THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Influence of Teacher-Student Relationships on Learners' Loneliness in Single Gender and Co-educational Schools in Murang'a County, Kenya

Peter Muriuki Baru

Ph.D. Student, Department of Education, Karatina University, Kenya

Dr. Lucy Wanjira Ndegwa

Senior Lecturer, Department of Education, Karatina University, Kenya

Zakaria Mbugua

Associate Professor, Department of Mathematics Education, Karatina University, Kenya

Johannes Njoka

Dean, School of Education and Social Sciences, Karatina University, Kenya

Abstract:

The influence of teacher-student relationships is a fundamental variable in schools that impact strongly on students' psychosocial dimension. Available literature indicates that teacher-student relationship significantly impacts on learners' loneliness. The purpose of this study was to examine the influence of teacher-student relationship on learners' loneliness in single gender and co-educational schools in Murang'a County in Kenya. The study was guided by the following specific objectives, which were to; a) compare loneliness scores by gender and school type in secondary schools in Murang'a County b) assess the influence of teacher-student relationship on learners' loneliness by gender and school type in Murang'a County in Kenya. The target population for the study was 12400 form two students from 312 public sub county secondary schools in Murang'a County. The study adopted the cross-sectional survey research design. The Krejcie & Morgan Table was used to select a sample of 435 participants out of 12,400 form two students from single gender and co-educational secondary schools in the County. Data was collected using two standardized measurement instruments; the Perth aloneness-loneliness scale (PALs) while teacher-student relationship was measured using five statements with graded responses in a five point Likert scale developed for this study. Administration of the questionnaire was done during normal school days by trained research assistants. Data was analysed using the descriptive and inferential statistics with the aid the Statistical Package for Social sciences (SPSS) version 20.0. The findings of the study indicated that low sense of school belonging for girls in co-educational schools was correlated to high level of loneliness. From the findings of the study, it is concluded that there is need to strengthen the psychosocial support systems for learners in co-educational schools through mentorship, guidance, coaching and counselling to enable appropriate adjustments of the students in the schools so as to promote their learning outcomes.

Keywords: Co-educational school, loneliness, single gender, teacher-student relationships

1. Introduction

There are concerns expressed by stakeholders in education regarding the influence of the teacher-student relationship on the loneliness levels among learners in schools in the world and Kenya in particular. Loneliness is believed to greatly impact on the school outcomes of the learners in schools especially in Murang'a in Kenya. Public schools in Kenya can either be of coeducational or single gender. The school can also be a boarding or a day school. Boarding schools are characterized by restriction of movement in and out of school for students except during open days when parents and guardians can visit the students. The schools are manned by teachers and students' time is programmed with little time for self-directed and socialization activities. Major chunk of time is taken by academics. The boarding facilities are more likely to be outstretched and congested. Diet is usually repeatedly monotonous. Where the school is of coeducational, facilities like fields, halls, transport, classrooms are shared. Only the sleeping areas are strictly for the designed gender. Students in Kenya spend more than 75% of their time in school, making the school environment impact on growth and development of the students longer than other social environments. Recent occurrence of indiscipline and burning of schools could be linked to school gender contexts as the behavior is largely observed in boys' boarding schools. It is suspected that boarding schools have undesirable level of loneliness.

2. Empirical Literature

Loneliness is unpleasant emotion arising from awareness of social deficiency. It is the perceived difference between desired and the present level of quantity and quality of relationships. Loneliness is not synonymous with solitude,

aloneness or isolation (Peplau & Perlman, 1979). A person can be lonely amidst a crowd to which there is no desired connection. It is also possible that one is alone and not lonely but enjoying the solitude. It is a dissatisfaction that is felt subjectively and may be perceived as temporary or enduring as the person assesses self as able or unable to cope with the situation. If a person attributed cause of loneliness to something beyond his or her control it can become painful and depressing. Loneliness can be due to limited social-emotional contact and isolation. People at every age like Children, adolescents and adults describe experience of loneliness as undesirable painful aloneness (Galanaki & Vassilopoulou, 2007, Houghton, Hattie, Wood, Carroll, Martin, and Tan (2014). Many negative outcomes in life have been significantly linked to loneliness; for example, low academic engagement and achievement, poor psychological adjustment, poor social skills acquisition, mental and physical health challenges, truancy and dropping out of school ((Murphy, Murphy & Shevlin, 2015; Stickley, Koyanagi, Koposov, Schwab-Stone, & Ruchkin, 2014; Frostad, Pjil, & Mjavaatan, 2015). Loneliness has been shown to be the most powerful predictor of mortality in longitudinal studies of older adults (Qualls, 2014).

