



A Study Of Achievement Motivation And Socio-Emotional Climate Of Secondary Level Students

Dr. Suman Lata^{1*}, Dr. Hem Raj², Dr. Akhilesh Kumar Gautam³ And Dr. Raj Kumar⁴

^{1,2,3}Assistant Professors, Department of Education, S.R.T. Campus, Hemvati Nandan Bahuguna Gharwal University (A Central University), Tehri, Uttarakhand

⁴Assistant Professors, (NCERT) Department of Education in Social Science and Humanities, Regional Institute of Education, Bhubaneswar, Odisha

Citation: Dr. Suman Lata, et al. (2024), A Study Of Achievement Motivation And Socio-Emotional Climate Of Secondary Level Students, *Educational Administration: Theory and Practice*, 30(4), 10412-10418
Doi: 10.53555/kuey.v30i4.7053

ARTICLE INFO**ABSTRACT**

Achievement motivation, a strong and important component of academic success and personal growth of any learner, is profoundly influenced by the socio-emotional climate exists in educational institute. This present study explores the relationship between socio-emotional climate and academic achievement among secondary school students, examining gender-based differences and the impact of achievement motivation levels. The sample of the study was comprising of 220 secondary school students from six government schools of district Kangra of Himachal Pradesh. The study found significant positive correlation between socio-emotional climate and academic achievement. Gender differences in socio-emotional climate were found to be statistically insignificant. Students with high achievement motivation (HAM) demonstrated a significantly different socio-emotional climate compared to those with low achievement motivation (LAM). Among boys, no significant difference in socio-emotional climate was noted between HAM and LAM groups. Similarly, no significant difference in socio-emotional climate was found between HAM and LAM girls. These results highlight that while socio-emotional climate positively influences academic achievement, gender does not play a significant role in this dynamic. Furthermore, differences in socio-emotional climate are more pronounced when comparing high and low achievers, particularly among the general student population, but not when analyzed by gender within these groups.

Keywords: Achievement Motivation, Socio-Emotional Climate, Academic Achievement

Introduction

Achievement motivation is a crucial psychological concept that has a considerable impact on students' learning, goal establishment, and persistence. It involves the determination to excel and meet high benchmarks in different educational endeavors. The socio-emotional climate in educational settings, which refers to the emotional and social characteristics of the classroom environment, significantly influences students' learning experiences and outcomes. Accomplishment motivation and socio-emotional milieu are crucial factors that significantly impact children's academic accomplishment and overall development, particularly at the school level. The correlation between these characteristics is crucial for cultivating an efficient learning environment and advancing student achievement (Deci & Ryan, 1985; Bandura, 1997). Gaining a comprehensive understanding of these characteristics is of utmost importance for educators, policymakers, and researchers who are striving to improve learning outcomes. This study work aims to investigate the correlation between achievement motivation and the socio-emotional atmosphere among students at the Secondary level.

Achievement motivation refers to the desire for achievement or the pursuit of excellence in academic pursuits. Academic motivation, which refers to the desire to do well and achieve success in academic tasks, has been thoroughly examined in many educational settings (Atkinson, 1957; Nicholls, 1984). According to McClelland's (1961) theory of achievement motivation, individuals with high achievement motivation are inclined to

establish ambitious objectives, persevere in the presence of obstacles, and find fulfillment in their achievements. Based on the expectancy-value theory, students' motivation is impacted by their anticipation of achieving success and the significance they attribute to the work (Eccles et al., 1983; Wigfield & Eccles, 2000). Multiple researches have confirmed the significance of achievement motivation in educational environments. For example, there is a positive correlation between high levels of achievement motivation and improved academic performance, more effort, and greater persistence (Schunk, 2003; Dweck, 2006; Wigfield and Eccles, 2000)

