

The Impact of School Organizational Health on the Students' Academic Achievement (A Case Study of District Tando Allahyar)

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Abstract

Pakistan is a developing country where the public is mostly deprived of quality education. All in all educational institutes in Pakistan do not meet international standards and also do not improve literacy and the rate of learning. The current situation of primary education is harmful and public sector schools do not meet the needs of communities significantly. There is a range of issues associated with the schools of Sindh which include Social Factors, Technological Educational Management and School Organizational Health. In this regard, the present research was conducted in the District of Tando Allahyar, of the aspect of School Organizational Health along with its five dimensions (Institutional Integrity, Collegial Leadership, Resource Utilization, Teacher Affiliation, and Academic Achievement Standards) in Sindh. In this research three objectives were achieved; firstly, the situation of School Organizational Health in Government Schools was determined by descriptive statistics which showed that Resource Utilization and Institutional Integrity are the most ignored dimensions among the five dimensions of School Organizational Health. Secondly, the Pearson correlation showed that Institutional Integrity and students Academic Achievement is statistically significant negatively correlated. The final objective was achieved by determining the statistical difference between the School Organizational Health of government schools and private schools which showed that there is a significant difference, as means score of private schools is higher than that of government schools. To sum up, the Resource Utilization and Institutional Integrity may be focal points when planning the strategies, Government schools need to focus on improving the School Organizational Health and students' Academic Achievement, by consideration goal sharing, clear objectives, setting clear academic achievement standards, providing resources, building trust among teaching staff, and protecting the school from external negative influence.

Keywords: *Organizational Health, Institutional Integrity, Collegial Leadership, Resource Utilization, Teacher Affiliation, and Academic Achievement Standards.*

Introduction

Education is a basic social necessity of every developing nation and schools have been improved in this activity in response to the rapid socio-economic changes in this modern



era. The response in primary education have increased day by day as it is also coping with many challenges and demands in our country, to get improved academic achievement, specifically in Sindh, Pakistan. The current state of the elementary education system is the consequence of poor utilization of available resources and limited capacity of educational managers (Education and literacy department, government of Sindh, 2014). There is no proper distribution of resources. The state of health of our primary schools is under consideration but still there is a range of problems which need to be discussed. The physical and psycho-social situation of many primary schools is damaging young minds. Poor teaching and the learning process, exploitation of resources, teachers' and students' absenteeism, external influence on schools and overall School Organizational Health need to be studied in the form of a scientific discipline.

Organizational Health can be defined as the capacity to work successfully, to adapt sufficiently, to change suitably, and to develop the intellectual capacity from the inside. Furthermore, organizational health depends on the degree to which people are healthy (stress free and motivated to work and satisfied with their job) successful and have their needs fulfilled.

As health is a state of complete physical, mental and social well-being of people and their related organizations that enables to achieve them a higher performance than normally expected, or even higher than their competitors (Sheibani, 2013). However, improper organizational health results in stress and anxiety, which disturbance to their affect people badly at the workplace, hence, they lose their commitment to their job and organization. In addition, an unhealthy organization increases the burnout rate of a person due to workload, lack of stimulation, emotional exhaustion and depersonalization (Sabanci, 2009). On the other hand, a healthy organization is the one that can experience, identify and discard impediments on its way. Similarly, a healthy organization facilitates its employees so that they can adapt to complex and difficult situations.

Accordingly, a healthy school also has characteristics. This school is protected against unreasonable pressures of the environment. It has effective and vibrant management (Principal with charismatic leadership, teachers who are sincere in their jobs, students who are enthusiastic to be educated and an environment which is conducive to learning); a manager is a person who is both task-based and relationship-oriented (Bahramian & Moradi, 2013). Schools can best carry out the difficult and demanding tasks they are burdened with, only when they are healthy and dynamic organizations.

In addition, healthy schools have three levels and these levels are Institutional level, Administration level, and Technical levels, which enjoy integration, collaborative leadership, the influence of the Principal, supportive of resources and professional relationship between teachers and knowledge and use of the scientific method (Farahani et al, 2013). In this regard, A.J.Macneil et al (2009) studies showed that healthy schools have the following dimensions of organizational health: goal focus, optimal power equalization, morale, communication, cohesiveness, problems-solving adequacy, autonomy, innovativeness and resource utilization. However, the schools with higher student achievement consistently revealed a healthier environment and specific aspects or

dimensions (Goal focus and adaptation) that significantly influence student achievement in those schools.

