circles of friends, higher levels of peer acceptance, and lower levels of peer victimization tend to like school more (Ladd, Kochenderfer, & Coleman, 1997). Peer support is a strong predictor of student achievement (Epstein, 1983; Steinberg et al., 1995).

References

Donrbush, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987).

- The relation of parenting style to adolescent school performance. *Child Development*, 58, 1244-1257.
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., et al. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.
- Epstein, J. L. (1983). The influence of friends on achievement and affective outcomes. In J. L. Epstein & N. Karweit (Eds.), *Friends in school: Patterns of selection and influence in secondary schools* (pp.177-200). New York: Academic Press.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148-162.
- Gest, S. D., Welsh, J. A., & Domitrovich, C. E. (2005). Behavioral predictors of changes in social relatedness and liking school in elementary school. *Journal of School Psychology*, 43, 281-301.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teacher College Record*, 97, 310-331.
- Ladd, G. W., Kochenderfer, B. J., & Coleman, C. C. (1997). Classroom peer acceptance, friendship, and victimization: Distinct relational systems that contribute uniquely to children's school adjustment? *Child Development*, 68, 1181-1197.
- Murray, C., & Greenberg, M. T. (2001). Relationships with teachers and bonds with school: Social emotional adjustment correlates for children with and without disabilities. *Psychology in the Schools*, 38, 25-41.
- Steinberg, L., Darling, N. E., Fletcher, A. C., Brown, B. B., & Dornbush, S. M. (1995).

Authoritative parenting and adolescent adjustment: An ecological journey. In P. Moen, G.H. Elder, Jr., & Luscher (Eds.), *Examining lives in context* (pp. 425-466). Washington, DC: American Psychological Association.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers and peers. *Journal of Educational Psychology, 90*, 202-209.