Loneliness is a major source of distress and a developmental risk that can predispose children to immediate and long-term negative consequences (Sharabi, Levi & Margalit, 2012). Furthermore, students who experience loneliness more often and intensely than others are at risk of poor developmental in multiple domains of functioning, more so in emotional problems like, depression and anxiety, (Jobe-Shields Cohen & Parra, 2011). As to which gender is lonelier, the findings continue to differ. Ilhan (2012) studying university students in Turkey found that there were no significant differences between males and females in their level of loneliness while some researchers have found boys to be lonelier than girls. Liu, Li, Purwono, ChenX and French (2010) while studying loneliness among the Chinese adolescents found no difference in loneliness between genders in secondary schools

In an inviting school model, people, policies, place, programs and school processes were identified as important components in determining school climate. Further, people factors were singled out as the most important of factors influencing the school climate (Purkey & Novak, 2008). In a school, the most important persons that interact with students are teachers, other students and support staff. This was highlighted by Vickers, Finger, Barker and Bodkin-Andrews (2014) who while developing a measure for impact of social relations and values on education, identified teacher-student relationship and student-student relationship as key areas contributing to social environment in a school. Later, Latsch (2018) found that social relationships in school play a critical role in adolescents' well-being and states that student-student relationships, teacher-student relationships and student-school belongingness as the major contributors to students' emotional and psychosocial wellness and specifically, in stress, depression and loneliness. Mouratidis and Sideridis (2009) observed that perceived social relationships in the schools' context shape the life of a student making school major contributor to socialization and psychological wellbeing.

In a school, learners will interact with teachers in a bidirectional way, whereby learners will cause changes in teachers' behavior and teachers' action will influence the students. Shaunessy and McHatton (2008) found that students described a caring teacher as one that knows her subject matter, teaches for understanding, maintains high expectations, provides constructive feedback, and models a caring attitude. These teachers' attributes communicate care and personal concerns to the students thus teachers' with such behavior are likely to get positive response from students. It is observed that teachers can impact on the students feelings whether the teacher is intentional or not.

Teachers and students interact formally in classroom during instruction and informally during school's functions and co-curricular activities. The quality of interactions in the two dimensions, could lead to closeness and warmth or to distant, cold and conflictual relationship.

Teachers coach and encourage students to adopt gender stereotypes in the community which influences the relationships in schools and serves to perpetuate the stereotypes. Clark (2004) remarked that schooling is a social process through which social values and statuses of the community are maintained as teachers seize the opportunity to guide the students into desired behavior to fit in the society. Girls were affected more in a coeducational school as they adopted the 'caretakers' role for the boys (Jackson, 2002) which matches well with patriarchal society where femininity was strongly identified with serving the male. And compliant girls were popular among the peers and teachers thus reinforcing their behavior.

Huyge, Dimitri and Houtte (2014) reported that boys' behavior tallied with hegemonic masculinity characterized by self-determination, competition, assertiveness, rejection of authority, aggression and defiance. There was little tolerance to boys' behavior in schools as learning institutions rules and regulations favor femininity's unquestioning compliance. Clark (2004) noted that many school hours were spent managing boys' behavior denying girls opportunities to interact with teachers. Boys' behaviors would affect the teachers' response and most likely will lead to a negative relationship. Conversely, girls would be praised and have positive relationship as they are compliant to school expectations, (Huyge, Dimitri & Houtte, 2014). Popularity among the peers is one of the students' social needs. Boys and girls are likely to compete for teachers' attention in coeducational schools. Thus we suspect that gender content will tilt teacher students relationships and by so doing vary the power of teacher student relationship in determining loneliness. Cross gender interactions and relationships are a major developmental task during adolescence. When genders are segregated cross gender anxiety may take root and hinder attempts by a boy or a girl in starting and establishing a stable lasting relationship. Wong, Shi & Chen, (2018) observed that cross gender anxiety may lead to low self-esteem, low assertiveness, depression and loneliness. It was noted that gender anxiety was more in boys than girls. This means that boys in coeducational school will have less successful relations with girls and this may aggravate loneliness levels. We therefore predict higher loneliness levels for boys in coeducational schools than for girls.

