

THE ROLE OF PERCEIVED TEACHER ACCEPTANCE-REJECTION ON  
STUDENTS' SELF CONCEPT, SCHOOL ATTITUDE  
AND ACADEMIC ACHIEVEMENT

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## Thesis Abstract

# THE ROLE OF PERCEIVED TEACHER ACCEPTANCE REJECTION ON STUDENTS' SELF CONCEPT, SCHOOL ATTITUDE AND ACADEMIC ACHIEVEMENT

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This study aims to investigate the relationship of perceived teacher acceptance-rejection on students' self concept, school attitude and their academic achievement. The sample of the study consists of 223 (114 girls/109 boys) students in fifth graders enrolled in six private elementary schools of high SES level.

Each participant was given general demographic information, as well as the Turkish Teacher Acceptance-Rejection Questionnaire/Control Short Form, Piers-Harris Children Self Concept Scale and School Attitude Assessment Survey-Revised, and students' academic achievement was used. For the data analysis, Pearson product moment correlation and multiple regression analysis were used.

Findings from the study showed that Perceived Teacher Acceptance-Rejection is significantly correlated with self concept school attitude and academic achievement. In addition, the best predictor of academic achievement is perceived teacher acceptance-rejection. As a result of this research, it is found that the most important factor with regards to increasing students' academic achievement is firstly depends on teacher student relationship. The findings suggest that improving teacher student relationship helps students not only to increase their academic achievement but also to have high self concept.

(196 words)

## Tez Özeti

# ALGILANAN ÖĞRETMEN KABUL-REDDİ İLE BENLİK ALGISI, OKUL TUTUMU VE AKADEMİK BAŞARI ARASINDAKİ İLİŞKİ

Kenan Şahan

Bu çalışma, öğrencilerin algılamış olduğu öğretmen kabul-reddi ile benlik algısı, okul tutumu ve akademik başarı arasındaki ilişkiyi araştırmaktadır. Yüksek gelir düzeyine sahip bir özel ilkokulun altı ayrı kampüsünde okuyan 223 (114 kız/109 erkek) beşinci sınıf öğrencisi bu çalışmanın örneklemini oluşturmaktadır.

Çalışmaya katılan her bir öğrenci demografik bilgi formuyla beraber, öğretmen kabul-ret algısı envanteri, benlik algısı, okul tutumu ölçeklerini Türkçe formunu doldurmuştur. Çalışmadan elde edilen veriler, Pearson moment ilgileşim ve çoklu regresyon tekniği kullanılarak analiz edilmiştir.

Öğretmen-Kabul-Ret algısının benlik algısı, okul tutumu ve akademik başarı arasında anlamlı bir korelasyon bulunmuştur. Yapılan çalışmada akademik başarının, en çok öğretmen kabul-ret algısından etkilendiği sonucuna ulaşılmıştır. Araştırmanın sonuçlarına göre öğretmen öğrenci ilişkisinin okul başarısının artmasında en önemli faktör olduğu görülmüştür. Sonuç olarak öğretmen öğrenci arasındaki olumlu ilişki, sadece öğrencinin akademik başarısını arttırmakla kalmamakta, aynı zamanda benlik algısının ve okul tutumunun da yükselmesini sağlamaktadır.

(155 sözcük)

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## CHAPTER I

### A) INTRODUCTION

The quality of relationship between children and adults has long been of interest to researchers. These researchers have showed that perceived quality relationship between child and parent has incredible influence on understanding and describing the significance of child-adult relationships (Howes, Hamilton, 1992; Howes, 1999; Coleman, 2003). Existing relationship between mother and child moves to other significant individuals when the child grows up. When the child leaves his/her family the second adult that he or she faces is probably teacher.

Attachment theory implies that if a child's security needs are met by his/her parents and the parental figures become the source of a secure base, the child moves his/her attention from his/her parent toward the environment and other people. They use their energy trying to explore the environment and engaging in social interactions with other people. Activities such as engage social interactions, exploring the environment create new formation of attachment figures like siblings, relatives, peer, and teachers. One of the proponents of the attachment theory, Howes (1999) demonstrated the importance of teacher-student relationships by presenting the fact that child-parent relationships resemble early student-teacher relationship.

Additionally, Pianta (1992) selected a hundred one children (23.4 months), their mothers and their teachers in order to assess their attachment to mothers six months prior to assessment of their attachment to a teacher. The children were divided into two for larger longitudinal study. The first sample consisted of 67 children who attended full time center-based child care. In the second sample 34 children were enrolled in family day-care homes. This study showed that children form relationships

with their teachers that are similar to their relationships with their mothers. Pianta added that children's behavior towards mothers and teachers may differ because of the context of relationships at home or at school and because of the different roles of teachers and mothers in children's lives.

The type of relationship at school creates social interactions and social bonding between teacher and student. This type of relationship produces respect, fairness and caring and has been considered an important element of teacher effectiveness. "Teachers' ability about making positive, caring and bounding with students is so crucial in cultivating a positive learning environment and promoting student achievement." (Brophy & Good, 1986, p. 328).

In addition to this, Purkey and Novak (1996, p. 10) pointed to two important sides of the message "inviting and disinviting messages" which result firstly from perception and significantly influence students' self concepts, their attitudes toward school and their academic achievement. Pajares (1992 cited in Purkey, Novak, 1996) claimed that the belief system of teachers should be the most important issue for educational research and practice. These studies imply how teachers perceive students mostly influence students' success or failure.

In Turkey, Gülek (1994) worked on the validation of the Turkish form of the Classroom Environment Scale and the impact of classroom social environment on students' self concept, academic achievement, attitudes towards school, and social relations. His sample consisted of 307 high school students in İstanbul. He showed the result of his study in four categories.

1. The relationship between the classroom social environment and self concept.

2. The relationship between the classroom social environment and academic achievement.

3. The relationship between the classroom social environment and attitudes towards school.

4. The relationship between the classroom social environment and social relations.

Although he found no significant relationship between classroom environment and self concept he found significant relationship between teacher support subscale and self concept. That means the teacher is one of the significant others, and his/her support positively influences the self concept. In the same way Maher and Zins stated that one's perception of the self is positively, influenced by the appreciation of significant others. Positive appreciation helps self-concept development (Maher & Zins, 1987, cited in Gülek, 1994). In another finding he stated that academic achievement is highly determined by the nature of the classroom social environment. Affiliation, teacher support, competition, rule clarity subscales were more closely related to academic achievement. Lastly, he found significant relationships between the nine subscales (involvement, affiliation, teacher support, task orientation, competition, rule clarity, teacher control, innovation, order and organization) of the classroom environment scale and attitudes towards school. Especially, teacher support, teacher control, order and organization subscales are more closely related to attitude towards school.

The literature clearly shows the importance of the teacher-student relationship and its effect on school attitude, academic achievement and self concept of students.

This study is an attempt to examine the influence of perceived teacher acceptance-rejection on students' school attitude and self concept and academic achievement.

#### Significance of the study

School plays an important role in children's lives in terms of providing them with the necessary tools in order to get prepared for the future. With regards to preparing children for the future, the teacher is an indispensable part of the school. The teacher-student relationship can serve important support functions for young children in their attempts to adjust to the school environment. Moreover, teacher's expectations, reinforcement, and encouragement influence students' perception and attitudes toward school. Schorr (1989, 1997), Bar, and Parret (2001), showed that effective schools' key qualities are the consistent presence of caring, demanding, well prepared teachers. These components make students become more successful, improve attendance and reduce dropout rates (cited in Zucker, 2001).

Consequently, assessing the perceived teacher acceptance rejection and trying to show its effect on self concept, school attitude and academic achievement contribute to develop and conduct both pre-service and in-service education programs about teacher education, teacher-student relationship. Yet, even though a number of international studies exists about influence of the teacher student relationship on student attitude towards school, self concept and school achievement, there are only a few studies about the influence of teacher student relationship, self concept and school attitude on academic achievement. The area of interest in these specific relationships unfortunately is largely neglected by researchers in Turkey. There is only a single study on the establishment of the reliability and validity of Perceived Teacher

Acceptance-Rejection Questionnaire/Control's study conducted by Yıldırım (2006).

Therefore, this present study is expected to contribute to both national and international literature in the area.

## CHAPTER II

### LITERATURE REVIEW

This section will briefly give information about teacher student relationship and its effects on students' self concept, school attitude and their academic achievement.

#### 1) Teacher-Student Relationship

In this part, the literature related to student teacher relationship and variables that appear to contribute to the development or deterioration of the student teacher relationship will be presented. It is very important to begin with literature to understand why the attachment theory is useful for understanding adult-child relationship.

One of the attachment theorists Bowlby (1982, cited in Pianta, 1992) stated the importance of primary caregivers by revealing the fact that infants develop a specific and enduring relationship with primary caregivers and this result in an attachment bond. This theory clearly explained the existence of multiple attachment types as well. It gives an explanation about the child's emotional security with caregivers and the formation of internal working models of relationship, the child's feeling secure with an adult and formation of internal models of relationship occurs because of the repeated interactions with that adult. Not only physical care but also emotional care is extremely important for this theory.

The researchers claimed that teachers can play a secondary attachment figure. This formation of relationships with teachers may enable children, coming from stressful family environments, namely maltreatment, to overcome them. It can be said that maltreated children's relationship with their teachers may be considered as

protective factors against maltreatment. This supportive and protective relationship with teachers may compensate for the negative relationship histories with children's parents (Cicchetti, 1989, 1990 & Cicchetti and Lynch, 1992).

Pianta and Steinberg (1992) conducted a study in order to gain information from kindergarten teachers with regards to their relationships with each of the children in their classes and the children's classroom behavior. The sample of the study consisted of 436 children between the ages of four years five months and six years six months, and 26 of children's teachers. The result of the study showed that children with greater levels of support in relationships with their teachers were perceived as having fewer problems, greater social competencies, and better school adjustment than did the children experiencing greater conflict in their relationships with teachers.

Some researchers focused on attachment in order to explain the relationship between child and parent or between child and society. Ainsworth (1989) studied attachment between individuals by concentrating on the development and quality of relationships, especially between infants and their mothers. She claimed that the relationship between child and society reflects early attachment bonding between child and his/her mother. She stated three emotional elements in order to explain the nature of relationships between a child and his/her mother:

1. Each person seeks proximity to the other in times of stress
2. The relationship involves affection, security and mutual pleasure
3. The relationship offers one or both individuals care and protection

She finally concluded that strong bonds between an infant and his/her mother means strong bonds in the child's later relationships.

However, social control theorist Hirschi (1969, cited in Marcus & Reio-Sanders, 2001) focused on the relationship between a child and his/her mother in order to explain the child's relationship with others. The quality of a child-parent attachment is believed to help shape a child's overall social development. Hirschi's explanation about attachment is mostly related to an individual's emotional bonds to society and institutions such as school. Hirschi claimed that individual emotional bounds to society contain four elements:

1. Attachment or concern with the opinion of others.
2. Commitment or rational decision in order to be accepted by society.
3. Involvement
4. Beliefs, principles encouraged by social institutions are valid.

