**Research Summary**

**Summary Title**
Peer assessments of normative and individual teacher-student support predict social acceptance and engagement among low-achieving children

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<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
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</thead>
<tbody>
<tr>
<td>Student support</td>
<td>Student wellbeing</td>
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**Abstract**
This study examines “the joint and unique contributions” of normative classroom teacher-student support and individual teacher-student support on first and second grade children’s peer acceptance, sense of school belonging, and academic engagement. Two hypotheses were tested:
1. normative classroom teacher-student support and individual teacher-student support will uniquely predict students’ peer acceptance, sense of school belonging, and academic engagement; and
2. normative classroom teacher-student support and individual teacher-student support will be “more predictive of student outcomes for students who are temperamentally under-controlled or fearful.”

Hughes et al found:

- **learning engagement**: (i) individual teacher support was a significant predictor for students’ learning engagement – teachers reported that students were more engaged in learning when these students received greater individual teacher support; (ii) normative teacher support also contributed to predictions of students’ learning engagement. Girls were rated more engaged in learning than boys.
- **Peer acceptance**: (i) individual teacher support was a statistically significant predictor of students’ social acceptance; (ii) normative teacher support also predicted students’ peer acceptance.
- **school belonging**: (i) neither individual teacher nor normative teacher support was a statistically significant predictor for students’ school belonging; (ii) gender was correlated with students’ school belonging – girls reported a “higher sense of school belonging than did boys.”
- **students who are temperamentally under-controlled or fearful**: “the effects of normative classroom teacher support and individual teacher support on student outcomes” were not “moderated by student temperament factors.”

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