Picho and Stephens (2012) in their study on gender and performance described a phenomenon of stereotype threat as fear to confirm a negative belief associated with a group. Stereotype threat was found to be correlated to gender

identity, locus of control and stigma consciousness. It was also noted that the threat was higher in coeducational schools than in single gender schools. This means gender stereotypes' vigilance being observed in presence of the opposite gender and may be a source of anxiety and loneliness especially in coeducational schools. Clark (2004) pointed out that girls in presence of boys will be more conscious of their behaviour and strived to comply with social expectations than when with other girls. Coeducational schools provide an opportunity for cross gender relationships which could influence the quality and quantity of student-student relationships. Poulou (2015) while studying teacher-student relationships concluded that supportive teacher relationship resulted to classroom psychological health, connectedness to school and that teacher-student relationships influenced students' level of loneliness. Latsch (2018) sums it by saying that environment where a student does not experience support from teachers and acceptance by peers increases the risk of loneliness. Students long for relationships where they are respected and their opinions accommodated. This acceptance satisfies their belonging needs and student is likely to display higher commitment and effort towards school work. On the other hand, conflictual relationship resulted to disengagement for students, stress and burn out for teachers. Students who had conflictual relationship with teachers had more behavior problems, poor academic performance (Baroody, Kaufman, Larsen & Curby, 2014). It is therefore expected to have differences in teacher-student relationships as well as levels of loneliness due to the differing contexts calling for differentiated loneliness management approach.

Baig (2014) observes that teacher-student interactions are a reflection of the society's way of life and usually loaded with gender stereotypes. Some teachers take it to themselves to guide students into appropriate gender role. This taken together implies that gender segregation in schools will elicit different teacher expectation and behaviour. Despite loneliness being an important health concern among the adolescence and teacher-student relationship being a major defining relationship in schools, few studies were found to investigate teacher-student relationship influence on loneliness under varying gender contexts. Therefore, this study seeks to establish how teacher-student relationships vary and influence loneliness among students in single gender and coeducational schools. The study was guided by the following specific objectives, which were to; a) compare loneliness scores by gender and school type in secondary schools in Murang'a County b) assess the influence of teacher-student relationship on learners' loneliness by gender and school type in Murang'a County in Kenya.

3. Methodology

The study was conducted in the sub county public secondary schools in Murang'a County in Kenya. The study adopted the cross-sectional survey research design. The Krejcie & Morgan Table was used to select a sample of 435 participants out of 12,400 form two students from single gender and co-educational secondary schools in the County. Form two students were chosen because they had sufficient time to bond with the teachers and also they were chronologically within the middle of the adolescence stage which is normally characterised by high level of loneliness among learners. Participants from single gender boarding schools were 243 comprising of 144 boys and 99 girls. The coeducational boarding school had 192 participants where 87 were boys while 105 were girls. Data was collected using two standardized measurement instruments; the Perth Aloneness-Loneliness scale (PALs) while teacher-student relationship was measured using five statements with graded responses in a five point Likert scale developed for this study. Administration of the questionnaire was done during normal school days by trained research assistants. Data was analysed using the descriptive and inferential statistics with the aid of the Statistical Package for Social sciences (SPSS) version 20.0.

4. Instrumentation

The study was collected data using two sets of instruments. These were the Teacher-student relationship scale and the Loneliness scale. A personal data form was also used to capture demographic data of gender, age and type of school. The instruments and data form together formed part of the questionnaire.