He concluded that strong attachment enables the child to feel emotionally bonded to his or her family, school and community. When the bonds are weak child is more likely to show unacceptable behavior in society.

Also, in terms of attachment figures, Hamilton and Howes, (1992b) studied 441 children to assess the multiple measures of relationships with teachers and parents in addition to measuring children's social behavior. They concluded that children's relationships were clearly discriminated between their parents and teachers relationships. Children's moods, expectations of adult responsiveness, awareness of adult location and reliance on adults for comfort and assistance differed between and within relationships.

Based on attachment figure relationships between teacher and student, in his "social learning theory" Bandura (1977) states the importance of teacher student relationship by putting the teacher as a role model in this relationship. It underlines the

importance of observing, and modeling behaviors, attitudes, emotional reactions of others and focuses on learning in social context. The proponent of social learning theory proposes that students can learn by observing their teachers. From this perspective, students learn how to behave or not behave in the classroom setting by implementing teachers' responses to their behaviors.

Murray (2002) claimed that not only attachment theory but also social learning theory implies the importance of close relationships between teachers and students. He stated that adult child relationships including warmth, open communication and active involvement provide healthy social and emotional development.

The following two stories written by Cunningham (1988, cited in Wittmer & Myrick, 1989, p. 56-57) show two students' perception about their teachers. The first one reflects on the positive side of the teacher that the students clearly remember. The other indicates the negative. The first story is as follows:

"Mrs Arnesen was my fifth grade teacher. She immediately comes to mind when I think about who was my best teacher. She was in love with people and in love with life. She always had a smile on her face. I remember how I used to feel sorry for her when she had to discipline a student because I think that was the hardest part of teaching for her... Mrs. Arnesen is about the only teacher I ever had that I thought of more as a person than a teacher. What I mean by this is that most teachers hid themselves behind their desks. Mrs. Arnesen was a teacher and a person at the same time. She was never afraid of being herself.

... She knew her students as people. I believe she knew me better than any teacher I ever had. Her being so personal was very important to me. Since I was going through adolescence, it was very helpful to have a teacher who thought of me not as a student, but as a person. Mrs. Arnesen was by far the best teacher I ever had. She was the best because she was so full of love."

Thinking about teachers who turned me off, one stands out in particular. It has been 14 years since I sat in Mrs. Schmidt's third grade room, but the memories of her are still very vivid. I've learned that when someone is under a great deal of emotional stress, the memory burns deeply. I was very scared of Mrs. Schmidt and I remember many bad times that I had with her.

She was a tall woman and she used corporal punishment to maintain a silent classroom. I loved to move around and one day she actually tied me to the seat and left

me there all day. I wet my pants and she ridiculed me for it. After that it was pure hell. I had to sit near her desk and I got into the habit of chewing a handkerchief and pulling off my shoes. My mouth was taped several times. My shoe strings were often the same strings that were used to tie me to my desk."

The second story is as follows:

"I felt behind in everything except reading and my work was messy. She tried to remedy the underachievement buy force rather than understanding and encouragement. I begged for a transfer, as did several other children, but my parents forced me to remain "under her rule" because teachers were supposed to know "what is best for students."

...It took a long time for me to overcome my fear of teachers in general because of Mrs. X. I particularly remember her harsh treatment of another boy who turned out to be retarded. She instilled in me a dislike of school and a distrust of teachers that has undoubtedly affected my school achievement. I wonder how many others she has turned off to the value of learning."

Wittmer & Myrick (1989) presents a number of past histories of students about their teachers. They tried to describe teachers with positive attitudes and teachers with negative attitudes by analyzing these stories. They concluded that teachers with negative attitudes and teachers with positive attitudes were generally defined as seen from Table 1.

Table1: *Student definition of teachers with negative and positive attitudes.*

| Teachers with positive attitudes   | Teachers with negative attitudes |
|------------------------------------|----------------------------------|
| Good listener, able to communicate | Insensitive                      |
| Emphatic                           | Cold                             |
| Caring, friendly                   | Disinterested                    |
| Concerning                         | Sarcastic                        |
| Genuine                            | Demanding                        |
| Warm                               | Authoritarian                    |
| Interest                           | Ridiculing                       |
| Knowledgeable                      | arbitrary                        |
| Trusting                           | Punitive                         |
| Sense of humor                     | Disciplinarian                   |

There are several studies attempting to explain the teacher as a person and the teacher's effect on students' lives. In one of these studies, Gurney (1987 cited in Wittmer & Myrick, 1989, p. 123) compared "good and poor teachers". He showed that good teachers tend to behave as an internal frame of reference and see others as having the capacity to look at their own problems, see others who are capable of enhancing their personal growth. Good teachers are very sensitive to others and see themselves as adequate, trustworthy. These teachers' instruction methods never aim to control students.

Schiff and Tatar (2003) conducted a study to explore the characteristics of teachers as perceived by their early adolescent students and to explore possible gender differences within the preadolescents' perceptions. The sample consisted of 408

students (approximately % 48 girls and % 52 boys) in fifth and sixth graders at four state elementary schools. A list of 29 behavioral characteristics of a significant teacher was presented to the students. Then the students were asked to choose the statement identifying their significant teachers. Seventy- percent of the students characterize their teachers as ones, who were knowledgeable in their subject matter, expected the students to succeed, taught well, were willing to help, enriched students' knowledge, maintained order in class, and treated students respectfully. The students defined teachers as, in descending order, teaching facilitators, reliable, supporters, challengers and antagonist individuals. Lastly, they found significant differences between boys and girls about their perception of teachers. Boys had the tendency of characterizing their teachers as being antagonists.

Murdock and Miller (2003) conducted a study in order to examine the relationship between eighth grade students' academic achievement and their motivation and perceptions of teacher caring after accounting for influences of parents and peers, and controlling for prior motivation. The data was collected twice from 206 (% 54 female, % 46 female) students who were seventh graders in 1997-1998 and eighth graders in 1998-1999. They concluded that perceived teacher caring accounted for significant amounts of variance in all three measures (academic achievement, motivation and students' perception of teacher caring) of eighth grade motivation after controlling both seventh grade motivation and perceived motivational influences from parents and peers. The result of the research study showed that students' perceived relationship with teachers affect the development of their motivation.

Parallel to Murdock and Miller's study, Wentzel (1997) examined adolescents' perception of pedagogical caring in relation to their motivation to achieve

positive social and academic outcomes in middle school. This research was a two year longitudinal research consisting of sixth grade students (n=248). Wentzel formed two research questions as follows:

1. "To what extent do adolescents' perceptions of caring teachers predict efforts to achieve positive social and academic outcomes at school?"

2. How do middle school students characterize a caring, supportive teacher?

She concluded that perceived caring from teachers are significantly related to students' academic efforts and positively to their pursuit of prosocial and social responsibility goals. Students' responses to the teachers "who care" and "who do not care" questionnaire were categorized under the name of modeling, democratic interactions (communication style, equitable treatment and respect), expectations for behavior (expectation for the student as a person and as a learner), nurturance, rule setting, and others. The largest percentage of students' responses about characterizing caring and uncaring teachers in relation to expectations for behavior was 43% for caring teachers and 28% for uncaring teachers, and in democratic interactions was 20% for caring teachers and 43% for uncaring teachers.

In examining motivation in the classroom, Skinner and Belmont (1993) attempted to show the reciprocal effects of teacher behavior and student engagement. They identified their motivational model by examining the effects of 3 dimensions (involvement, structure, and autonomy support) of teacher behavior on students' behavioral and emotional engagement during a school year. Their sample consisted of 14 teachers and 144 students ranging from third to fifth grade. During the study children's engagement in the classroom was measured in the fall and spring of the same school year. Teachers and students completed questionnaires in both the fall

(October) and spring (April) of the 1988-1989 school years. Students' and teachers' perception of teachers' interactions with individual children and children's engagement in the classroom were measured. Skinner and Belmont indicated that teacher interactions with students later on predicted students' behavioral and emotional engagement in the classroom in the spring semester of the school year. According to their study, teacher's involvement had greater influence on students' perception of the teacher and teachers' liking is directly related to students' experience and their interactions with teachers. Teachers' perceptions of the affection, attunement, dedication of resources, dependability enable students to feel that their needs are met in terms of relationship, competence and self determination. If students perceive their teachers as warm and affectionate they feel happier and more enthusiastic in class. The most repeated negative emotions reported by the students are anxiety and boredom. Teachers who perceive their students as negative they respond more negatively to these kinds of students. Finally, researchers concluded by looking at their findings that students who report low engagement are more likely to receive less teacher support (Skinner & Belmont, 1993).

Lee (2007) conducted a study to examine the effects of teacher-student trust relationship on school adjustment, school success, academic motivation and performance. Participants consist of 7th grade students (170 males and 148 females) from Seoul. Firstly, the researcher used t-test for the purpose of examining possible gender differences on student-teacher trust relationship. Lee found that there was no significant difference between males and females about teacher-student relationship. Then the study revealed that the correlation of students' sense of trust with their school adjustment, academic motivation and performance was positively significant. More

concretely, students' sense of trust relationship with their teachers had the highest correlation with school adjustment ( $r = 0.47, p < 0.01$ ).

Pianta (1999 as cited in Murray, 2002) concluded that the relationship between teacher and students including emotionally warm, open communication, support and involvement enable students with a sense of security within school settings, enable them to become more competent in their academic, social and emotional areas.

In his research Davis (2001) showed that students defined their academic work differently by considering the idea that they perceived they had "good" relationships with teachers. Davis stated that when students felt that they have a problem with their teachers, they complained that their academic tasks were coercive, repetitive, isolated, irrelevant and often obstacles to their social and academic goals.

### Teacher Student Relationship and Self Concept

In the current study, another question of interest is the role of the teacher student relationship on self concept. Covering the influence of the teacher student relationship on self concept will be presented.

Purkey & Novak (1996, p. 26) claimed that "No one is born with a self concept." They defined the development and structure of self concept as a lifelong project. Experiencing the world through inviting and disinviting interactions with others develops self concept in the school setting. Inviting and disinviting messages were described as students' perception of self by looking at their interactions with others. Students who get inviting messages see themselves as able, valuable, and

responsible. Students who get disinviting messages see themselves as unable, worthless, and irresponsible.

Consistent with the definition of self concept, Purkey & Novak (1996) and Juang & Silbereisen (2002) describe self concept as a complex, continuously active system of subjective beliefs about personal existence. It guides behavior and enables each individual to assume particular roles in life. Self concept serves as a perceptual filter and guides the direction of behavior. A student's self concept does not cause the student to misbehave in the classroom. A better explanation is that the disruptive student has learned to see himself or herself as a trouble maker and behaves accordingly. In other words, self concept serves as the reference point, anchoring perception for behavior. Some of the studies focused on the effect of self concept on educational outcome. These studies revealed that there is a positive relationship between self concept and educational outcomes such as academic achievement and attitude towards school (Purkey & Novak, 1996; Juang & Silbereisen, 2002).