The socio-emotional climate of a school refers to the level of interpersonal relationships between students and teachers, as well as the general atmosphere within the educational setting (Pianta, 1999; Cohen et al., 2009). Enhanced student outcomes, such as academic achievement, behavioural adaptations, and emotional well-being, are associated with a favourable socio-emotional climate (Ladd, 1999; Reddy et al., 2003). The research conducted by Pianta, Hamre, and Allen (2012) emphasises the crucial significance of positive teacher-student connections in cultivating a supportive socio-emotional environment. This environment, in turn, enhances student involvement and academic performance. Similarly, Wentzel (1998) highlighted the significance of peer support and its influence on students' motivation and academic achievement. The importance of the socio-emotional climate in reducing academic stress and promoting resilience has been increasingly acknowledged. Borman and Overman (2004) discovered that students who were in socio-emotional contexts that provided support were more capable of dealing with academic difficulties and exhibited greater levels of academic accomplishment and psychological well-being. In a recent study, Suldo, Thalji-Raitano, Kiefer, and Ferron (2016) found that excellent teacher-student connections and a supportive classroom environment are linked to reduced stress levels and increased academic achievement in kids.

The correlation between achievement motivation and the socio-emotional milieu is intricate and reciprocal. A positive socio-emotional climate can boost students' drive to succeed by establishing a supportive atmosphere that promotes active participation and adaptability (Berkowitz & Bier, 2005; Jennings & Greenberg, 2009). Conversely, the drive of students to achieve can impact the social and emotional atmosphere by affecting their interactions and behaviours (Ryan & Deci, 2000; Ewing et al., 2014).

A study conducted by Patrick, Ryan, and Kaplan (2007) found a positive correlation between students' sense of a supportive socio-emotional environment and their intrinsic motivation to learn. It shows that creating a nurturing atmosphere can boost students' incentive to succeed. On the other hand, students who have a strong desire to accomplish often help create a pleasant social and emotional environment by promoting a culture of academic excitement and mutual assistance. Martin and Dowson (2009) investigated the correlations among social support, motivation, and academic outcomes and found that creating pleasant socio-emotional environments has a significant impact on students' motivation levels and academic achievement. In a similar vein by Ruzek et al. (2016) quoted that student who perceive their classroom environment as fostering support and respect are more inclined to exhibit elevated levels of academic motivation and engagement.

Furthermore, Wang and Degol (2016) highlights the significance of a nurturing socio-emotional environment in fostering students' academic involvement and drive; indicates that establishing an emotionally nurturing classroom atmosphere can greatly augment students' inclination to participate in academic assignments and persevere in the face of difficulties. Although there is extensive study on achievement motivation and socio-emotional climate separately, it is necessary to investigate their interplay specifically in secondary schools (Marsh et al., 2006). An in-depth comprehension of the relationship between achievement motivation and socio-emotional climate might provide valuable insights for educational practices and interventions that seek to improve student outcomes (Hughes & Chen, 2011; Roeser et al., 2000). This study intends to fill a vacuum in the research by investigating how achievement motivation, socio-emotional climate, and total academic experience are interconnected among secondary level students.

Objectives:

1. To study the correlation between socio emotional environment and academic achievement of secondary school students.
2. To investigate the gender-based differences in the socio emotional environment of secondary school students.
3. To analyse how secondary school students with high achievement motivation (HAM) and low achievement motivation (LAM) differ in their socio-emotional climate.
4. To study the differences in the socio emotional climate of boys studying in secondary education having high Achievement motivation (HAM) and low achievement motivation (LAM).
5. To investigate how the socio-emotional climate of girls studying in secondary schools with high achievement motivation (HAM) and low achievement motivation (LAM) differ from one another.

Hypotheses:

1. There is no statistically significant relationship between socio emotional climate and academic achievement of secondary school students.

2. There is no statistically significant difference in mean scores of socio-emotional climate of boys and girls of secondary school students.
3. There is no statistically significant difference in mean scores of socio-emotional climate of secondary school students having high achievement motivation (HAM) and low achievement motivation (LAM).
4. There is no statistically significant difference in mean scores of socio-emotional climate of boys studying in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM).
5. There is no statistically significant difference in mean scores of socio-emotional climate of girls studying in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM).