4.1. Teacher-Student Relationship Scale

The teacher-student relationships was measured using the Teacher-student relationship scale (TSRs) adopted from Vickers et al. (2014). The scale was modified by the researcher and comprised of ten statements articulating various aspects of relationships between teachers and students. The responses were arranged in a Likert scale. Positively worded statements like 'Teachers in this school are friendly to students' were scored from 5 to 1 (Strongly agree= 5 agree=4 not sure= 3 disagree 2 and strongly disagree=1) while negatively worded statements were scored in a reverse manner so that higher score reflected better relationship with teachers. For example a negative statement 'I have no teacher whom I can tell my problem' was scored as follows: Strongly agree= 1 agrees=2 not sure= 3 disagree 4 and strongly disagree=5. An average score for teacher-student relationship was calculated by dividing raw score for the ten items by ten. Thus the final representative scores for respondents ranged from 1 and 5. The higher the teacher-student relationships score the better or stronger the relationship between student and the teacher. The scale was piloted in similar schools in Kiambu County and improved by faculty members. Reliability index of this scale was calculated and found to be good ($\alpha=0.82$, $p<0.05$).

4.2. Loneliness Scale

The study used a standardized instrument, the Perth Aloneness loneliness scale (Houghton, et al (2014). to collect data on levels of loneliness. The scale measures loneliness using 24 Likert scale items which covers four dimensions; namely friendship, isolation, positive attitude towards solitude (PATS) and negative attitude toward solitude (NATS) Each subscale uses six statements and six point descriptors; -never=1, rarely=2, sometimes=3, often=4, very often=5, always=6.

The Likert items were worded such that there was a balance of negative and positive items. Thus each subscale had a minimum of 6 marks and a maximum score of 6×6 or 36. Total for each subscale was divided by six to get a representative score for the participant. A total loneliness score was calculated as a total of the four representative scores from the four subscales divided by four. Cronbach's alpha coefficient for reliability of the sub scales was acceptable: friendship (0.79), isolation (0.86) positive attitude towards solitude (0.84) and negative attitudes towards solitude (0.75) for this study.

5. Results

The results of the study were analysed in accordance with the stated objectives. The first objective sought to compare loneliness scores by gender and school type in secondary schools in Murang'a County

The variables of age, teacher-student relationships and loneliness in the study were analyzed by gender. The sample comprised of 231 boys (53.1%) and 204 girls (46.9 %.), thus each gender was fairly represented. The average age of the boys were 16.95 years while that of girls was 16.25 years. The students' age bracket indicates that the students were in the middle of the adolescence stage of development. The adolescence stage of development is characterized with a lot of turbulence and crisis in life which may be expressed through loneliness in life.

School type	Gender	N	Age(years)		PAL scores		TSR scores		r	R ²
			Mean	Std dev	Mean	Std dev	Mean	Std dev		
Single gender boarding	Boys	144	17.09	1.19	2.81	0.65	3.76	0.89	-0.288**	0.083
	Girls	99	15.86	1.23	2.94	0.83	3.96	1.00	-0.114	0.013
Coeducational boarding	Boys	87	16.71	0.91	2.79	0.63	4.06	0.67	-0.244*	0.060
	Girls	105	16.59	1.15	3.02	0.79	3.61	0.82	-0.283**	0.080

Table1: Gender, Type of School, Age, Loneliness Score, Teacher-Student Relationships/Loneliness Correlations and Coefficients of Determination

Key: *Level of Significance $P < 0.05$, ** $P < 0.01$. R=Correlation Coefficient between Loneliness and Teacher-Student Relationships, R²= Coefficient of Determination

5.1. Teacher-Students Relationships by School Type and Gender

Boys' teacher-student relations level was better in coeducational boarding schools (4.06), than in single gender boarding schools (3.76). It was further observed that single gender boarding school boys teacher-student relationships scores (3.76) were significantly lower than those for mixed boarding schools' boys (4.06). It can be concluded that separating boys from girls lead to poor teacher student relations. May be teachers had higher demands on boys in absence of girls which lowered their level of liking.

For girls, better teacher-student relationships scores were higher in single gender boarding schools (3.96) than in coeducational boarding schools (3.61). When t-tests were conducted, it was found that 3.96(coeducational schools girls) was significantly higher than 3.61 for coeducational boarding schools' girls ($p < 0.05$). Putting boys and girls together in a school lead to poorer teacher student relations for girls. Coeducational schools favoured boys' relationships with teachers but girls lost the favour.

