

ROLES OF SECONDARY SCHOOL TEACHERS IN PROMOTING EFFECTIVE ADOLESCENT'S CLASSROOM LEARNING ENVIRONMENT IN ILORIN METROPOLIS.

BOLU-STEVE, F. N.

Department of Counsellor Education,
University of Ilorin, Ilorin, Nigeria.
bolusteve2002@yahoo.com

Abstract

This study focused on the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin Metropolis. Descriptive survey design was employed in this study. The target population comprised of all the secondary school teachers in Ilorin, Kwara State. A multi-stage sampling technique was employed in selecting 220 respondents for the study. The respondent's data were collected using a self-designed instrument tagged were "Roles of Teachers in Promoting Adolescents Learning Environment Questionnaire" (RTPALEQ). The validity of the instrument was ascertained and a reliability coefficient of 0.67 was obtained. Data were analysed using percentages, t-test and Analysis of Variance (ANOVA), while all hypotheses were tested at 0.05 alpha level. The questionnaire consists of two sections, Section A dealt with demographic data, Section B consist of the roles of secondary school teachers in promoting effective adolescent's classroom learning environment. The item by item analysis table shows that the teachers agreed that effective adolescent's classroom environment can be promoted by encouraging students to ask questions on what they have learnt and assisting them to gather relevant information that align with classroom instructions. The findings of this study showed that there was a significant difference in the respondent's opinion on the basis of school location and numbers of the teachers' years in service. It was therefore recommended that the school leadership should constantly emphasized on the need for the teachers to create a positive classroom learning environment for the adolescents.

Keywords: Classroom, Adolescents, Learning Environment, Teachers.

Introduction

The provision of quality education to the citizenry of a country can assist to combat literacy and socioeconomic problems. Sound education is a wheel that is necessary to consolidate and engineer any national development goals. Students' academic performance can be influenced by various factors such as economic status of the parents, standard of education in a country, school type, learning environment, medium of instructions, etc. (Borde, 1998). Most times, academic achievement is commonly measured by student's performance in examinations and this can be linked to the positive impact of the teacher on the students (Abdullahi, & Onasanya, 2010). Abazaogli and Aztekin (2016) described that teacher's effectiveness and qualities often determine the academic performance of secondary school students. Teaching is the art of unleashing the potentials that are inherent in the recipient, so as to draw out knowledge from the students (Zaffar, & Shakeel 2012). It is a process by which the teacher interacts with the student with the intention of influencing the learning process. It is the interface between the teacher and the learners (Garber 2006). Teaching as a useful and practical art, calls for intuition, creativity, improvisation and expressiveness (Regina & Daniel 2007). The ability to do this involves making a choice of the most appropriate pedagogical strategy that would ensure optimal assimilation of the instructive materials from the giver (Adeogun, 2006). Studies have shown that the degree of assimilation of students has correlation with the method of instruction being employed (Toropova, Johnson & Myrberg, 2019 and Njabulo, 2017). Teaching methods are means in which instructions or knowledge are being transferred from teachers to students (Abazaogli and Aztekin (2016). The choice of a particular method of teaching by the teacher are determined by the number of factors, which include the content, the behavioural objectives, available resources, teachers' innovation and willingness to improvise for the unavailable teaching material, evaluation and follow-up activities and the individual learner's unique characteristics, among others. Asikhia (2010) on the other hand, attributed the method used in teaching to the information or skills that are being taught as well as the adolescents' aptitude and their enthusiasm to the classroom environment.