METHODOLOGY

In the present study the descriptive survey method of research was used. The schools in the Kangra district of Himachal Pradesh were chosen using a random lottery system and the sample of 220 students from class 10th were selected through convenience sampling. For collecting data, proper channel was adopted, and proper permission was taken from school principles. After getting the permission from school administrators and teachers, researchers interacted with students and explained the purpose of research. Data was collected from only those students who were willing and gave consent to fill the tools. The data for socio- emotional climate, socio- emotional school climate inventory developed and standardized by Sinha and Bhargava and was used and Deo- Mohan scale for Achievement Motivation scale was used for collecting data on achievement motivation. The tabulated data was analysed by using Person's product moment correlation and independent sample t-test. Hypotheses were tested at 0.05 level of significance by using SPSS.

DATA ANALYSIS AND INTERPRETATION

H1: There is no statistically significant relationship between socio emotional climate and academic achievement of secondary school students.

Table 1: Value for Correlation of socio emotional climate and Achievement motivation of secondary school students

Variables	N	Value of Coefficient of Correlation	Level of Significance
Socio Emotional Climate	220	.214	Significant at 0.05 level
Achievement Motivation	220		

The computed coefficient of association between secondary school students' achievement motivation and their socio emotional climate appears in Table 1 was found to be .214, which is higher than the table values of 0.195 at 0.05 level of significance and lower than 0.254 at the 0.01 level of significance. It demonstrates that, at the 0.05 level, the estimated coefficient of correlation is significant. Therefore, the hypothesis that states "**There is no statistically significant relationship between socio emotional climate and academic achievement of secondary school students.**" is disproved. Thus, it may be concluded that there is a strong relationship between secondary school students' motivation for achievement and their socioemotional climate. The results of the study is supported by Ahmad (2012) that there is a significant relation between socio-emotional school environment and academic achievement of teenager-boys.

H2: There is no statistically significant difference in mean scores of socio-emotional climate of boys and girls of secondary school students.

Table 2: Difference between socio emotional climate of boys and girls of secondary school students

Variable	Groups	N	Mean	S.D.	SED	't' Value	Remark
Socio-emotional Climate	Boys	125	41.83	4.81	0.847	0.544	Not Significant
	Girls	95	42.28	4.70			

*0.05 level of significance

The computed value of "t" for comparing the mean socio-emotional climate score of male and female secondary school students for 133 df is 0.544, as indicated in Table 2, and is not significant even at the 0.05 level of significance. One could argue that there are no appreciable differences in the socio-emotional climate of boys and girls studying in secondary school. Therefore, the hypothesis that states "**There is no statistically significant difference in mean scores of socio-emotional climate of boys and girls of secondary school students.**" was accepted. It follows that the socio-emotional climates of secondary school boys and girls are essentially the same.

H 3 : There is no statistically significant difference in mean scores of socio-emotional climate of secondary school students having high achievement motivation (HAM) and low achievement motivation (LAM).

Table 3: Difference between socio-emotional climate of secondary school students having high achievement motivation (HAM) and low achievement motivation

Variable	Groups	N	Mean	S.D.	SED	't'-Value	Remark
Socio-emotional Climate	HAM	71	41.23	4.46	.853	1.84	Significant
	LAM	64	42.85	6.08			

* 0.05 level of significance

When comparing the mean socio-emotional climate score of high achievement motivated (HAM) and low achievement motivated (LAM) secondary school students for 133 df, as indicated in Table 3, the computed value of "t" was 1.84, which is significant at the 0.05 level of significance. It might state that there is notable difference in the socio-emotional climate of secondary school students having HAM and LAM. As a result, it is possible to deduce that socio emotional climate of students having achievement motivation is different from students having low achievement motivation. As a result, hypothesis 3 which claimed that "**There is no statistically significant difference in mean scores of socio-emotional climate of secondary school students having high achievement motivation (HAM) and low achievement motivation (LAM).**" was rejected.

H4: There is no statistically significant difference in mean scores of socio-emotional climate of boys studying in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM).