5.2. Loneliness Scores by School Type and Gender

For girls loneliness scores were 3.02 in coeducational boarding schools which were higher than 2.94 in single gender schools. T-test between the loneliness scores showed that the difference was not significant ($p > 0.05$). Boys had loneliness scores mean of 2.81 in single gender boarding school which was higher than 2.79 in mixed gender boarding schools. Though girls are lonelier than boys in both mixed and single gender boarding schools t-test revealed that there were no significant differences between the scores($p > 0.05$). Thus we can conclude that boys were as lonely as girls as there were no significant differences in their loneliness scores and the differences could be only by chance.

5.3. Correlations between Teacher-Student Relationships and Loneliness

This study sought to assess the influence of teacher-student relationship on learners' loneliness by gender and school type in Murang'a County in Kenya. Pearson correlation coefficients between teacher-student relationships and loneliness were calculated (table 1). In single gender boarding schools the boys ($r = -0.288$, $p < 0.01$) while in the coeducational boarding the coefficients were $r = -0.244$, $p > 0.05$. The relationship between teacher-student relationships and loneliness was negative. This means that when teacher-students relationships increased the level of loneliness decreased. Thus good teacher-student relationship was a protective factor against loneliness for boys. The teacher-student relationship influence on loneliness was not greatly influenced by type of school as the strength but significance.

In single gender boarding schools girls' the correlations were weak and non significant, ($r = -0.114$, $p > 0.05$). In coeducational schools teacher-student relationship the influence was highly significant ($r = -0.283$, $p < 0.01$) for girls. The relationship between teacher-student relationships and loneliness was negative. This means that when teacher-students relationships increased the level of loneliness decreased. Thus good teacher-student relationship was a protective factor against loneliness for girls. We also observe sudden change of significance of teacher-student relationship influence on loneliness when boys are present. It may be that girls compete for teachers' attention in the coeducational institution as observed by Clark (2004).

Both girls and boys had highly significant relationship level of fair strength of $r = -0.233$, $p < 0.01$ and $r = -0.244$, $p < 0.01$ respectively in coeducational schools. Though similar in strength and direction the dynamics behind the observed could be different for the genders. It was found that the correlations between teacher-student relationship and loneliness were negative for the two types of school contexts. It means that improvement in teacher-student relationships led to decrease in students' loneliness. Further, it is observed that boys had highly significant relations between teacher-student relationships and loneliness in boarding schools (coeducational and single gender). For girls there is highly significant relationship between teacher-student relationships and loneliness in coeducational boarding schools. May be presence of boys raised girls sensitivity to the relationships' compliance and the girls competed for teachers' approval more than in girls' only schools.

5.4. Regression Analysis and Teacher-Student Relationships' Power to Determine Loneliness

This study sought to find out to what extent teacher-student relationships can predict levels of loneliness in varying schools' contexts. The power of teacher-student relationships to predict loneliness was investigated using regression analysis where loneliness was the dependent factor and teacher-student relationships the determinant. Coefficient of change (R^2) was calculated for different schools' contexts (Table 1). In single gender schools, for boys, teacher-student relationships could loneliness could predict 8.3% of loneliness cases and only 1.3% for girls. In coeducational boarding schools boys had $r^2 = 0.060$ and girls $r^2 = 0.080$. It is observed that teachers-student relationships' ability to determine level of loneliness varied from 1.3% to 8.3%.

6. Discussions

As the student matures in the age, there is emergence of great interest in contacting and establishing permanent social bonds among the students as well as other adults in the students' environment. This makes students' relationships with teachers and other students at school important in determining students' behaviour and tendency to loneliness. Boys' loneliness in single gender boarding schools had significant relationship with teacher-student relationships. This relationship had coefficient of determination $R^2 = 0.083$. In coeducational boarding schools, both girls' and boys' loneliness had significant relationship with teacher-student relationships and factor of determination of $R^2 = 0.080$ and 0.060 respectively. There boys had lower than girls weighting of the teacher-student relationships-loneliness bond. In the coeducational boarding schools, girls seem to be reacting to the boys' presence and apparent attention boys got from teachers. This is in line with Clark (2004) and Milligan (2014) observation that teachers gave a lot of attention to boys more than girls in coeducation classrooms. Whether the attention to boys was due to indiscipline or good behaviour the boys ended up enjoying it. Thus the boys would be benefitting from the teacher behaviour. The girls' response could be that of feeling neglected while boys are favoured. With such perception girls may respond by increased sensitivity and constant negative evaluation of teacher-student relationships.