Heyman (1990) considered self concept in terms of self perception under two basic conditions. The first one is related to how an individual feels about himself or herself and the second one is how it's perceived by significant others. While some factors such as acceptance from family, family climate, teachers and peers affect self perception, other factors such as acceptance and success increase self concept. Acceptance from parents, family members, friends and teachers also influences self concept. The healthy environment and success help children improve their self concept. On the other hand, the frustration the environment may cause children to become unsuccessful in their lives. As a result, this situation influences children's self concept negatively.

Purkey, Novak (1996, p. 57) stated that when students make contact with school, "its physical environments, the official policies, and the instructional programs invite or disinvite students to meet academic expectations of schools." If they succeed they develop positive attitudes toward themselves as learners, whereas if they fail they develop negative feelings.

The significance of self-concept in education has been particularly influenced by Coopersmith's (1967) research on the educational characteristics of students with higher or lower self-concept. He concluded that when students with high self-concept were compared to their peers with low self-concept, they were more involved in classroom discussions, more confident, more popular with peers, more persistent in performing tasks, more concerned about public affairs rather than personal problems, less afraid to disagree, less sensitive to criticism, less passive, less anxious, and that they set themselves higher long-term goals, related better to their parents and expressed their own opinions more.

Hay, Ashman, van Kraayenord (1998) did research by reexamining Coopersmith's assertion that students with high self concept have more positive characteristics about cooperation, persistence, leadership, expectation for future schooling, anxiety, family support, behavior in class, peer interactions than those students with low self concept. They also aimed to compare the educational characteristics of students with high self concept and low self concept on reading, spelling and mathematics. The study demonstrated that teachers reported that students with high self concept were academically oriented and were more interested in school. On the contrary, students with low self concept were reported as quite, withdrawn in the class by their teachers.

It is clear that academic achievement is related to students' self concept. Self concept and academic ability are related. Researchers found that there is a relationship between students' evaluations of themselves and their level of academic achievement (Haper and Purkey, 1993; Hoge and Renzulli, 1993).

Çakar (1994) aimed to develop a valid and reliable tool that assesses the perception of students in terms of abuse experienced from their teachers. The participants were 123 female and 177 male students in this study. The researcher looked at the difference among different abuse groups (high emotional abuse group, low emotional abuse group, moderate low emotional abuse group, and moderate high emotional abuse group) in terms of their self concept, depressive, anxiety, and achievement level. She concluded that the high emotional abuse group expressed levels of anxiety, depression, and self concept significantly higher than the other groups. The second group, the moderate high emotional abuse group, also showed significant difference from the low emotional abuse group and the moderate low emotional abuse group about having more anxiety, more depression, and lower self concept. As the students feel more abuse from their teacher in classroom setting they reported more anxiety, depression and low self concept.

#### Teacher –Student Relationship and School Attitude

In educational research, school attitude is a great concern for researchers. It is known that there are a limited number of studies about school attitude in Turkey. These studies are about some specific subject areas like math and science (Öğretme, 2001; Aydın, 1995; Açıkbaş, 2002; Tektaş, 2004). Classroom environment to student attitudes of math and science, and teaching methods were taken into consideration in these studies. Bölükbaşı (2005) studied the impact of family environment, self

concept, and school attitude on ninth grade students' academic achievement. She revealed that there was a significant relationship between school attitude and academic achievement.

If the schools want to offer psychologically healthy environments, they should meet the criteria including psychological and emotional domains (Bake, 2003).

Also, in terms of school belonging and school dropouts, Goodenow (1993) discovered that student's perception of teacher support enable them to feel a strong sense of belonging and enable them to be more successful in school.

Schools can be discussed into two different climates. The first one is a negative school climate and the second one is positive. Hyman (2001, cited in Yildirim, 2006) compared positive and negative school climates. A positive school climate prevents students from abusive behavior such as maltreatment, sarcasm, ridicule, put downs, and other verbal assaults from school staff and peers. A positive school climate enables students to feel that they are respected, accepted and supported. This positive school climate allows students to feel a sense of belonging.

Negative school climate includes scapegoating, name calling, put downs (both teachers and peers), physical and verbal assaults. These feelings may cause students to feel that school has strict rules, there is no justice and discipline is applied unfairly. As a result, students feel that they are rejected.

Hyman (1986) maintained that abusive teacher behaviors parallel negative school climate preventing students from becoming more successful, in feeling safe about them. These behaviors are considered sarcasm, descending tone of voice, criticizing, low achievement, forbidding students extracurricular activities, name-calling, assigning homework as punishment, ear pulling, throwing things at the

students, hitting, allowing bullying and degrading other students. This has both short term and long term effects in students' lives and causes students lack of adjustment and motivation in school, school failure, underachievement, low self esteem.

Hart, 1985; Hart, Brassard & Germain, (1987) proposed that negative school climates outcome, maltreatment, can be grouped in one or more of the five categories. One of them has to do with discipline and control through fear and intimidation which is an attack on the individual's safety, love, belonging, and self esteem. Punitive disciplinary practices can include corporal punishment, verbal abuse, teacher disapproval, rejection and repeated failure.

However, Krugman& Krugman (1984) studied maltreatment within the school context. They observed 17 pupils reporting emotional abuse from their teachers. Students were asked to define abusive teacher behavior. They described abusive teacher behavior such as verbal put downs, labeling, and threatening, inconsistent behavior, setting unrealistic goals, and using homework as punishment. These symptoms may cause children to avoid school since the results of the study showed that students exhibited the following symptoms in indicated percentages: 88% excessive worry about school performance, 76% change from positive to negative self perception, 76% change in school performance from previous years, 71% fear teacher verbalization that would hurt their feelings, 35% excessive crying about school, 29% somatic complaints, 29% decreased functioning in social situations outside class, 24% nightmares and other sleep disturbances, 24% school avoidance or refusal, 18% withdrawn behavior and depression.

Similarly, Shumba (2002) studied emotional abuse in the classroom. He found that the majority of teacher trainees (84.7%) and teachers (80.7%) who

participated in his research, believed that scolding, use of vulgar language, humiliation, shouting, usage of bad words toward students such as stupid and ugly are mostly used by female teachers. In addition to this, the study found that teachers use the following forms of emotional abuse on their students: shouting at them, scolding them for mistakes, humiliating pupils in public, and use of vulgar language, labeling them as stupid, ugly or foolish.

In another study Shumba (2002, p. 141) aimed to find out the answers to who the perpetrators of emotional abuse were and “what is the reason for teachers to use emotional abuse in the classroom”. He considered the following behavior as emotional abuse: “verbal aggression, humiliation, harassment, belittling, shouting, scolding, labeling, use of vulgar language, threatening, degrading, and terrorizing of pupils by teachers in schools” (Shumba, 2002, p. 141). He found that the majority of students (69.5%) believe that male teachers use verbal abuse such as labeling and name-calling. Fifty six percent believe that female teachers show verbal aggression such as shouting. Seventy five percent believe that teachers shout at students to discipline them, 66.5% believe that teachers shout at students to control them, 61.5% believe that it is an expression of anger; and 50.5% believe that teachers shout at them because they deserve to be shouted at. Additionally, the majority of teacher trainees (92.7%) and teachers (82.3%) believe that teachers use emotional abuse because they want to control students who misbehave. Apart from this finding, 88.7% of teacher trainees and 82.3 % of teachers believe that they use emotional abuse in order to discipline students. The researcher added that the underlying reason why teacher trainees and teachers use emotional abuse in the classroom is that both of them are not

aware of the fact that emotional abuse is a form of child abuse and has critical consequences on the development of children.

It was stated earlier that the consistent presence of caring, demanding, well prepared teachers are indispensable parts of effective schools in becoming more successful, improving attendance and reducing dropout rates. Lynch and Cicchetti (1997) showed that successful adaptation to school is one of the central challenges faced by children and adolescents. It requires adequate performance in the classroom and social competence by peer groups.

Children's or adolescents' interpersonal relationships with significant individuals not only inside but also outside the educational setting are the key factors in order to achieve developmental tasks (cited in Schiff and Tatar, 2003).

A case report carried out by Pederson, Faucher, Eaton (1958, cited in Pianta, 1992) on a first grade teacher revealed the importance of a teacher who embraces relationship with students such as making students feel worthwhile, supporting students' independence, motivating them to achieve, and providing them with support to interpret and cope with environmental demands. These students are different from their same-age peers in dropout rates, academic achievement, behavioral competence and adjustment in the world. Researchers studying teacher and student relationships revealed that a supportive teacher relationship prevents lots of negative outcomes such as dropping out, behavior problems and academic failure (Werner and Smith, 1982; Boyer, 1983).

Perez and Widom (1994) studied childhood victimization and long term intellectual and academic outcomes. They chose 413 samples by using a matched

control group (N: 286). IQ (Quick Test) and reading abilities (WRAT-R) were assessed. They concluded that they had significantly lower scores on the Wide Range Achievement Test and also had significantly lower scores on reading ability compared to control groups. In the light of this finding, the results of the study demonstrated that the abused and neglected group and the control group showed significant differences in WRAT and reading ability. Child abuse and neglect represents significant risk factors for long term poor intellectual and academic outcome. They concluded that these outcomes have negative effects on school attitude.

#### Teacher student relationship and academic achievement

It is important to explain academic achievement from the perspective of teacher expectation. The studies clearly showed that teachers' expectations directly influence student academic achievement. The Oak School experiment was conducted by Rosenthal and Jacopson (1968, cited in Good and Brophy, 2005, p.46-47) for the purpose of explaining the effects of teacher expectation on student achievement. They studied teacher expectation and self fulfilling prophecy. They gave a test but teachers were told that it was a test just for identifying the student late bloomers. "The researcher led elementary teachers to believe that certain students in their classes would bloom intellectually during the upcoming school year, and as a result, would make stronger achievement gains than would be expected base on their previous records." The nonverbal intelligence test was applied and then some students were described to their teachers as bloomers. Actually, the students identified as late bloomers were randomly selected without considering test score. At the end of the year, students identified as late bloomers gained greatly in academic achievement test scores

Good and Brophy (1994, p. 49) defined teacher expectation and teacher expectation effects. They defined teacher expectation as “inferences about the future academic achievement of students based on what they know about these students now.” Teacher expectation effects were defined as “effects on student outcomes that occur because of actions that teachers take in response to their expectations”. Then these researchers identified two types of teacher expectation effects.

1. The Self Fulfilling Prophecy Effect
2. Sustaining Effect

They described the first one as teachers’ different expectations for students early in the year and using the different instructional practices with different results. They described the process as follows:

Firstly, the teacher forms different expectations for student behavior and academic achievement. Secondly, as a result of different expectations, teachers behave differently toward various students. Thirdly, the teacher’s behavior tells the students what kinds of behavior and achievement the teacher expects from them.

Fourthly, if this treatment persists with no change or no resistance in students, it will affect students’ self concept, and their academic motivation. Finally, students’ behavior and achievement are conform to and are more related to their teachers’ expectations. High achievers will more likely to have high achievement and low achievers are more likely to have low achievement.