The adolescent stage is a period of development which is between childhood and adulthood and they are filled with lot of activities. Adegoke (2012) posited that ages of 11 and 17 years are the most eventful years. The physical growth is so evident and noticeable by everyone. Parents finds it difficult to understand and sometimes accept adolescents, which makes them to turn to their peer group for acceptance (Roeser, Eccles & Sameroff 2000). Balfanz (2009) explained that at this stage many adolescents tend to disengage from learning thereby, placing emphasis on other unimportant matters. The teacher plays a great role in the process of impacting knowledge to the adolescent's child. Also, the class environment cannot be overemphasized in the academic performance of secondary school of in-school adolescents (Njabulo, 2017). According to Wang & Holcombe (2010) such an environment brings out the best in the adolescents. The teachers are seen as loco

parentesis and as such they influence the adolescents a great deal. Through the impaction of knowledge, teachers are meant to bridge generation gap (Murray & Greenberg, 2000). It is not uncommon for the adolescent to display a feeling of rebellion at one point or the other, this is because teachers expects them to conform to the classroom rules and regulations, however at this stage, they take pleasure in disapproving instructions (Adegoke, 2012). According to Scherer & Gustafsson (2015) the knowledge of content matter and effective delivery are not enough in the teaching and learning process of in school-adolescents. Classroom environment talks of emotional, physical and the social climate of the classroom. It is believed that environmental stimuli is constantly driven by human behaviour and as such, classroom surroundings can be influenced by the teacher. Aside from teaching, teachers are responsible for the classroom learning environment (Ryan & Patrick 2001), their actions can impair or enhance adolescent's behavior.

A positive classroom atmosphere can promote teaching and learning process. A constructive environment is apt in decreasing unwanted classroom behavior among adolescents (Bliar, 2011). As such, teachers are expected to create a friendly teaching and learning classroom environment that promotes learning (Cohen, 2012). Therefore, a positive teaching space setting is important because it creates an atmosphere that encourages students to freely relate with their teachers (Henson, 2012). Roeser, Eccles & Sameroff (2000) affirmed that the teacher is in a good position to create an environment that inspires the in-school adolescent to perform well. Njabulo, (2017) explained that the classroom environment must be well lite, spacious, well ventilated and envisioned for the adolescent. The teacher should ensure that classroom is set up based on the school learning objectives. A durable positive relationship between the in-school adolescents and their teachers cannot be overemphasized (Uslu, & Gizir, 2016). McFarland (2012) explained that adolescents are optimistic about the learning environment when they are valued, supported and motivated. The teacher must ensure that students are involved in the learning process, they must be encouraged to share ideas with teachers and peers during the learning process (Zaffer & Shakeel 2012). The classroom arrangement must encourage the student to be able to share their views without being disturbed during the learning process. Each classroom should have charts and pictures on the walls and a good layout. McBer (2000) acknowledged that teacher's professional characteristics, pattern of teaching are key in the teaching and learning process.

Adolescents problems are multifaceted; at this developmental stage they experience challenges that hamper their academic progress. Many adolescents experience extreme mood swings, emotional breakdown and identity crisis which often lead to depression. Most school environment are not conducive to win the adolescents confidence. Also, some of these students come from an unstable family environment, students from such families often display a lot of non-challant attitudes towards their academic activities (Adegoke, 2012). These conditions are capable of

predisposing the adolescents to deviant behaviours and substance use. Yet most teachers find it difficult to create an environment that can promote learning. Cohen (2012) noted that many teachers often view classroom environments as isolated from teaching and learning, they prefer to concentrate on achieving the aims and goals of the curriculum alone. It is imperative to note that student perform better in conducive classroom environment. Teachers' roles are imperative in creating an atmosphere that will encourage the adolescent child to learn in the school environment. Drexler (2010) carried out a research on networked student model for construction of personal learning environments: balancing teacher control and student autonomy, Zaffar & Shakeel (2012) worked on the role of teacher in personal learning environments while Njabulo (2017) study is on how to promote a positive learning environment : school setting investigation in University of South Africa, However, this study focuses on the roles of teachers in promoting an effective learning environment in Ilorin Metropolis.

The main purpose of this study was to examine the roles of teachers in promoting an effective adolescent's classroom learning environment in Ilorin Kwara State. Specifically, the study aimed to examine differences in teachers roles based on gender, school location, school type and years in service.