Table 4: Difference in socio-emotional climate of boys with high achievement motivation and low achievement motivation

Variable	Groups	N	Mean	S.D.	M.D.	SED	't'-Value	Remark
Socio-emotional Climate	HAM Boys	29	42.38	4.95	0.94	1.18	0.79 NS	Not Significant
	LAM Boys	41	41.44	4.74				

*0.05 level of significance

Table 4 illustrates the calculated value of 't' for comparing the mean score of socio-emotional climate between boys in secondary school who are highly achievement motivated (HAM) and those who are lowly achievement motivated (LAM) for 68 df. The result is 0.797, which is not significant even at the 0.05 level of significance. We could say that there isn't much of a socioemotional difference between secondary school students HAM and LAM. Hence, the hypothesis number IV as proposed that "**There is no statistically significant difference in mean scores of socio-emotional climate of boys studying in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM).**" was accepted.

H5: There is no statistically significant difference in mean scores of socio-emotional climate of girls studying in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM).

Table 5: Difference in socio-emotional climate between high achievement motivation (HAM) and low achievement motivation (LAM) of Girls at secondary school

Variable	Groups	N	Mean	S.D.	M.D.	SED	't'-Value	Remark
Socio-emotional Climate	HAM Girls	38	41.45	4.08	2.50	1.42	1.76 NS	Not Significant
	LAM girls	27	43.95	5.48				

*0.05 level of significance

As shown in table 5 that the calculated value of 't' for comparing the difference in mean score of socio-emotional climate between high achievement motivation (HAM) and low achievement motivation (LAM) Girls of secondary school students for 63 df came out to be 1.76 which is not significant even at 0.05 level of significance. It may be said that there is no significant differences in the socio- emotional climate between HAM and LAM girls of secondary school students. Hence, the hypothesis number V as proposed that "**There is no statistically significant difference in mean scores of socio-emotional climate of girls studying**

in secondary school having high achievement motivation (HAM) and low achievement motivation (LAM)." was accepted.

FINDINGS OF THE STUDY

1. Positively significant relationship was observed between achievement motivation and socio-emotional climate of secondary school students. It means that change in socio- emotional climate of secondary school students will affect their achievement motivation.
2. There is no significant difference in the socio-emotional climate of secondary school students with respect to their gender. It implies that boys and girls of secondary school are almost having same socio emotional climate.
3. The secondary school students having high achievement motivation differ significantly from others having low level of achievement motivation. The values of means shows that there is low but significant difference in socio emotional climate of secondary school students with respect to their achievement motivation level.
4. Boys having high achievement motivation did not differ significantly in comparison of those who are low at achievement motivation. It can be said that boys show no difference in socio emotional climate in reference to their level of achievement motivation
5. There is no notable difference in socio-emotional climate between high achievementmotivation (HAM) and low achievement motivation (LAM) of Girls of secondary school students. Girls are almost similar in their socio emotional climate with respect to their level of achievement of motivation.

Summary and Conclusion

The present study explored the relationship between achievement motivation and socio-emotional climate, revealing a favorable significant correlation. This means that alterations in the socio-emotional climate can impact students' achievement motivation. The result is supported by Ahmad (2012) that there is a significant relation between socio-emotional school environment and academic achievement of teenager-boys. Moreover, Eccles and Roeser (2011) found that schools serve as developmental contexts where a good fit between the stage of adolescence and the environment promotes well-being and achievement. Similarly, social-cognitive approach founded by Dweck and Leggett (1988) emphasizing that socio-emotional environment plays a significant role in shaping motivation.

The study also found no significant gender differences in the socio-emotional climate among secondary school students. Both boys and girls experience similar socio-emotional climates, aligning with the gender similarities hypothesis proposed by Hyde (2005) and Pomerantz et al. (2002), posits that males and females are similar on most psychological variables, including socio-emotional aspects. Similarly, Eccles and Roeser (2011) showing that both boys and girls benefit similarly from a supportive socio-emotional climate, with no significant gender differences observed.

When comparing students with different levels of achievement (i.e. High achievement motivation and Low achievement motivation), the study found significant differences in their socio-emotional climate. Students with high achievement motivation exhibit a distinct socio-emotional climate compared to those with low achievement motivation, though the difference is minimal. Wigfield and Eccles (2000) explored this in their expectancy-value theory, suggesting that students' beliefs about their capabilities and the value they place on tasks influence their motivation and academic performance. Pintrich and De Groot (1990) also highlighted that motivational components and self-regulated learning are critical for classroom performance.