The sustaining effect, was described as “an existing teacher expectation about students and continues in the same way even if students improve themselves”. For instance, a student was assigned to the low reading groups in his/her second grade. In the summer, he or she studied hard and improved his/her reading skills. His or her

teacher in third grade assigned him or her to the low reading groups even if he or she improved his reading skills (Good & Brophy, 1994, p. 49).

They mentioned different communication styles of teachers with their students described as low versus high achievers. They documented several observational studies about teachers' attitude toward high or low achievers as follows Good and Brophy (2008, p. 55-56):

1. Not enough time to answer a question for low achievers
2. Inappropriate reinforcement: rewarding incorrect answers by low achievers
3. Criticizing low achievers more than high achievers
4. Not enough encouragement for low achievers in order to be successful
5. Calling on low achievers less often in order to answer the questions and asking them easy and non-analytical questions.
6. Seating low achievers away from the teacher's desk
7. Less emotional respond to low achievers such as less smiling, less friendlier interactions
8. Interactions with low achievers are more in private than public and monitoring their activities more than high achievers.
9. Lesser acceptance and use of low achievers' ideas
10. Lesser eye contact and other nonverbal communication of attention
11. Monitoring the activities of low achievers closely and not giving them enough feedback

In Turkey, Gençel (1978) studied whether the difference between the teacher characteristics of "ideal" and "typical" teachers had any relation to student

achievement. One hundred-thirty four female students participated in this study. When she analyzed data she divided the whole group into four parts for the purpose of looking at these groups' definition of "ideal" and "typical" teachers.

The first and second groups were "higher academic achievement group" and "lower academic achievement group". They were defined under the criteria of the fact that students' grade averages in some courses (Math, Physics, Chemistry, Biology, Geography, History, Literature, and Foreign Language) were calculated. Grade averages above 6.00 were defined "higher achievement group", grade averages below 4.60 were defined "lower academic achievement group".

The third and fourth groups were the "generally educationally satisfied group" and the "generally educationally dissatisfied group". Students' responses to school related subjects on whether they are satisfied or not and the sum of these responses determined educational satisfaction.

In the first place, ideal teacher adjectives were gathered from one class. They identified their ideal teachers as understanding, fair, teach well, and know about student psychology, friendly, disciplinarian. In the second place, the other class was administered a test which is about identifying typical teacher adjectives. In ranking order of the 7 most frequent adjectives and phrases describing the typical teacher was gathered from the other class. These seven adjectives are authoritarian, soft, nervous, offending, ridiculing, bringing his/her personal problems to the classroom, unfair, selfish. She used the Wilcoxon Matched -Pairs Signed- Rank Test for showing the differences between the scores of adjectives of "ideal" and "typical" teacher concepts in each of the four groups. She firstly looked at the relationship between the perception of the whole group with regards to their ideal and typical teacher

characteristics. She found no significant similarity in the way the whole group ranked the same group of adjectives for ideal and typical teachers.

Then, she compared the high academic achievement group and the low academic achievement group in terms of their perception of ideal and typical teachers. Their ideal and typical teachers were similar in composition. They rated the adjectives with the same intensity for the ideal teachers. The other two groups, generally educationally satisfied and dissatisfied groups, were compared according to their perception of ideal and typical teachers. Generally the educationally satisfied group and the dissatisfied group had similar concepts for ideal teachers. On the other hand, the educationally satisfied and dissatisfied groups had different concepts for typical teachers.

Another factor affecting students' academic achievement is school attitude. Connel, Wellborn (1991) indicated that success in school depends on the extent to which students engage adaptively in the class learning task. This feeling of belonging at school is a key factor for school achievement. Teachers' respect and warmth go hand in hand with school in regards to achieving learning tasks. Especially in the primary school, students' school bonding and social relatedness enable them to actively participate in activities and to become more motivated for school success. These kinds of motivation have long term effects and consequences for their future achievement. (Wellborn, 1991)

### Research Questions

The Research questions that the present study will investigate are as follows:

1. Is there a relationship between fifth grade students' perception of teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale/Control Short Form and their Self Concept measured by the Piers-Harris Children's Self Concept Scale (WIFAM)?
2. Is there a relationship between fifth grade students' perception of teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale and their academic achievement?
3. Is there a relationship between fifth grade students' perception of teacher acceptance rejection Teacher Acceptance Rejection Scale/Control Short Form and their school attitude measured by School Attitude Assessment Survey-Revised (SAAS-R)
4. How much does each factor, teacher acceptance- rejection measured by Teacher Acceptance-Rejection Questionnaire/ Control Short Form, students' self concept measured by the Piers-Harris Children's Self Concept Scale (WIFAM), and students' school attitude measured by School Attitude Assessment Survey-Revised (SAAS-R) contribute to the fifth grade students' academic achievement?

## CHAPTER III

### METHODOLOGY

In this section, the design of the study, sample, instruments, procedures and the analyses of the data are explained in detail.

#### Design

This research follows a descriptive design. Quantitative methods of data collection are used. Quantitative information is collected by the Teacher Acceptance-Rejection Questionnaire Control Short Form (TARQ), the Piers-Harris Children Self Concept Scale, the School Attitude Assessment Survey-Revised (SAAS-R) and the exam results of the students.

#### Sample

Convenient sampling technique was used for data collection since the researcher was working as a school counselor at B private primary school. The private primary school has six campuses in Istanbul. Sample of the research was selected from the fifth grade students of six campuses. Data was collected from six campuses (A, B, M, K, U, and S) in the academic year of 2007-2008. The following table shows the distribution of samples according to its schools.

Table 2: *The final composition of participants of the study sample*

|          | NUMBER OF GIRLS | NUMBER OF BOYS |
|----------|-----------------|----------------|
| Campus A | 9               | 11             |
| Campus B | 30              | 22             |
| Campus M | 23              | 21             |
| Campus K | 17              | 22             |
| Campus U | 24              | 17             |
| Campus S | 11              | 16             |
| TOTAL    | 114             | 109            |

As seen from Table 2, the sample consists 114 girls (%51) and 109 (%49) boys in this research, campus A ( $\underline{n}= 20$ ) has one fifth grade class consisting of 9 female students and 11 male students, Campus B ( $\underline{n}= 52$ ) has three fifth grade classes consisting of 30 female students and 22 male students, Campus M ( $\underline{n}= 44$ ) has three fifth grade classes consisting of 23 female students and 21 male students, Campus K ( $\underline{n}= 39$ ) has three fifth grade classes consisting of 24 female students and 17 male students. Campus U ( $\underline{n}= 41$ ) has three fifth grade classes consisting of 24 female students and 17 male students. Lastly, Campus S ( $\underline{n}= 27$ ) campuses have two fifth grade classes consisting of 11 female students and 16 male students.. The total numbers of samples consist of 233 fifth grade students.

Table 3 presents the profiles of the sample in terms of gender, age, and their parents' education. As seen from the table, the male population is slightly less than the female population 48.9% are male and 50.9% of students are female, and the majority of students (93%,  $n=208$ ) are eleven. When it comes to educational level of both mothers and fathers, we see that both fathers and mothers are highly educated,

90% of both having at least high school degree. Looking at the fathers' and mothers' educational level it is clearly seen that 64% of fathers and 73% of mothers have four years university and graduate degrees.

Table 3: *Demographic characteristics of the sample*

| Characteristics of sample | N   | Percent (%) |
|---------------------------|-----|-------------|
| GENDER                    | 223 | 99.6        |
| Female                    | 114 | 51          |
| Male                      | 109 | 49          |
| AGE                       |     |             |
| 10                        | 4   | 1.8         |
| 11                        | 208 | 92.9        |
| 12                        | 10  | 4.5         |
| Paternal Education        |     |             |
| Elementary School         | 1   | 0.4         |
| J.High School             | 9   | 4           |
| High School               | 31  | 13.8        |
| 2-years university        | 5   | 2.2         |
| 4-years university        | 115 | 51.3        |
| Master and up             | 49  | 21.9        |
| Missing                   | 14  | 6.2         |
| Maternal Education        |     |             |
| Elementary School         | 4   | 1.8         |
| J.High School             | 9   | 4           |
| Lycee                     | 63  | 28.1        |
| 2-years university        | 6   | 2.7         |
| 4-years university        | 94  | 42          |
| Master and up             | 35  | 15.6        |
| Missing                   | 13  | 5.8         |

### Instruments

In this study, Teacher Acceptance Rejection Questionnaires/ Control Short Form (TARQ/C), the Pier-Harris Self Concept Scale (WIFAM), and the School Attitude Assessment Survey- Revised (SAAS-R) were used. These instruments were chosen since they are valid and reliable for the Turkish population. Additionally, the

Demographic Data Questionnaire developed by the researcher was administered to the students.

#### Demographic Data Questionnaire (Appendix A)

The Demographic Data Questionnaire, developed by the researcher, identified the age of the participants, specific school campus of the participants, whether the participants' parents are alive, dead or divorced, the subjects' fathers' and mothers' employment status, and the participants 'parents' educational level. The Demographic Data Form is presented in Appendix A.

#### Teacher Acceptance Rejection/Control Questionnaire (Appendix B)

The Teacher Acceptance Rejection/ Control Questionnaire was developed by Rohner (2002) and revised in 2004 for the purpose of evaluating the perceived acceptance-rejection and behavioral control of the students' classroom teachers. (Rohner, 2005) TARQ/Control Short Form has 29 items and five subscales. The Warmth/affection subscales with 8 items measure teacher child relationships where the teacher is perceived to offer love or affection without qualification. Hostility/Aggression subscales with 6 items assess the perception children about their teachers who become angry, bitter. Children believe that their teachers have the intention of hurting them physically or verbally. Indifference/Neglect Scale with 6 items assesses conditions where children believe that their teachers are uninterested. Children perceive their teacher as paying little attention. Undifferentiated/Rejection subscale with 4 items measures the perceived rejection from the teachers. The last subscale, Control Scale with 3 items assesses the perception of children about teachers

under the perceived condition that teachers are a control mechanism. (Rohner 2003, 2005)

The validity and reliability of the Turkish version of the TARQ/Control were studied by Yıldırım (2006) applied to 503 female and male students and three different SES level. The Cronbach alpha values and test-retest reliability values are shown on the Table 4.

Table 4: *Cronbach Alpha Values of the Turkish Child Teacher Acceptance-Rejection Questionnaire Control Short form*

| Cronbach Alpha Values              |     |
|------------------------------------|-----|
| Total Teacher Acceptance-Rejection | .90 |
| Warmth/Affection                   | .81 |
| Hostility/Aggression               | .68 |
| Indifference/ Neglect              | .74 |
| Undifferentiated/Rejection         | .67 |
| Control Scale                      | .34 |

Note:  $p < .01$

Table 5: *Test-Retest Values of the Turkish Child Teacher Acceptance-Rejection Questionnaire Control Short form and its subscales*

|                                    | Test-retest Values |
|------------------------------------|--------------------|
| Total Teacher Acceptance-Rejection | .76                |
| Warmth/Affection                   | .66                |
| Hostility/Aggression               | .60                |
| Indifference/ Neglect              | .55                |
| Undifferentiated/Rejection         | .61                |
| Control Scale                      | .51                |

Note:  $p < .01$

Low scores on the acceptance and rejection portion of the questionnaire, that is, the sum of all four acceptance-rejection scales, with the entire Warmth/Affection scale reverse scored reveal that the teacher is perceived to be accepting (i.e., warm and affectionate, low in hostility and aggression, low in indifference and neglect, and non-rejecting in the undifferentiated form). High scores on the teacher acceptance rejection means the teacher is perceived to be rejecting, that is, cold and unaffectionate, hostile and aggressive, indifferent and neglecting, and rejecting in undifferentiated form. (Rohner, 2005). The Turkish Child TARQ/Control is presented in appendix B.