Moreover, the perception of the teacher towards school facilities, quality, location and size of schools and physical environment has a considerable impact on school organizational health and student achievement (Ramdass & Gowrie, 2014). In short, these dimensions may be positive or negatively correlated to the students' academic achievement. In this regard, this research was carried out in the District Tando Allahyar, Sindh Pakistan and Government Primary Schools (Elementary Level Schools) and Private schools were selected for this study.

The five dimensions of School Organizational Health (SOH) were chosen in order to determine the situation of SOH in Government Schools, investigating its relationship with students' academic achievement, and the comparison of School Organizational Health between Government and Non-Government Schools.

In this regard, this study is based on School Organizational Health with its characteristics shown below:

- ⊙ Institutional Integrity (II)
- ⊙ Collegial Leadership (CL)
- ⊙ Resource Utilization (RU)
- ⊙ Teacher Affiliation (TA)
- ⊙ Academic Achievement Standards (AAS)

The causes of poor learning and slow academic achievement are: indifferent attitude of teachers towards students, teachers are not well trained on teaching methodology, lack of accountability regarding class activities and deficiency of school facilities. Non-teaching duties seriously impede the job motivation of teachers (Amjad & Mansoor, 2010). As do, poor quality staff, low enrolment, high absenteeism rate of teachers and students, along with, communication gap between district administration and teachers. This research contributes to minimising the few issues to some extent. Further indicators which make schools healthy are discussed in the next section of Literature Review.

Literature Review

A number of studies suggested that school organizational health factors affect the student's academic achievement. Research suggests that students achieve higher scores on the standardized test in schools with healthy learning environments. Building up a productive climate helpful for learning includes setting up a school environment that advances collaboration, trust, reliability, openness, self-importance, and responsibility at the same time, Teachers working as colleagues produce solutions for mutual issues, build professional and personal networks; and develop rewarding relationships (Jr & Nyman, 2008). Providing safe environments for teachers to share ideas and to experiment with different teaching methods can foster student performance. Academic achievement of students is considered one of the main responsibilities of any educational system, which requires some fundamentals to be activated. If the environment is not hospitable then

student achievement can suffer and school culture and climate were among the top influences in affecting teacher morale and student achievement as well. (J., Macneil, L., Prater, & Busch, 2009). According to Bahramian & Moradi (2013), although managers do not have the capability to overcome living problems of teachers, they can to some degree create such an intellectual environment by which these problems do not seriously damage the teaching and learning process. The manager must provide the instructional material and devices of school and those required by teachers in the best way they can so that teaching and learning is conducted more effectively, and its outcome is the creation of a healthier organizational environment. Similarly, Al-Omari (2012) reported that school Principals who build relationships, manage, lead instruction, emotions, and are cooperative, trusting, communicative, and orderly but flexibly confident, friendly, resourceful, sociable, and charismatic positively impact organizational health.

In another study, the effective school leaders use their status of position to guide teachers and students to higher achievement (Roney & Coleman, 2011). In effective schools, Principals have to make teachers eager to do a good job as well as students to pursue learning. Furthermore, school health relates significantly to teachers' in-role and extra-role behaviours and has a positive effect on students' performance as well as teachers' performance (Savas & Karakus, 2012). A good in-role behaviour reflects the devotion of teachers to the task, which is assigned to them, and expected results are accomplished, as a result of their teaching.

In addition, student success is associated with the school leader and three other factors, faculty trust, collective teacher efficacy and academic emphasis, that comprise the construct of academic optimism, are positively correlated with each other (McKinnon, 2012). Alfred (1987) reported that a school is correlated with the feeling of professional association as well as with a sense of togetherness. In contrast, no relationship was determined between the influence of the Principal and academic achievement, but a significant difference is focused between school organizational health in female high schools and male high schools, excluding the fact that scientific emphasis in male schools is greater than in female schools (Farahani et al. 2013). However, another research described Organizational health which includes planning for education, teaching, staff affairs and students have a significant relationship with variables measuring organizational health, included institutional unity, the influence of the administrator and structuring in high school (Pourrajab et al, 2011). However, the poor performance of a Principal who loses control over the operation of a school means that the school does not achieve the task of getting the student to learn.

Beside inside-school health, various other factors outside the school contribute such as socio-economic status, education and profession of parents to the student academic performance. The student with low socio-economic status show poor performance, compared to those students who show average and better performance. The domestic environment affects the academic performance as well. Educated parents provide such an environment that suits best for academic success of their children (Farooq et al, 2011). Financial support also can be one of the factors outside the school health that can affect the student performance.