Research Question

1. What are the roles of secondary school teachers in promoting effective adolescents Classroom learning environment in Ilorin?

Research Hypotheses

- H₀₁:** There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin metropolis on the basis of gender.
- H₀₂:** There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin metropolis on the basis of school location.
- H₃:** There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin metropolis on the basis of gender on the basis of school type
- H₀₄:** There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin metropolis on the basis of years in service.

Methodology

The research design adopted for this study was a descriptive survey. A multi-stage sampling technique was employed in this study. Firstly, purposive sampling technique was used in selecting all the four Local Government in Ilorin which includes Ilorin East, Ilorin west, Ilorin South and Ilorin North. Urban schools are those within the state capital while schools outside the state capital are referred to as

rural. This is because these are the major LGAs in Ilorin metropolis. At the second stage, schools were stratified into private and public secondary schools. Thus, one public and one private schools with large population were purposively selected from each of Local Government Area. As such, eight secondary schools participated in the study. Finally, simple random sampling technique was used in selecting 55 respondents from each of the LGA. Thus a total of 220 respondents participated in the study. The self-designed questionnaire titled 'Roles of Teachers in Promoting Effective Learning Environment Questionnaire' (RTPELQ) was used to gather information from the respondents. The questionnaire had two sections. Section A dealt with demographic information of the respondents while section 'B' consists of questions on the roles of teachers in promoting effective learning environment. The questionnaire was patterned after the four point Likert type rating scale format of: Strongly Agreed (SA)=4 points, Agree, (A)=3 points, Disagree (D) =2 points and Strongly Disagreed (SD)= 1 point. In order to ascertain the content validity of the instrument, the draft of the questionnaire was vetted by three experts in Education. Corrections were done after which the experts adjudged that the instrument was suitable for the study. Using the test re-test method, the reliability index obtained stands at 0.67. Frequency counts, percentages, t-test and Analysis of Variance (ANOVA) were used to analyze the demographic information and the null hypotheses. All the hypotheses were tested at 0.05 level of significance.

Results

Table 1: Percentage Distribution of Respondents Based on Gender, School Location, School Type and Years in Service

Variable	Frequency	Percentage
<i>Gender</i>		
Male	117	53.2
Female	103	46.8
	220	100
<i>School Location</i>		
Rural Area	73	33.2
Urban Area	147	66.8
	220	100
<i>School Type</i>		
Private	88	40.0
Public	132	60.0
	220	100
<i>Years in Service</i>		
1-5 years	75	34.1
6-11 years	80	36.4
12 years and above	65	29.5
	220	100

Table 1 shows that 117 (53.2%) of the respondents were male, while 103 (46.8%) of the respondents were female. Based on school location, 73 (33.2%) of the respondents were from rural area while 147 (66.8%) of the respondents live in the urban area. Based on school type, 88 (40.0%) of the respondents are in private schools, while 132 (60.0%) of the respondents are from the public schools. Based on years in service, 75 (34.1%) of the respondents are up to 5 years in service, 80 (36.4%) of them have spent 6-11 years in service while 65 (29.5%) of the respondents are 12 years and above in service.

Research Question One: What are the roles of teachers in promoting an effective adolescent's classroom learning environment in Ilorin?

Table 2: Mean and Standard Deviation of the roles of teachers in promoting effective adolescent's classroom learning environment in Ilorin metropolis.