#### School Attitude Assessment Survey- Revised (Appendix C)

SAAS-R was developed by Mc Coach (Mc Coach, 2002) It has 43 items and five subcategories. These are academic self perceptions, attitude toward teachers, attitudes toward school, goal valuation, and motivation/self regulation. The answer

type is Seven Point Likert Type ranging from 1 “strongly disagree” to 7 “strongly agree”.

Table 6: *Reliability of school Attitude Assessment Survey-Revised*

| SAAS-R Subscales           | Reliability coefficients |
|----------------------------|--------------------------|
| Academic Self Perception   | .82                      |
| Attitude toward Teachers   | .85                      |
| Attitude toward School     | .88                      |
| Goal Valuation             | .92                      |
| Motivation/Self regulation | .94                      |

Note:  $p < .01$

As seen from Table 6, School Attitude Assessment Survey-Revised and its subscales were reliable.

SAAS-R was adapted to the Turkish population by Başlantı (2002) studying 91 university students. The School Attitude Assessment Survey-Revised Turkish version is presented in Appendix C.

#### Piers-Harris Self Concept Scale (Appendix D)

This scale was developed by Piers-Harris in 1969. It aims to assess the individuals' perceptions about himself or herself. It is a self report test and is applied to students aged 9 to 16 years old. The answering method is “yes” or “no”. The total score is 80. The higher the score means the more positive self concept is. This test was translated into Turkish by Öner and Çataklı (1987). Their research consisted of two parts. The first part was to translate and adapt the Piers-Harris Children's Self Concept Scale. The second part was to conduct research on the reliability of the Turkish

version of the scale. They applied both English and the Turkish versions of the scale to a sample of 242 (66 male and 176 female). T-test analysis and Pearson Product Moment Correlations showed that the Turkish translation was equivalent to the English version. In the second part of the study, they administered the test to a sample of 447 (247 male and 200female) students from fourth to eighth grades in order to show the reliability of the Turkish version of the Piers-Harris Self Concept Scale. Test- retest reliability coefficients showed high stability of scores. The Piers-Harris Self concept Scale is presented in Appendix D.

### Procedure

The design of the study has a descriptive correlational design. The following steps were followed for data collection:

1. The first step of the present study was getting permission from the Ministry of National Education,
2. The second step of the study was getting permission from the parents to administer the questionnaire and scales to their children by either calling parents on the phone or sending an information letter by mail. A signed permission form was obtained from parents who permitted their children to participate in the study. The parental Consent form is presented in appendix E.
3. Permission was obtained from the principals of school campuses by explaining the aim of this study.
4. School counselors and classroom teachers were informed by the researcher.
5. The demographic data form, as well as measure of their teacher perception (Teacher Acceptance Rejection Questionnaire/ Control Form), their school

attitude (School Attitude Assessment Survey- Revised) and their self concept (The Piers Harris Self Concept Scale) were administered to all participant students (with the permission received from parents) each class in their classrooms. The researcher carried out all the test administration via the help of school counselors. School counselors were informed about how to apply these questionnaires in a classroom setting. Administration of questionnaires under the supervision of the researcher and school counselors took between 30 and 45 minutes during the lesson time.

### Data Analysis

Collection of data will be interpreted by using the Statistical Packages for Social Sciences. (SPSS version 16.0). The significance level was set at .05.

Descriptive statistics such as means and standard deviations, frequencies, percentages were used where necessary, mostly for the analysis of demographic data.

In the first place descriptive analysis was shown in order to see the mean differences of both male and female students on their perception of teacher acceptance-rejection, their school attitude, their self concept and their academic achievement.

And then, research questions 1, 2 and 3 were analyzed using the Pearson Product Moment Correlation. In the fourth research question, regression analysis was used in order to examine the relation of a dependent variable (academic achievement) to specified independent variables, perceived teacher acceptance-rejection, school attitude and self concept.

## CHAPTER IV

### RESULTS

In this part, the results of the statistical analyses will be presented. Firstly, the results of the descriptive statistics of the data will be shown. Then the statistical analysis will be presented by analyzing each research question one by one.

#### Descriptive Analyses

Table 7 shows the mean and standard deviation of the four study variables, namely TARQ (Teacher Acceptance-Rejection Questionnaire), SA (School Attitude), SC (Self Concept) and AA (Academic Achievement). The mean value for Teacher Acceptance-Rejection Questionnaire was 38.90, with a standard deviation of  $\pm 13.10$ . The mean value of the SA (School Attitude) variable was 29.44, with a standard deviation of 6.80. The third variable, SC (Self Concept), had the mean value of 47.71, with a standard deviation of 10.58. The last variable, AA (Academic Achievement), had a mean value of 81.56 with a standard deviation of 14.85. Table 7 also gives information about mean and standard deviation value under the criteria of gender. It is seen that there are no significant differences between male and female students' mean and standard deviation value in four research variables.

Table 7: *Mean and Standard Deviation values for research variables according to gender*

| Gender | TARQ <sup>1</sup><br>(n=224) |       | SA <sup>2</sup><br>(n=224) |      | SC <sup>3</sup><br>(n=224) |       | AA<br>(n=224) |       |
|--------|------------------------------|-------|----------------------------|------|----------------------------|-------|---------------|-------|
|        | M                            | SD    | M                          | SD   | M                          | SD    | M             | SD    |
| Total  | 38.90                        | 13.10 | 29.44                      | 6.80 | 47.71                      | 10.58 | 81.56         | 14.85 |
| Male   | 39.63                        | 13.06 | 29.04                      | 7.17 | 48.33                      | 11.33 | 81.30         | 13.40 |
| Female | 36.53                        | 13.06 | 29.94                      | 6.50 | 47.15                      | 9.87  | 81.92         | 16.23 |

Note: TARQ<sup>1</sup> (Teacher Acceptance-Rejection Questionnaire); SA<sup>2</sup> (School Attitude); SC<sup>3</sup> (Piers-Harris Self Concept Scale); AA (Academic Achievement).

### Result According to Research Questions

Firstly, Research questions 1, 2 and 3 were analyzed using the Pearson Product Moment Correlation. Each variables' (self concept, school attitude and academic achievement) correlation with Teacher Acceptance-rejection will be showed orderly.

Table 8 indicates the intercorrelation of all independent and dependent variables. According to Table 8, the indifference neglect assessing conditions where children see their teachers as unconcerned or not interested in them had the highest correlation coefficient to academic achievement among the other variables as indicated by the -0,26 correlation  $r$  which was the correlation between indifference neglect subscale and students' academic achievement. It can be seen from the table that students' self concept is significantly correlated to academic achievement ( $r = .21$ ).

Table 8: The intercorrelational matrix regarding all independent and dependent variables

|                                | 1 | 1a     | 1b     | 1c     | 1d     | 1e     | 2       | 2a      | 2b      | 2c      | 2d      | 2e      | 2f      | 3       | 4       |
|--------------------------------|---|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. School Attitude             | - | .902** | .910** | .832** | .845** | .933** | -.436** | -.427** | -.278** | -.367** | -.355** | -.175** | -.427** | -.079   | .158*   |
| 1a. Academic Self Perceptions  |   | -      | .733** | .683** | .773** | .823** | -.306** | -.318** | -.159*  | -.249** | -.259** | -.181** | -.318** | -.064   | .179**  |
| 1b. Attitudes toward teacher   |   |        | -      | .735** | .741** | .790** | -.332** | -.338** | -.278** | -.464** | -.427** | -.173** | -.528** | -.066   | .134*   |
| 1c. Attitudes toward Schools   |   |        |        | -      | .748** | .658** | -.542** | -.528** | -.199** | -.255** | -.286** | -.120   | -.338** | -.072   | .071    |
| 1d. Goal valuation             |   |        |        |        | -      | .777** | -.200** | -.184** | -.117   | -.187** | -.171*  | -.125   | -.184** | -.050   | .082*   |
| 1e. Motivation                 |   |        |        |        |        | -      | -.373** | -.348** | -.259** | -.329** | -.299** | -.153*  | -.348** | -.079   | .166*   |
| 2. TARQ total                  |   |        |        |        |        |        | -       | .835**  | .804**  | .840**  | .888**  | .236**  | .835**  | .181**  | -.243** |
| 2a. Warmth affection           |   |        |        |        |        |        |         | -       | -.457** | -.528** | -.645** | -.238** | -.100** | .055    | .160*   |
| 2b. Undifferentiated rejection |   |        |        |        |        |        |         |         | -       | .735**  | .687**  | .207**  | .457**  | -.240** | -.170*  |
| 2c. Hostility aggression       |   |        |        |        |        |        |         |         |         | -       | .693**  | .350**  | .528**  | -.195** | -.238** |
| 2d. Indifference neglect       |   |        |        |        |        |        |         |         |         |         | -       | .216**  | .645**  | -.185** | -.265** |
| 2e. Control Scale              |   |        |        |        |        |        |         |         |         |         |         | -       | .086    | .053    | -.165*  |
| 2f. Warmth affection reversed  |   |        |        |        |        |        |         |         |         |         |         |         | -       | -.055   | -.160*  |
| 3. Self concept                |   |        |        |        |        |        |         |         |         |         |         |         |         | -       | .215**  |
| 4. Academic achievement        |   |        |        |        |        |        |         |         |         |         |         |         |         |         | -       |

p<.05, \*\*p<.01

Research Question 1: Is there a relationship between fifth grade students' perception of teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale/control short form and their Self Concept measured by the Piers-Harris Children's Self Concept Scale (WIFAM)?

Table 9: *Correlation between TARQ, its subscales and self concept*

| TARQ and its subscales     | Self concept |
|----------------------------|--------------|
| TARQ Total                 | -,181**      |
| Subscales                  |              |
| Warmth Affection           | ,055         |
| Hostility Aggression       | -,195**      |
| Indifference Neglect       | -,185**      |
| Undifferentiated Rejection | -,240**      |
| Control Scale              | ,053         |

Note: \*\* p<0.01

As it can be seen from Table 9, there is a significant relationship between self concept and TARQ total with a significant r value of -.181 ( $p<0.01$ ). There is no significant relationship between the control, warmth and affection subscale and self concept, , hostility aggression subscale with a significant r value of -.195 ( $p<001$ ), indifference neglect subscale with a significant r value of -.185 ( $p<001$ ). Undifferentiated rejection subscale assessing the perceived rejection from teachers, that means perceived absence or significant withdrawal of warmth and affection had the highest correlation coefficient to self concept ( $r = -.240$ ;  $p<001$ ).