Recently, researchers found that there is a negative and statistical significant relationship between resource influence and institutional integrity. However the influence of resources was positively significantly correlated to academic emphasis and teacher affiliation. In addition, teacher affiliation showed a significant effect on student achievement in elementary schools. (Johnson-perry, 2014). Moreover, the resource influence helps the teacher to deliver additional information to the student. On the other hand, a significant relationship of academic achievement with institutional unity is found and a positive relationship between monitoring teaching and academic achievement (Mirzajani & Morad, 2015).

Omoyemiju & Adediwura (2011) stated that the ownership of schools has a significant effect on teachers' perception of organizational health of secondary schools. Good organizational health is expected to lead to good performance. In terms of a school good performance, it points toward good academic performance of the students sitting for external and internal examinations. There is a higher homogeneity in the perceptions of female and male secondary school teachers. This simply means that the sex of the teachers has no influence on the organization of secondary schools. Also, private school teachers had a lower opinion towards school organizational health than secondary school teachers had. According to the stated content, the identified gap research was that the five dimension of school organizational health are being ignored and not discussed in detail. Therefore, this research explored these five dimensions of school organizational health in detail and their relationship with the student's academic achievement. This research achieved the following Objectives.

The Research Objectives

Following are the objectives of the research:

- ⊙ To determine the situation of school organizational health in the Government Schools of District Tando Allahyar.
- ⊙ To investigate the relationship between school organizational health and students achievement in Government Schools of District Tando Allahyar.
- ⊙ To compare the School organizational health in Government schools and private schools of District Tando Allahyar.

Research Methodology

To achieve the objectives in this study, a quantitative research approach was chosen. Therefore, in this research study the data is examined through quantitative representations and by statistical analysis, along with questionnaires, that were given out to respondents for the statistical representation of the findings in the study.

Sampling

As per resources and nature of research the public and private schools of District Tando Allahyar were considered as to have the target population, and random sampling technique was used to obtain a more scientific result that could be used to represent the

entire population. As the data were highly scattered, in this regard the random sampling was more suitable for collecting data within the time frame.

Primary and secondary data sources were used to provide the data. A close ended survey questionnaire tool was designed for collecting the data about School organizational health.

The SOH survey questionnaire consisted of 3 sections.

- Section 1 consisted of few questions (completely optional) asking for demographic information about the respondent. These included the Name, Designation, Age and Gender of the respondents.
- Section 2 of the questionnaire was a set of school profile and some features of the operating school and the nature of school.
- However, the most important section 3 was a set of 25 statements to measure five dimensions (Institutional Integrity, Collegial Leadership, Resource Utilization, Teacher Affiliation and Academic Achievement standards) of school organizational health. Students Academic Achievement was measured from the annual examination results of the students.

In the Questionnaire for each statement the respondents were required to choose an option on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The statement of each dimension was blended with other statements to calculate the score for each dimension.

However, the secondary data sources were comprised of journal articles and official reports. Students' academic achievements were considered in terms of student annual exam scores, in this regard the exams sheets were also a main source of the data.

The student Academic Achievement is drawn from the student annual exams, therefore the averages score of the students of class 5th are taken for testing the relationship between the SOH and Student Academic Achievement. The average score calculations are based on compulsory subjects (English, Mathematics and Science).

Data Analysis

For the Data analysis, the SPSS v.20 is used to analyse the data. However, for achieving the 1st Objective; determining the situation of school organizational health in the public schools of District Tando Allahyar, descriptive statistics were used to compute the means of SOH dimensions. In addition, they are graphically represented in bar charts.

As the Pearson Correlation test is used to investigate the relationship between two variables as to whether there is a positive relationship, negative, or no relationship. This test was applied to investigate the relationship between the dimension of school organizational health and student academic achievement of the public schools.