Item No.	As a teacher, I promote effective learning classroom environment by:	Mean	SD	Decision
18	encouraging students to frequently ask questions on what has been taught	3.80	.409	Agree
12	Assist students to gather relevant information that align with classroom instructions	3.73	.493	Agree
17	developing assessment platform that matches with learning goals	3.71	.563	Agree
16	Creating an assessment platform that constantly gives feedback to students about their examination scores	3.70	.471	Agree
14	teaching the basic concepts step by step	3.67	.621	Agree
13	learning through problem solving	3.66	.646	Agree
15	connecting the classroom impacted knowledge to real life situation	3.61	.497	Agree
20	accessing what students have learnt in the classroom	3.55	.583	Agree
10	encouraging students to relate learning in the classroom to current and past experiences	3.55	.534	Agree
4	Creating a warm classroom friendly environment	3.47	.724	Agree
6	acting as a bridge between new learning and what the students already know	3.46	.658	Agree
19	Encouraging students to give feedback to teachers on their teaching styles	3.44	.728	Agree
7	developing positive interpersonal relationship with students	3.43	.746	Agree
1	the school location	3.42	.832	Agree
5	Motivating students to develop their skills	3.40	.790	Agree
8	Encourage seating arrangement that could enhance classroom collaboration	3.37	.751	Agree
2	safe classroom environment for healthy academic competition	3.34	.934	Agree
9	using students-centred approach method of teaching	3.33	.665	Agree
11	discouraging rote memorization	3.12	.859	Agree
3	attractive school environment	3.05	1.076	Agree

Table 2 presents the mean and standard deviation on the roles of teachers in promoting effective adolescent's classroom environment. The table reveals that respondents agreed that they can promote effective classroom environment by encouraging students to ask questions on what they have learnt; assist students to gather relevant information that align with classroom instructions; develop assessment platform that matches with learning goals. All the items have the mean scores that are above 2.50 cut off mark.

Hypothesis One: There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin based on gender

Table 3: Means, Standard Deviations and t-test of the Respondents on the Roles of Teachers in Promoting an Effective Adolescent's Classroom Learning Environment Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	117	69.76	7.05	218	0.13	1.96	.896
Female	107	69.88	6.88				

Table 3 shows that the calculated t-value of 0.13 is less than the critical t-value of 1.96 with a corresponding p-value of .896 which is greater than alpha level of 0.05. Since the p-value is greater than the alpha level, the hypothesis is accepted. Hence, there is no significant difference in the roles of teachers in promoting an effective adolescent's classroom learning environment based on gender.

Hypothesis Two: There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin based on school location

Table 4: Means, Standard Deviations and t-test of the Respondents on the Roles of Teachers in Promoting an Effective Adolescent's Classroom Learning Environment Based on School Location

Location	N	Mean	SD	Df	Cal. t-value	Crit. t-value	p-value
Rural	73	66.48	4.10	218	5.32*	1.96	.000
Urban	147	71.48	7.48				

Table 4 shows that the calculated t-value of 5.32 is greater than the critical t-value of 1.96 with a corresponding p-value of .000 which is less than level of 0.05. Since the p-value is less than the alpha level, it can be concluded that the hypothesis which stated that there is no significant difference in the roles of teachers in promoting an effective adolescent's classroom learning environment based on school location is not retained.

Hypothesis Three: There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin based on school type

Table 5: Means, Standard Deviations and t-test of the Respondents on the Roles of Teachers in Promoting an Effective Adolescent's Classroom Learning Environment Based on School Type

School	N	Mean	SD	Df	Cal. t-value	Crit. t-value	p-value
Private	88	70.40	7.81	218	1.01	1.96	.314
Public	132	69.43	6.33				

Table 5 shows that the calculated t-value of 1.01 is less than the critical t-value of 1.96 with a corresponding p-value of .314 which is greater than 0.05 level of significant. Since the p-value is greater than the alpha level, the hypothesis is accepted. Hence, there is no significant difference in the roles of teachers in promoting an effective adolescent's classroom learning environment based on school type.