Research Question 2: Is there a relationship between fifth grade students' perception of teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale and their school attitude measured by School Attitude Assessment Survey?

Table 10: *Correlation between Teacher Acceptance-Rejection, its subscales and School Attitude, its subscales*

|            | ASP     | ATS     | ATT     | M       | GV      |
|------------|---------|---------|---------|---------|---------|
| TARQ-total | -,306** | -,332** | -,542** | -,375** | -,200** |
| WA         | ,318**  | ,338**  | ,528**  | ,348**  | ,184**  |
| UR         | -,159** | -,199** | -,360** | -,259** | -,117   |
| IN         | -,259** | -,286** | -,427** | -,299** | -,171*  |
| CS         | -,181   | -,120   | -,173** | -,153*  | -,125   |
| WAR        | -,318** | -,338** | -,528** | -,348** | -,184** |
| HA         | -,249** | -,255** | -,464** | -,329** | -,187** |

Note: <sup>1</sup> ASC (Academic Self Perception), ATS (Attitude toward School), ATT (Attitude toward Teachers), M (Motivation), GV (Goal Valuation). These short forms reflect the subscales of the School Attitude Assessment Survey-Revised.  
 \*\*p<0.01; \*p<0.05

As it can be seen from Table 10, the total Teacher acceptance-rejection is significantly correlated with all of the school attitude' subscales. There is no significant relationship between the control subscale and academic self perception, attitude toward school, and goal valuation. Also, there is no significant relationship between undifferentiated rejection and goal valuation. As seen from table 11, Teacher acceptance-rejection questionnaire attitude toward teacher is significantly correlated with attitude toward teachers. ( $r = -.542$ ;  $p < .001$ ). The other subscales of Teacher Acceptance-Rejection and School Attitude Assessment Survey were significantly correlated with a value of  $p < .01$  level and  $p < .05$  level.

Research Question 3: Is there a relationship between fifth grade students' perception of teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale and their academic achievement?

Table 11: *Correlation between TARQ, Academic Achievement*

| TARQ and its subscales     | Academic Achievement |
|----------------------------|----------------------|
| TARQ Total                 | -,243**              |
| Warmth Affection           | ,160*                |
| Hostility Aggression       | -,238**              |
| Indifference Neglect       | -,265**              |
| Undifferentiated Rejection | -,170*               |
| Control Scale              | -,165*               |

\*\* p< 0.01; \* p<0.05

As it is seen from Table 11, there is a significant relationship between academic achievement and TARQ total with a significant r value of  $r = -, 243$ . Looking at the correlation results in detailed, it is seen that Control Subscale, Undifferentiated Rejection Subscale, Warmth Affection Subscale is significantly correlated with academic achievement of the students at the level of  $p < 0,05$ . Indifference neglect subscale assessing conditions where children see their teachers as unconcerned or uninterested in them, seeing teachers as paying little attention to them, not wanting to spend time with them has the highest correlation ratio to academic achievement ( $r = -, 265$ ;  $p < 001$ ). The Teacher acceptance-rejection and its subscales are negatively correlated with students' academic achievement except warmth affection subscale.

Research Question 4: How much does each factor, teacher acceptance rejection measured by the Teacher Acceptance Rejection Scale Control Short Form, students' self concept measured by the Piers-Harris Children's Self Concept Scale (WIFAM), school attitude measured by School Attitude Assessment Survey-Revised contribute to the fifth grade students' academic achievement.

Table 12: *Regression Coefficients and Model Summary of AA by TARQ, SC, SA*

| R                                       | R Square | F                 | t            | Sig.              | β            |
|---|----------|-------------------|--------------|-------------------|--------------|
| .189 <sup>a</sup>                       | .036     | 8.099             | -2.846       | .005 <sup>a</sup> | -.189        |
| .241 <sup>b</sup>                       | .058     | 6.695             | -2.417(TARQ) | .002 <sup>b</sup> | -.162 (TARQ) |
|   |          |                   | 2.267 (SC)   | .024 <sup>b</sup> | .152 (SC)    |
| a. Predictors: TARQ                     |          |                   |              |                   |              |
| b. Predictors: TARQ and SC              |          |                   |              |                   |              |
| Excluded Variables                      |          |                   |              |                   |              |
| Model                                   |          | Beta In           | T            | Sig.              |              |
| School Attitude                         |          | .034 <sup>a</sup> | .463         | .644              |              |
| Self Concept                            |          | .152 <sup>a</sup> | 2.267        | .024              |              |
| 1                                       |          |                   |              |                   |              |
| 2                                       |          |                   |              |                   |              |
| School Attitude                         |          |                   |              |                   |              |
|   |          | .033 <sup>b</sup> | .458         | .647              |              |
| b. Predictors in the Model: TARQ and SC |          |                   |              |                   |              |
| c. Dependent Variable: AA               |          |                   |              |                   |              |

Teacher acceptance and rejection negatively, self concept positively and significantly predicted academic achievement, ( $F(2, 218) = 6.695, p < .05$ ) and they together, explained 5 % of the variance in academic achievement. School attitude's  $t$  and  $\beta$  values were not significant and are presented in Table 12 both for Model 1 and Model 2.

Teacher acceptance-rejection is the factor which entered the model first with a value of  $F(1, 219) = 8.099, p < .05$  since it is the factor which makes the largest contribution to academic achievement among other variables. It individually explained

3 % of the variance and negatively predicted academic achievement ( $t = -2.846$ ,  $p < .05$ ). Self concept, on the other hand, entered the model as the second factor and makes a significant and positive contribution to school satisfaction ( $t = 2.267$ ,  $p < .05$ ).

## CHAPTER V

### DISCUSSION

The purpose of the present study is to investigate the relationship among Teacher Acceptance Rejection and self concept, school attitude and academic achievement. Also, this study aimed to investigate the predictors of academic achievement in a sample of fifth graders selected from private elementary school students in Istanbul.

In this study, Teacher Acceptance Rejection Questionnaires/ Control Short Form (TARQ/C: Rohner, 2003-2005), the Pier-Harris Self Concept Scale (WIFAM: Piers, Harris, 1969), and the School Attitude Assessment Survey- Revised (SAAS-R: McCoach, 2002) were used. These tests were chosen because they have validity and reliability for the Turkish population. Additionally, one Demographic Data Questionnaire developed by the researcher was administered to the students.

In the first place, the mean and standard deviation of the three research variables called teacher acceptance-rejection, self concept and school attitude was given. The result demonstrated that there are no significant differences among variables' mean and standard deviation values according to male and female students.

The relationship between teacher acceptance rejection and self concept, school attitude and academic achievement is discussed. Lastly, the effects of teacher acceptance rejection, self concept and school attitude on students' academic

achievement. That means how much each factor contributes the fifth grade students' school attitude.

Looking at three research results, teacher acceptance rejection is significantly correlated with school attitude, self concept and academic achievement. It is also important to take students' grade level into account by discussing the research result. The sample consisted of fifth grade in primary school. So, primary school students need a special affective and healthy environment for learning. Sometimes, students cannot achieve some of their goals if they lack love empathy and reinforcement. It can be said that teachers may be regarded as significant individuals and play an important role in students' academic achievement, school attitude and their self concept.

The first research analysis was about the relationship between students' perception of teacher acceptance-rejection and students' self concept. It can be concluded that there was a negative significant relationship between students' perception of teacher acceptance-rejection and students' self concept ( $r = -.181$ ). Undifferentiated rejection subscale assessing the perceived rejection from teachers, that means perceived absence or significant withdrawal of warmth and affection, had a high correlation coefficient to self concept ( $r = -.240$ ;  $p < .001$ ). In a study by Alantar and Erkman (1989) which was collecting experts' opinions about the definitions of emotional abuse and abusive behaviors, Alantar and Erkman developed emotional abuse inventory by using data reported by the experts. Then they used this inventory on 337 adolescents. They found that perceived high emotional abuse from teachers may cause children to have low self concept, poorer

family and social relations, higher anxiety, and depression.

Negative correlation was found between students' perception of teacher acceptance-rejection and students' school attitude by analyzing the second research question. It is a fact that the teacher is an indispensable part of school. Because of this, constructing positive relationship with teachers enables students to adjust easily to their school life. Birch and Ladd (1997) studied teacher student relationship in terms of students' adjustment to school. They proposed three qualitatively aspects of the teacher-child relationship for school adjustment. These are closeness, dependency and conflict. Closeness is the degree of warmth and open communication that occurs between teacher and child. Having a warm affective teacher in the classroom may facilitate positive effect and attitudes toward school. The second criteria, dependency is considered indicative of an overreliance on teacher as a source of support. Students who have higher dependency on the teacher may feel loneliness among their peers and may have negative feelings about school. The last criteria, conflict, may cause children to impair their successful adjustment to school. Conflict in the teacher student relationship may produce anger and anxiety in children, thus causing children to withdraw from the school (Birch & Ladd, 1997).

In their research Ochoa, Lopez and Emler (2007) studied the role of different but interrelated effects of school and family atmosphere. They chose a sample consisting of 53% of girls and 47% of boys from public school. They found that students' perceptions of the teacher are directly related to school bonding. Students who have a strong relationship with their teachers are more popular among

their peers and have a strong bond with school. Students with negative perception of the teacher had the tendency of having low levels of school bonding and felt that they are disliked by their teachers.

In the third research question result, it was found that there was a negative significant relationship between teacher acceptance-rejection and students' academic achievement. Especially, indifference neglect subscale assessing conditions where children see their teachers as unconcerned or uninterested in them, seeing teachers as paying little attention to them, not wanting to spend time with them had the highest correlation coefficient to academic achievement ( $r = -.265$ ;  $p < .001$ ).

In the fourth research question result, students' perception of teacher acceptance-rejection is the first and the predictor of academic achievement ( $\beta = -.189$ ). Because of these teachers' attitudes and behavior is so important in regards to forming positive relationships with students. In their research Pianta and Stuhlman (2004) found that both conflict and closeness are significant factors for explaining the students' academic achievement. They found that teachers rated students' achievement more highly for those students they reported sharing a closer relationship. Teachers assigned lower achievement to students who felt more conflict with regards to relationship with their teachers.

However, another study found that the student-teacher relationship has an influence on students' learning and academic achievement. Children who have better social skills are more adept at interacting in positive ways with teachers.

Students who feel that they are approved by their teachers are highly motivated for achievement. Supportive relationship with teachers enables students to have high motivation in order to be successful in school (Urdan & Maehr, 1995).

In addition to this, Bölükbaşı (2005) studied the impact of family environment, self concept and school attitude on students' academic achievement. She found that school attitude by itself only explained approximately 19% of the variance in academic achievement among self concept and family environment. She found that self concept had no significant contribution in academic achievement ( $\beta = 0.05$ ). After that she analyzed variables explaining academic achievement. These are school attitude and family control. Academic self perception subscale of the school attitude was the best predictor of academic achievement ( $\beta = .52$ ,  $p < .01$ ;  $R^2 = .27$ ). In this research, Self concept had significant contribution in academic achievement ( $\beta = .152$ ) and school attitude had no significant contribution in academic achievement.

