

Summary

The contribution of some personal and social factors in explaining school achievement in early adolescence

Morana Koludrović
Faculty of Humanities and Social Sciences University of Split, Croatia
Department of pedagogy

Ivana Radnić
Split, Croatia

The aim of this study was to examine the contribution of self-efficacy and social relationships in the classroom expressed through variables of school satisfaction, trust in teachers and the quality of the teacher – pupil relation in explaining the academic achievement of students. In addition, the study wanted to see if there were any differences in the evaluation of the classroom environment, self-efficacy and general school achievement along with the achievement in mathematics and Croatian language among pupils in lower primary schools. The study included a total of 333 participants, and questionnaires for the self-efficacy of the classroom – teaching environment and academic self-efficacy were applied. For variables of school of school achievement results confirmed some well-known gender differences that show a better overall school performance and success in the Croatian language with female pupils, while in mathematics no gender differences have been confirmed. Also, the results speak in favour of the pupils being evaluated, higher self-efficacy greater satisfaction with the school and confidence in the school teachers along with better relationships with teachers to pupils. Given the age difference, the results speak in favour of younger pupils who evaluate themselves as self-efficient and are more pleased with all the aspects of the classroom environment, while self-efficacy showed to be the most important predictor in explaining the general school achievement and achievement in mathematics and Croatian language.

Key words: classroom environment, trust in teachers, school satisfaction, self-efficacy, academic achievement.