Velasquez, Santo, Saldarriaga, Lopez & Bukowski (2010) found that presence of the other gender reinforces group stereotyped behaviour. Boys and girls interact, influence each other and amplify gender stereotyping of behaviour and attitudes. This is likely to be more pronounced in coeducational than in single-gender schools due to stereotype accessibility (Brutsaert, 2006). Thus the differences observed in valuing teacher-student relationships by boys and girls in coeducational and single gender schools could be sustained by the other genders' presence. Girls seem to be more sensitive to the teacher-student relationships gap when boys are present as observed by Clark 2004. However, it was not established as to the number of boys that would make girls respond sensitively or compete for teachers' relationships.

7. Conclusion

From the results of the study, it is established that teacher-student relationships were important factor in determination of students' loneliness. The teacher-student relationships' factor of determination was varying depending on the school gender contexts. Single gender boarding schools' students' loneliness was found to be highly and significantly influenced by teacher-student relationships regardless of gender.

The role of teacher-student relationships as a determinant of students' loneliness becomes more significant when the opposite gender is present for girls, this observation can be explained by the compensatory ability of relationships.

8. Recommendations

The dynamics of gender interactions that reduced importance of teacher-student relationships as a major determinant of loneliness to an insignificant one need to be investigated further.

The cultural background of the students determines the values and definition of femininity and masculinity. This study was done among the kikuyu ethnic group which strongly patriarchal a study in another community may bear different result. Further research is needed to look into dynamics of teacher-student relationship in influencing of students' loneliness in other schools' contexts and cultures.

Gender variations were observed in the way teacher-student relationships influenced loneliness in single gender as well as in coeducational schools. The number of students opposite gender to be present in a school in order to strike a balance point, where teacher-student relationships has equal influence on loneliness for both gender need to be investigated for benefit of coeducation schools.

It is recommended that the schools' psychosocial support systems be strengthened to enable them provide mentorship, guidance, coaching and counselling to students and teachers in order to control proliferation of loneliness among students through improved relationships.