Purkey and Novak claimed positive perceptions of teachers toward students and school atmosphere. Firstly, they defined positive perception as seeing students as valuable and responsible. They considered positive perception concept as a key factor for healthy school environment. So school atmosphere created by teacher-student relationship increases the likelihood of cooperation and student success in school.

Good and Brophy (1994 pp.55) indicated that teachers attitudes toward low achievers and high achievers vary in different ways. Students who were

regarded as low achievers were given less time to answer a question and more often criticized by their teachers for their failure, students who were regarded as high achievers were given more eye contact, were given nonverbal signals of support. As a result, high achievers are more motivated than low achievers about being successful in school.

### Conclusion

This study aimed to investigate the relationship between students' perception of teacher acceptance-rejection and school attitude, self concept and academic achievement. Additionally, this research also aimed to study the influence of perception of teacher acceptance-rejection, school attitude and self concept on students' academic achievement. The result of this study showed that perception of teacher acceptance is significantly correlated to school attitude, self concept and academic achievement. Results of the present study showed that 5% of academic achievement can be accounted for by its relationship to the predictor variables of perception of teacher acceptance-rejection and self concept ( $R^2 = .058$ ). School attitude has no significant contribution to the academic achievement. Neale, Gill, and Tismer (1970 as cited in Bölükbaşı, 2005) studied the predictive role of attitudes toward school achievement. They found no contribution of attitudes toward school on educational achievement.

This research showed that the teacher is a significant other with regards to developing of student's self concept and academic achievement. Students who

have positive relationship with their teachers have positive school attitude.

#### Limitations and suggestions for further research

The main limitation comes from the selection of the sample. The sample of the study consists of fifth grade students of selected private elementary school, and consequently the majority of students only come from high SES level. Therefore, the data was derived from only high SES level that makes it difficult to make a generalization. Further research would include larger and more diverse SES level sample to enhance generalizability of the results. The other limitation comes from the sample size and the age range (10-12 years). However, distribution of grade levels can be considered as the limitation of the study. In high SES schools, data was collected from only fifth grade students ( $n=214$ ). Selecting different grade level students may enable a more objective result.

This study mainly focused on teacher acceptance rejection and its correlation on school attitude, self concept and academic achievement. The last research question was aimed to assess the influence of perception of teacher acceptance-rejection, self concept and school attitude on academic achievement. Gender, working status of mother and father may possibly relate to self concept, academic achievement and school attitude. It is found that teacher acceptance rejection and its subscales correlated with self concept, academic achievement and school attitude.

Furthermore, the independent variables (self concept and teacher acceptance rejection questionnaire) explain approximately only 5% of the variance in academic achievement which clearly shows that the independent factor, teacher acceptance

rejection, is the best predictor of academic achievement ( $\beta = -.180$ ,  $p < .05$ ). The other dependent variable, school attitude did not contribute to students' academic achievement. Thus, further research would explore the other environmental factors which would explain the remaining 95 % of the variance in academic achievement.

**APPENDIX -A**  
**DEMOGRAPHIC DATA FORM**

## DEMOGRAFİK BİLGİ TOPLAMA FORMU

İlköğretim dönemindeki öğrencileri daha iyi tanıyabilmek için bir çalışma yapıyoruz. Ekte verilen testler, sizin düşüncelerinizi daha iyi değerlendirmek için hazırlanmıştır. Testlerde yer alan sorulara içtenlikle cevap veriniz. Testlerde vermiş olduğunuz cevaplar sadece bu araştırma için kullanılacak ve hiç kimseyle paylaşılmayacaktır.

|              |     |       |
|--------------|-----|-------|
| 1.           | KIZ | ERKEK |
| CİNSİYETİNİZ |     |       |

|                 |     |    |     |
|-----------------|-----|----|-----|
| 2.              | GÜN | AY | YIL |
| DOĞUM TARİHİNİZ |     |    |     |

|      |    |      |      |         |      |       |
|------|----|------|------|---------|------|-------|
| 3.   | ÖZ | ÜVEY | ÖLDÜ | BERABER | AYRI | DİĞER |
| ANNE |    |      |      |         |      |       |
| BABA |    |      |      |         |      |       |

4. Anne babanızın en son bitirdiği okulu işaretleyiniz.

|                            |      |      |
|----------------------------|------|------|
|                            | ANNE | BABA |
| İlkokul.....               |      |      |
| Ortaokul.....              |      |      |
| Lise.....                  |      |      |
| 2 yıllık Yüksek Okul.....  |      |      |
| Üniversite.....            |      |      |
| Yüksek lisans ve üstü..... |      |      |

5. Anneniz çalışıyor mu?.....(EVET ise)

Annenizin işi nedir?.....

|      |       |
|------|-------|
| EVET | HAYIR |
|      |       |

6. Babanız çalışıyor mu?.....(EVET ise)

Babanızın işi nedir?.....

|      |       |
|------|-------|
| EVET | HAYIR |
|      |       |

## APPENDIX B

The Turkish Teacher Acceptance-Rejection

Questionnaire/Control Short Form

## ÇOCUK /ERGEN ÖKRÖ/K (Kısa Form)

Id No:

Tarih:

Bu form öğretmenlerin bazen öğrencilerine karşı nasıl davrandıklarını anlatan ifadeler içermektedir. Her ifadeyi dikkatle oku ve her cümlenin öğretmenin sana karşı davranışlarına ne kadar uygun olup olmadığını düşün. Hızlı çalış ve aklına ilk gelen düşünceye göre yanıtla ve bir sonraki ifadeye geç. Hiçbir ifade üstünde çok vakit harcama.

Her cümlenin yanında dört tane kutu var. Eğer ifade, öğretmenin sana davranışı hakkında temelde uygun ise, kendi kendine sor; “Hemen hemen her zaman mı doğru?” yoksa “Bazen mi doğru?”. Eğer öğretmenin sana hemen hemen her zaman böyle davrandığını düşünüyorsan HEMEN HEMEN HER ZAMAN DOĞRU kutusuna, bazen böyle davrandığını düşünüyorsan BAZEN DOĞRU kutusuna X işareti koy.

Eğer cümle öğretmenin sana karşı olan davranışını doğru olarak anlatmıyorsa, sana karşı davranışlarına temelde uymuyorsa, o zaman kendi kendine sor; “nadiren mi doğru?” yoksa “hemen hemen hiçbir zaman doğru değil mi?”. Eğer öğretmenin sana nadiren böyle davrandığını düşünüyorsan “NADİREN DOĞRU” kutusuna, eğer hiçbir zaman böyle davrandığını düşünmüyor isen “HEMEN HEMEN HİÇBİR ZAMAN “ kutusuna X işareti koy.

Unutma! Doğru veya yanlış cevap yoktur. Onun için mümkün olduğu kadar dürüst ve açık ol. Cevaplarını öğretmeninden beklediğin davranışlara göre değil, öğretmenin sana gerçekte nasıl davrandığına göre ver.

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Çeviri: S. Yıldırım, F. Erkman, 2005

| ÖĞRETMENİM  | ÖĞRETMENİM<br>İÇİN DOĞRU                |                | ÖĞRETMENİM<br>İÇİN DOĞRU<br>DEĞİL |   |
|---|---|----------------|-----------------------------------|---|
|   | Hemen<br>hemen<br>her<br>zaman<br>doğru | Bazen<br>doğru | Nadiren<br>doğru                  | Hemen<br>hemen<br>hiçbir<br>zaman<br>doğru<br>değil |
| 1. Benim hakkımda iyi şeyler söyler   | _____                                   | _____          | _____                             | _____   |
| 2. Bana hiç ilgi göstermez  | _____                                   | _____          | _____                             | _____   |
| 3. Neleri yapıp neleri yapamayacağımı kesin olarak<br>anladığımdan emin olmak ister | _____                                   | _____          | _____                             | _____   |
| 4. Benim için önemli olan şeyleri anlatabilmemi<br>kolaylaştırır                    | _____                                   | _____          | _____                             | _____   |
| 5. hak etmediğim zaman bile bana vurur  | _____                                   | _____          | _____                             | _____   |
| 6. Beni büyük bir baş belası olarak görür   | _____                                   | _____          | _____                             | _____   |
| 7. Bana sürekli olarak nasıl davranmam gerektiğini söyler                           | _____                                   | _____          | _____                             | _____   |
| 8. Kızdığı zaman beni cezalandırır  | _____                                   | _____          | _____                             | _____   |
| 9. Sorularımı cevaplamayacak kadar meşguldür.                                       | _____                                   | _____          | _____                             | _____   |
| 10. Benden hoşlanmıyor gibi   | _____                                   | _____          | _____                             | _____   |
| 11. Yaptığım şeylerle gerçekten ilgilenir   | _____                                   | _____          | _____                             | _____   |
| 12. Bana bir sürü kırıncı şey söyler  | _____                                   | _____          | _____                             | _____   |
| 13. Ondan yardım istendiğimde beni duymazlıktan gelir                               | _____                                   | _____          | _____                             | _____   |
| 14. Bana ne söylendiyse aynen öyle davranmamda ısrar<br>eder                        | _____                                   | _____          | _____                             | _____   |
| 15. Bana istenilen ve ihtiyaç duyulan biri olduğumu<br>hissettirir.                 | _____                                   | _____          | _____                             | _____   |
| 16. Bana çok ilgi gösterir  | _____                                   | _____          | _____                             | _____   |
| 17. Beni kırmak için elinden geleni yapar   | _____                                   | _____          | _____                             | _____   |
| 18. Hatırlaması gerekir diye düşündüğüm önemli şeyleri<br>unutur                    | _____                                   | _____          | _____                             | _____   |

|  | ÖĞRETMENİM<br>İÇİN DOĞRU                |                | ÖĞRETMENİM<br>İÇİN DOĞRU DEĞİL |   |
|--|---|----------------|--------------------------------|---|
|  | Hemen<br>hemen<br>her<br>zaman<br>doğru | Bazen<br>doğru | Nadiren<br>doğru               | Hemen<br>hemen<br>hiçbir<br>zaman<br>doğru<br>değil |
| 19. Eğer kötü davranırsam benden hoşlanmadığımı hissettirir                        | _____                                   | _____          | _____                          | _____   |
| 20. Canım ne isterse yapmama izin verir  | _____                                   | _____          | _____                          | _____   |
| 21. Bana yaptığım şeylerin önemli olduğunu hissettirir                             | _____                                   | _____          | _____                          | _____   |
| 22. Yanlış bir şey yaptığımda beni korkutur  | _____                                   | _____          | _____                          | _____   |
| 23. Benim ne düşündüğüme önem verir ve düşündüklerim hakkımda konuşmamdan hoşlanır | _____                                   | _____          | _____                          | _____   |
| 24. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hisseder        | _____                                   | _____          | _____                          | _____   |
| 25. Bana istenmediğimi belli eder  | _____                                   | _____          | _____                          | _____   |
| 26. Yaptığım her şeyi kontrol etmek ister  | _____                                   | _____          | _____                          | _____   |
| 27. Beni önemseddiğini belli eder  | _____                                   | _____          | _____                          | _____   |
| 28. Onu rahatsız etmediğim sürece benimle ilgilenmez                               | _____                                   | _____          | _____                          | _____   |
| 29. Bana karşı yumuşak ve iyi kalplidir  | _____                                   | _____          | _____                          | _____   |