Furthermore, among boys, there is no significant difference in the socio-emotional climate between those with high and low achievement motivation. It shows that boys maintain a consistent socio-emotional environment regardless of their motivation levels. Anderman and Maehr (1994) examined motivation in middle grades and found that environmental and contextual factors often play a more substantial role than individual motivational differences. Ryan and Patrick (2001) observed that the social atmosphere within the classroom plays a vital role in influencing the motivation and involvement of teenagers.

Similarly, the study observed no significant disparity in the socio-emotional climate between girls with high and low achievement motivation. This finding is supported by Jacobs et al. (2002), who studied changes in children's self-competence and values, noting that girls' motivational beliefs and values remain relatively stable across different levels of achievement motivation. Fredricks and Eccles (2002) further emphasized that children's competence and value beliefs exhibit consistent growth trajectories, with minimal variation based on gender or motivational levels.

Recommendations

Based on the findings from the study on the relationship between achievement motivation and socio-emotional climate among secondary school students, several recommendations can be made for teachers, administrators, parents, and policymakers. Teachers should cultivate a favorable socio-emotional environment and promote a desire for accomplishment by incorporating social-emotional learning (SEL) initiatives and acknowledging student successes. In addition, it is imperative for them to implement gender-inclusive pedagogy and offer

personalised assistance to students with diverse levels of drive to succeed. Administrators should provide professional development opportunities for teachers, establish inclusive policies, and foster a supportive school culture that places a high priority on socio-emotional well-being. Parents ought to foster a nurturing domestic atmosphere, actively engage in school events, and motivate their children's endeavours and accomplishments. Policymakers should commit financial resources towards Social and Emotional Learning (SEL) programs, actively support continuous research efforts, formulate inclusive education regulations, and ensure that schools have adequate training and resources. By applying these suggestions, those with a vested interest can establish a more encouraging and stimulating educational setting that promotes both scholastic success and social-emotional welfare among high school students.

REFERENCES:

1. Ahmad, S. (2012). Impact of Socio-Emotional School Environment on Academic Achievement of Teenager-boys. *International Journal of Scientific and Research Publications*, 2(7), 1-4. Retrieved from [document.pdf\(psuedu\).pdf](http://document.pdf(psuedu).pdf)
2. Anderman, E. M., & Maehr, M. L. (1994). Motivation and schooling in the middle grades. *Review of Educational Research*, 64(2), 287-309.
3. Atkinson, J. W. (1957). *Motivational determinants of risk-taking behavior*. Psychological Review, 64(6), 359-372.
4. Aziz, A. R. A., Shafie, A. A. H., Ibrahim, I., Yusof, S. N. M., Abd Karim, N. K., & Sungkar, H. (2023). A Survey on Achievement Motivation among University Students. *International Journal of Academic Research in Progressive Education and Development*, 12(3).
5. Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
6. Berkowitz, M. W., & Bier, M. C. (2005). *Research-based character education*. The Annals of the American Academy of Political and Social Science, 591(1), 72-85.
7. Borman, G. D., & Overman, L. T. (2004). Academic Resilience in Mathematics among Poor and Minority Students. *The Elementary School Journal*, 104(3), 177-195.
8. Chaturvedi, M. (2009). School Environment, Achievement Motivation and Academic Achievement. Indian Journal of Social Science Researches. 6(2). 29-37.
9. Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). *School climate: Research, policy, practice, and teacher education*. Teachers College Record, 111(1), 180-213.
10. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed., pp. 1017-1095). Wiley.
11. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
12. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
13. Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273.
14. Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence: Stage-environment fit and its implications for well-being and achievement. *Educational Psychologist*, 48(2), 69-85.
15. Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence: Stage-environment fit and its implications for well-being and achievement. *Educational Psychologist*, 48(2), 69-85.
16. Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). *Motivational beliefs, values, and goals*. In W.
17. Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). *Motivational beliefs, values, and goals*. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed., pp. 1017-1095). Wiley.
18. Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male-sex-typed domains. *Developmental Psychology*, 38(4), 519-533.
19. Hughes, J. N., & Chen, Q. (2011). *Influences of the teacher-student relationship and the student-teacher relationship on the academic achievement of middle school students*. *Journal of School Psychology*, 49(1), 1-25.
20. Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581-592.
21. Jacobs, J. E., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Changes in children's self-competence and values: Gender and domain differences across grades one through twelve. *Child Development*, 73(2), 509-527.
22. Jennings, P. A., & Greenberg, M. T. (2009). *The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes*. *Review of Educational Research*, 79(1), 491-525.
23. Ladd, G. W. (1999). *Peer relationships and social competence during early and middle childhood*. *Annual Review of Psychology*, 50, 333-359.