9. References

- i. Baig A. (2014). Exploring the contributions of the teaching and learning processes in the construction of students' gender identity in early year classrooms. *Journal of education and educational development*, 1, (1). 54-66
- ii. Baroody, Kaufman S., Larsen R., &Curby T. (2014). The link between responsive classroom training and student-teacher relationship quality in fifth grade: a study of fidelity of implementation. *School psychology review*, 43, (1) 69-85.
- iii. Brutsaert H. (2012) Gender-role identity and perceived peer group acceptance among early adolescents in Belgian mixed and single-gender schools. *Gender and Education*, 18(6). 635–649
- iv. Clark, I. (2004). Co-education and gender: The end of the experiment? *Education Policy Analysis Archives*, 12(41). <http://epaa.asu.edu/epaa/v12n41>
- v. Frostad P., Pjil S.N., &Mjaavatn P.E. (2015). Losing all interest in school: social participation as a predictor of the intention to leave upper secondary school early. *Scandinavian journal of educational research*. 59 (1) 110-122.
- vi. Galanaki, E., &Vassilopoulou, H. (2007) Teachers and children's loneliness. a review of literature and educational implications *European journal of psychology of education*,22(4) 455-475
- vii. Houghton S., Hattie J., Wood L., Carroll A. Martin K. & Tan C. (2014) Conceptualizing loneliness in adolescents: development and validation of a self-report instrument. *Child Psychiatry and Human Development* (45) 604–616.
- viii. Huyge, Dimitri and Houtte (2014) Does students' machismo fit in school? Clarifying the implications of traditional gender role ideology for school belonging *Gender and Education*DOI: 10.1080/09540253.2014.972921
- ix. Ilhan T. (2012). Loneliness among university students: predictive power of gender roles and attachment styles on loneliness. *Educational sciences: theory and practice*. 12(4)2387-2396.
- x. Jackson, C. (2002).Can single-sex classes in co-educational schools enhance the learning experiences of girls and/or boys? An exploration of pupils' perceptions. *British Educational Research Journal*,28 ;1
- xi. Jobe-Shields L., Cohen R., & Parra G. (2011).Patterns of change in children's loneliness trajectories from third through fifth grades. *Merril-Palmer Quarterly*, (57) 1
- xii. Krejcie R.V. and Morgan D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- xiii. Latsch A. (2018). The interplay of emotional instability and socioenvironmental aspects of school during adolescence. *European journal of educational research* 7, (2), 281-293.
- xiv. Lerner, R. M. (1991). Changing organism–context relations as the basic process of development: A developmental contextual perspective. *Developmental Psychology*, 27, 27–32. <http://dx.doi.org/10.1037/0012-1649.27.1.27>
- xv. Mouratidis A. & Sideridis G. (2009). On social achievement goals: their relations with peer acceptance, classroom belongingness, and perceptions of loneliness. *The Journal of Experimental Education*, 77 (3), 285–307
- xvi. Murphy S., Murphy J. & Shevlin M. (2015) Negative evaluations of self and others, and peer victimization as mediators of the relationship between childhood adversity and psychotic experiences in adolescence: the moderating role of loneliness. *British journal of clinical psychology*,54, 326-344
- xvii. Peplau, L. A., & Perlman, D. (1982). Perspectives on loneliness. In L. A. Peplau & D. Perlman (Eds.), *Loneliness: A sourcebook of current theory, research, and therapy* (pp. 1–20). New York: Wiley.
- xviii. Picho K., & Stephens J., (2010). Culture, context and stereotype threat: a comparative analysis of young Ugandan women in coed and single-sex schools. *The Journal of Educational Research*, 105:52–63, .DOI:10.1080/00220671.2010.517576
- xix. Poulou, M. (2015). Teacher-student relationships, social and emotional skills, and emotional and behavioural difficulties. *International Journal of Educational Psychology*, 4(1), 84-108. doi:10.4471/ijep.2015.04
- xx. Purkey, W., & Novak, J. (2008). *Fundamentals of invitational education*. Kennesaw, GA: International Alliance
- xxi. Qualls S.N., (2014) Yes, health and social relations are inextricably connected. *Journal of American research on aging*.34 (1)
- xxii. Raufelder1, D., Bukowski, W. M., &Mohr, S. (2013). Thick description of the teacher-student relationship in the educational context of school: results of an ethnographic field study *Journal of Education and Training Studies*1, (2). doi:10.11114/jets.v1i2.108
- xxiii. Sharabi, A., Levi, U. & Margalit M. (2012). Children's loneliness, sense of coherence, family climate and hope: developmental risk and protective factors. *The Journal of Psychology*, 146(1–2), 61–83.
- xxiv. Shaunessy E. & McHatton P. A., (2008). Urban students' perceptions of teachers: views of students in general, special, and honours education. *Urban Review* 41:486–503 DOI 10.1007/s11256-008-0112-z

- xxv. Stickley A., Koyanagi A., KoposovR., Schwab-Stone M., & Ruchkin V. (2014). Loneliness and health risk behaviours among Russian and U.S. adolescents: across-sectional study. *BMC Public Health* 14:366 doi:10.1186/1471-2458-14-366.
- xxvi. Velasquez A. M., Santo J. B., Saldarriaga L.M., Lopez L.S. & Bukowski W. M., (2010). Context dependent victimization and aggression. *Merrill-palmer quarterly*, 56, (3) 283-302.
- xxvii. Vickers M., Finger L., Barker K. and Bodkin-Andrews G. (2014). Measuring the impact of students' social relations and values: validation of the social relational support for education instrument. *Australian journal of educational and developmental psychology*. 14, pp 71-92.
- xxviii. Wong WI, Shi SY, Chen Z (2018) Learners from single-sex schools are more gender-salient and more anxious in mixed-gender situations: Results from high school and college samples. *PLoS ONE* 13(12): e0208707. <https://doi.org/10.1371/journal.pone.0208707>