## APPENDIX C

### The Turkish School Attitude Assessment survey-Revised

## OKUL TUTUMU ÖLÇEĞİ

Id No:

Bu anket yaklaşık olarak 10 dakikanızı alacaktır. Lütfen her soruyu okuyunuz. Sorular üzerinde çok fazla durmayınız. Sorulara ne derece katılıp katılmadığınızı belirtiniz. Her bir sorunun yanında bulunan ve 1 den 7 ye kadar derecelendirilmiş olan seçenekleri daire içine almak suretiyle işaretleyiniz.

|   | Hiç katılmıyorum | Katılmıyorum | Tam katılmıyorum | Ne katılıyorum ne | Biraz katılıyorum | Katılıyorum | Tamamen katılıyorum |
|---|------------------|--------------|------------------|-------------------|-------------------|-------------|---------------------|
| 1. Derslerim ilgi çekicidir                                 | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 2. Ben zekiyim  | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 3.Okulda yeni bilgileri çabuk öğrenirim                     | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 4.Sınavlarda başarılı olabiliyorum                          | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 5.Akademik yeteneklerime güvenirim                          | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 6.Bu okula geldiğime memnunum                               | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 7.Burası iyi bir okul                                       | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 8. Okulda çok çalışırım                                     | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 9. Öğretmenlerimle iyi geçinirim                            | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 10. Okul çalışmalarımı yapma konusunda motivasyonum iyidir  | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 11. Bu okul benim en iyi taraflarımı ortaya çıkarıyor       | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 12. Bu okul tam bana göre okul                              | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 13. Okul bana kolay geliyor                                 | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 14. Öğretmenlerimi seviyorum                                | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 15. Bu okul benim için önemlidir                            | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 16. Öğretmenlerim öğrenmeyi ilginç hale getirir             | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 17. Öğretmenlerim bana değer verir                          | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 18. Okulda başarılı olmak mesleki kariyerim için önemlidir. | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |
| 19. Bu okulu seviyorum                                      | 1                | 2            | 3                | 4                 | 5                 | 6           | 7                   |

|  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 20. Okulda karmaşık konuları öğrenebiliyorum               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Okulda başarılı olmak benim için önemlidir             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Derslerimi tamamlama konusunda disiplinliyimdir        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Kendime akademik hedefler belirlerim                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Derslerimi düzenli olarak yaparım                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. Okulda iyi notlar almak önemlidir                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. Okul çalışmalarımı planlı bir şekilde yaparım          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. Yeni bir konuyu öğrenirken farklı metodlar kullanırım. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. Okulda elimden gelenin en iyisini yapmak istiyorum     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. Okulda başarılı olmak benim için önemlidir             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. Okul çalışmalarım benim için önemlidir                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. Bu okuldaki öğretmenlerin çoğu iyi öğretmendir         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. Ben sorumluluk sahibi bir öğrenciyim.                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. Derslerime çok çalışırım                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. Derslerimi seviyorum                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. Derslerime yoğunlaşabiliyorum                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. Ödevlerimi teslim etmeden önce iyice kontrol ederim    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. Kolaylıkla "A" notu alabilirim                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. Okulda iyi notlar almak istiyorum                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. Öğretmenlerimin beni sevdiğini düşünüyorum             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. Okulda yeni şeyler öğrenme konusunda başarılıyım       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. Okuldaki zeki öğrencilerden biriyim                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. Bu okul ile gurur duyuyorum                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. Burası benim için iyi bir okul                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX D

The Turkish Piers-Harris Children

Self Concept Scale

## KENDİM HAKKIMDA DÜŞÜNCELERİM

AÇIKLAMA: Aşağıda 80 cümle var. Bunlardan sizi tanımlayanları EVET, tanımlamayanları ise HAYIR olarak cevaplandırın. Bazı cümlelerde bazı cümlelerde karar vermek zor olabilir. Çalışmanın tamamlanması için bütün soruları cevaplamamız gerekmektedir. Aynı cümleyi hem evet hem de hayır olarak işaretlemeyin. Cümlelerdeki ifadeler genellikle sizi anlatıyorsa EVET; genellikle sizi anlatmıyorsa HAYIR olarak işaretleyin. Değerlendirmelerinizi cümlelerin yanına size uyuyorsa EVET; size uymuyorsa HAYIR yazarak cevaplandırın. Cümlelerin size uyup uymadığını en iyi bilen kişiler sizsiniz. Bu nedenle kendinizi nasıl görüyorsanız öyle cevaplayın. Bu testi doldurmanız için 10 dakika verilmiştir.

1. İyi resim çizerim
2. Okul ödevlerini bitirmem uzun sürer
3. Ellerimi kullanmakta becerikliyimdir.
4. Okulda başarılı bir öğrenciyim
5. Aile içinde önemli bir yerim vardır.
6. Sınıf arkadaşlarım benimle alay ediyorlar
7. Mutluyum
8. Çoğunlukla neşesizim
9. Akıllıyım
10. Öğretmenler derse kaldırıncaya heyecanlanırım
11. Dış(fiziki) görünüşüm beni rahatsız ediyor.
12. Genellikle çekingenim
13. Arkadaş edinmekte güçlük çekiyorum.
14. Büyüdüğümde önemli bir kimse olacağım.
15. Aileme sorun yaratırım.
16. Kuvvetli sayılırım
17. Sınavlardan önce heyecanlanırım
18. Okulda terbiyeli, uyumlu davranırım.
19. Herkes tarafından pek sevilen bir insan değilim
20. Parlak, güzel fikirlerim vardır.
21. Genellikle kendi dediklerimin olmasını isterim.
22. İstedğim bir şeyden kolayca vazgeçerim
23. Müzikte iyiyim
24. Hep kötü şeyler yaparım.
25. Evde çoğu zaman huysuzluk yaparım.
26. Sınıfta arkadaşlarım beni sayarlar.
27. Sinirli biriyim.
28. Gözlerim güzeldir.
29. Derse kalktığımda bildiklerimi sıkılmadan anlatırım.
30. Derslerde sık sık hayal kurarım.
31. Kardeşlerime sataşırım.
32. Arkadaşlarım fikirlerimi beğenir.
33. Başım sık sık belaya girer.
34. Evde büyüklerimin sözünü dinlerim
35. Sık sık üzülür, meraklanırım.
36. Ailem benden çok şey bekliyor.
37. Halimden memnunuz.
38. Evde ve okulda pek çok şeyin dışında bırakıldığım hissine kapılırım.
39. Saçlarım güzeldir.
40. Çoğu zaman okul faaliyetlerine gönüllü olarak katılırım.
41. Şimdiki halimden daha başka olmayı istedim.
42. Geceleri rahat uyurum.
43. Okuldan hiç hoşlanmıyorum.
44. Arkadaşlar arasında oyunlara katılmak için bir seçim yapılırken, en son seçilenlerden biriyim.
45. Sık sık hasta olurum.
46. Başkalarına karşı iyi davranmam.
47. Okul arkadaşım güzel fikirlerimin olduğunu söyler.

48. Mutsuzum
49. Çok arkadaşım var.
50. Neşeliyim.
51. Pek çok şeye aklım ermez.
52. Yakışıklıyım/güzelim.
53. Hayat dolu bir insanım.
54. Sık sık kavgaya karışıyorum.
55. Erkek arkadaşlarım arasında sevilirim.
56. Arkadaşlarım bana sık sık sataşırlar.
57. Ailemi düş kırıklığına uğrattım.
58. Hoş bir yüzüm var.
59. Evde hep benle uğraşırlar.
60. Oyunlarda ve sporda başı hep ben çekerim.
61. Ne zaman bir şey yapmaya kalksam hep ters gider.
62. Hareketlerimde hantal ve beceriksizim.
63. Oyunlarda ve sporda oynamak yerine seyrederim.
64. Öğrendiklerimi çabuk unuturum.
65. Herkesle iyi geçinirim.
66. Çabuk kızarım.
67. Kız arkadaşlarım arasında sevilirim.
68. Çok okurum
69. Bir grupta birlikte çalışmaktansa tek başıma çalışmaktan hoşlanırım.
70. Kardeşlerimi severim.
71. Vücutça güzel sayılırım
72. Sık sık korkuya kapılırım.
73. Her zaman bir şeyler düşürür ve kırarım.
74. Güvenilir bir kimseyim.
75. Başkalarından farklıyım.
76. Kötü şeyler düşünürüm.
77. Kolay ağlarım.
78. İyi bir insanım
79. İşler hep benim yüzümden ters gider.
80. Şanslı bir kimseyim.

**APPENDIX E**  
**INFORMATION LETTER**

### Bilgilendirilmiş Onam Formu

Bu araştırma, Boğaziçi Üniversitesi Yüksek Lisans öğrencisi ve aynı zamanda Beykoz Doğa Koleji Rehber ve Psikolojik Danışmanı Kenan Şahan ve Boğaziçi Üniversitesi Eğitim Fakültesi Öğretim Görevlisi Dr. Ayşe Caner'in danışmanlığında yürütülen, Yüksek Lisans tez çalışmasıdır.

Çalışmanın ana amacı algılanılmış öğretmen kabulü ve bu algının çocuğunuzun kendi benlik algısına, okula olan tutumuna ve akademik başarısına etkisi hakkında onların görüşlerine bakmaktır. Yapılan taramalar ve uygulama çalışmaları okulda çocuğun psikososyal uyumunun son derece büyük önem taşıdığını göstermektedir. 11-12 yaş grubu için yapılacak ilk çalışma olması nedeniyle, bu çalışmanın önleyici programların geliştirilmesinde önemli bilgiler sağlaması hedeflenmektedir. Ayrıca, Türk eğitime katkıda bulunmak ve çocuklarımıza daha iyi eğitim fırsatları sunmak bu çalışmanın temel hedefleri arasındadır.. Bu çalışma için çocuklarınızdan doldurmalarını istediğimiz bir Demografik Bilgi Formu, Öğretmen Kabul Red Ölçeği, Benlik algısı Ölçeği ve Okul Tutum Ölçeğidir. Yaklaşık olarak bir ders saatinde tamamlanabilecek bu form ve anketlere kimlik bilgisi yazılmayacağından, çocuklarınızın kimliği gizli kalacaktır.

Bu çalışmaya çocuklarınızın dolduracağı anketlerle katkı sağlamalarını istiyorsanız, aşağıda bulunan "Bu formu okudum ve çocuğumun araştırmaya katılmasını kabul ediyorum" yazısının altını imzalayın. Dilerseniz bu formun bir kopyasını saklayabilirsiniz. Ayırdığınız zaman ve katkınız için teşekkür ederiz.

BU FORMU OKUDUM VE ARAŞTIRMAYA KATILMAYI KABUL EDİYORUM.

Veli adı:

İmzası:

Tarih:

Araştırmacının adı: Kenan ŞAHAN

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