24. Marsh, H. W., Martin, A. J., & Yeung, A. S. (2006). *Dual roles of academic self-concept: Its relationship with academic achievement and feedback*. Journal of Educational Psychology, 98(2), 280-295.

25. Martin, A. J., & Dowson, M. (2009). Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. *Review of Educational Research*, 79(1), 327-365.

26. McClelland, D. C. (1961). *The Achieving Society*. Free Press.

27. Muthuchamy , I. & Maria Ugin Joseph, C. (2015). A study on socio-emotional school climate and academic achievement of higher secondary students of karaikal region, Journal of Educational Research & Extension Vol. 52(1) , January - March 2015.

28. Nicholls, J. G. (1984). *Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance*. Psychological Review, 91(3), 328-346.

29. Noeei et al., (2020). Relationship between School Climate and Achievement Motivation in High School Students, Iranian evolutionary and educational Psychology Journal, vol 6(2), pp. 294-300.

30. Patrick, H., Ryan, A. M., & Kaplan, A. (2007). *Early Adolescents' Perceptions of the Classroom Social Environment, Motivational Beliefs, and Engagement*. Journal of Educational Psychology, 99(1), 83-98.

31. Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. American Psychological Association.

32. Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Educational Psychologist*, 47(2), 89-102.

33. Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.

34. Pomerantz, E. M., Altermatt, E. R., & Saxon, J. L. (2002). Making the grade but feeling distressed: Gender differences in academic performance and internal distress. *Journal of Educational Psychology*, 94(2), 396-404.

35. Reddy, R., Rhodes, J. E., & Mulhall, P. F. (2003). *The role of supportive teacher-student relationships in the development of adolescent problem behavior*. Journal of School Psychology, 41(3), 291-307.

36. Roeser, R. W., Midgley, C., & Urdan, T. C. (2000). *Perceptions of the classroom environment and early adolescents' behavioral and psychological functioning in school: The role of the emotional climate*. Journal of Educational Psychology, 92(4), 636-654.

37. Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How Teacher Emotional Support Motivates Students: The Mediating Roles of Perceived Peer Relatedness, Autonomy Support, and Competence. *Learning and Instruction*, 42, 95-103.

38. Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-460.

39. Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psychologist, 55(1), 68-78.

40. Schunk, D. H. (2003). *Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation*. Reading & Writing Quarterly, 19(2), 159-172.

41. Suldo, S. M., Thalji-Raitano, A., Kiefer, S. M., & Ferron, J. (2016). Conceptualizing High School Students' Mental Health through a Dual-Factor Model. *School Psychology Review*, 45(4), 434-457.

42. Voight, A. & Austin, G., Hanson, T. (2013). A Climate for academic success: How school climate distinguishes schools that are beating the achievement odds. (Full Report). San Franciso: WestEd.

43. Wang, M. T., & Degol, J. L. (2016). School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes. *Educational Psychology Review*, 28(2), 315-352.

44. Wentzel, K. R. (1998). Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers. *Journal of Educational Psychology*, 90(2), 202-209.

45. Wigfield, A., & Eccles, J. S. (2000). Expectancy-Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, 25(1), 68-81. DOI: 10.1016/S0001-8791(99)00037-7

46. Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81.