Hypothesis Four: There is no significant difference in the roles of secondary school teachers in promoting effective adolescent's classroom learning environment in Ilorin based on years in service

Table 6: Analysis of Variance of the Respondents on the Roles of Teachers in Promoting an Effective Adolescent's Classroom Learning Environment Based on Years in Service

Source	Sum of square	df	Mean square	Cal. f	Crit. F	p-value
Between groups	857.78	2	428.89	9.55*	3.00	.000
Within groups	9740.94	217	44.88			
Total	10598.72	219				

Table 6 revealed that the calculated F-ratio of 9.55 is greater than the critical F-ratio of 3.00 with a corresponding p-value of .000 which is less than 0.05 level of significance. Since the p-value is less than alpha level, it can be concluded that the hypothesis which stated that there is no significant difference in the roles of teachers in promoting an effective adolescent's classroom learning environment based on years in service is rejected. In order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table 6, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 7.

Table 7: Duncan Multiple Range Test (DMRT) Showing the Respondents on the roles of teachers in promoting an Effective Adolescent's Classroom Learning Environment Based on Years in Service

Year	Group	N	Mean	Duncan Grouping
1-5 years	1	75	71.71	A
12 years and above	2	65	70.80	B
6-10 years	3	80	67.25	C

Table 7 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 6. Group 1 with the mean score of 71.71 is significantly different from group 2 with the mean score of 70.80 but significantly different from group 3 with the mean score of 67.25. All the groups differed from one another but the significant difference noted was as a result of group 1. Hence the significant difference noted in the ANOVA on table 7 was as a result of respondents who had between 1-5 years in service.

Discussion of Findings

The study revealed that secondary school teachers promote effective adolescent's classroom learning environment by encouraging students to frequently ask questions on what has been taught. This is because when students ask questions it supports deep understanding of subject matter and create a warm atmosphere where teaching and learning can thrive. According to Heick (2012) questions are valuable in teaching and learning process. A positive and progressive learning environment should encourage students to ask various questions from the teacher. Heick emphasized that this is one of the major ways to make classroom environment conducive for student-centered learning. The study of Dorman, Aldridge, & Fraser (2006) also confirmed that students enjoy learning when they can ask questions and at the same time perceive their class environment as been positive and supportive.

On the basis of gender, the perception of the respondents where the same on the roles of teachers in promoting an effective adolescent's classroom learning environment. The similarity in view could be as result of the fact that both male and female teachers perform the same duties in the school environment. However, for many children, early adolescence marks the beginning of a downward trend in academics (Adegoke, 2012). Ryan & Patrick (2013) affirmed that irrespective of gender, one of the major role of teachers in secondary schools is to set up a warm classroom environment that will promote positive academic achievement for the in-school adolescents.

In this study, differences in school type did not influenced the opinion of the teachers. The respondents from private schools are not likely to have a different view from those from public schools. This is because their modes of *operando* are similar. Nola (2021) affirmed that the teacher's roles in the 21st century is beyond impacting knowledge; teachers must embrace teaching styles that increased globalized school environment that is relevant to the growth of the adolescent's child. Henson (2012)

noted that the type of school notwithstanding, it is a clear fact that positive class environment enhances students' academic performance.

Furthermore, the findings of this study indicated that teacher's number of years in service influenced their roles. The teacher's experiences over the years can assist in the creation of an effective learning environment. This finding corroborates Lackney (2000) who explained that experience gained by teachers over a long period of time matters a lot in the use of physical learning environment for instruction.

Conclusion

Promoting a positive classroom environment is important to an adolescent child. Thus, this study emphasized on the roles secondary school teachers in promoting an effective adolescent classroom environment for learning. This study revealed that respondents were different in opinion on the basis of school location and numbers of years in service.

Recommendations

It is recommended that the school leadership should emphasize on the need for the classroom teachers to create a positive classroom environment for adolescents. School counsellors should organize seminars for both rural and urban teachers in order to inculcate skills required for building a warm adolescent classroom environment that could positively influence academic progress. Irrespective of the years that the teachers have spent in service, the school authority should endeavor to constantly remind the teachers of the need to create a learning environment that is student friendly.

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