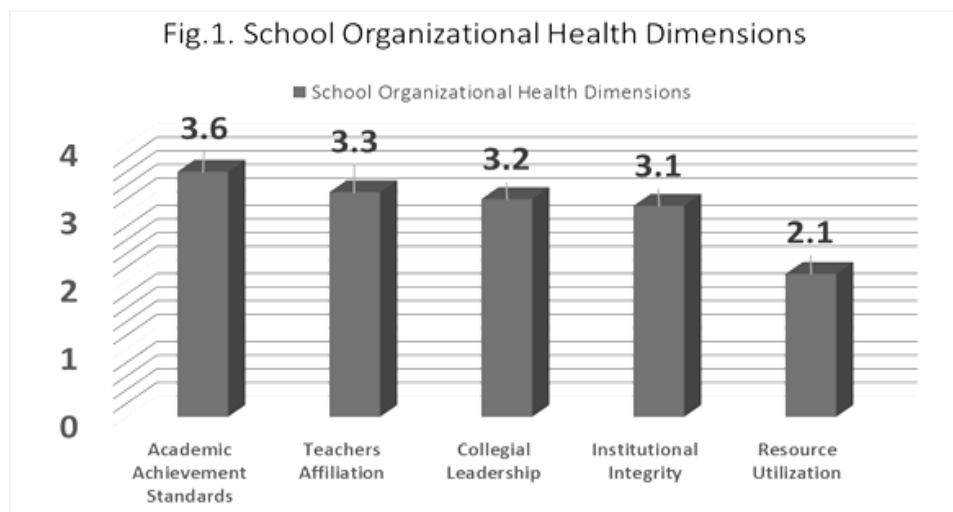
Finally, independent sample t-test was used to compare the school organizational health of public and private schools, and the significant difference was determined by this t-test.

Key Findings

To achieve the objectives, in this study, descriptive factors related to each of the components were summarized in the form of a Table.1 and Figure.1.

1st Objective: To determine the situation of School organizational health in the Government Schools

Table 1. Descriptive Statistics		
	N	Mean
Institutional Integrity	40	3.0958
Collegial Leadership	40	3.2000
Resource Utilization	40	2.0950
Teachers Affiliation	40	3.3100
Academic Achievement Standards	40	3.5900



The results in the bar chart shows that all dimensions of school organizational health may be considered for the improvement, especially Resource Utilization, as the mean score (2.1) of Resource Utilization is much lower than Academic Achievement Standards and followed by mean score (3.1) of Institutional Integrity. In addition, the mean score (3.6) of Academic Achievement Standards is highest in the dimension of School Organizational Health.

In this regard, it also represents that the situation of School Organizational Health of Government Schools of district Tando Allahyar is detrimental in terms of Resource Utilization, Institutional integrity, collegial leadership, and Teacher affiliation. These may be inferred from the five points which follow.

Firstly, academic achievement standards were focused, and teaching and learning goals are not clear to the teachers.

Secondly, teacher affiliations are followed by academic achievement standards. Most of the teachers were careful about their presence in the school and sincere in their job.

Thirdly, collegial leadership is at a moderate level, which showed that teachers are neither aware of each other nor not unaware and share their own knowledge and experience moderately.

Fourthly, institutional integrity is followed by collegial leadership, the mean score of the first dimension lower than the second dimension; it means School organizational health is not protected from outside factors, such as local political influence and the majority of the teachers did not seem to be as aware of their schools' integrity.

Finally, the mean score of resource utilization is lower than other dimensions of SOH. This may be because the resources are not needed nor demanded by the teachers, therefore, resource utilization is least prioritized.

2nd Objective: *To investigate the relationship between dimensions of school organizational health and students' academic achievement of Government Schools of District Tando Allahyar.*

Table 2. Correlation between Dimension of SOH and Students Academic Achievement							
		II	CL	RU	TA	AAS	SAA
II	Pearson Correlation	1	.294	-.106	.040	.178	-.348*
	Sig. (2-tailed)		.066	.515	.808	.272	.028
	N	40	40	40	40	40	40
CL	Pearson Correlation	.294	1	.166	.004	.143	.034
	Sig. (2-tailed)	.066		.307	.982	.378	.836
	N	40	40	40	40	40	40
RU	Pearson Correlation	-.106	.166	1	.009	-.242	-.099
	Sig. (2-tailed)	.515	.307		.954	.133	.545
	N	40	40	40	40	40	40
TA	Pearson Correlation	.040	.004	.009	1	.146	.023
	Sig. (2-tailed)	.808	.982	.954		.369	.890
	N	40	40	40	40	40	40
AAS	Pearson Correlation	.178	.143	-.242	.146	1	.160
	Sig. (2-tailed)	.272	.378	.133	.369		.323
	N	40	40	40	40	40	40
SAA	Pearson Correlation	-.348*	.034	-.099	.023	.160	1
	Sig. (2-tailed)	.028	.836	.545	.890	.323	
	N	40	40	40	40	40	40
*. Correlation is significant at the 0.05 level (2-tailed)							

A Pearson product-moment correlation coefficient was computed to assess the relationship between the dimensions of School Organizational Health and the Student academic achievement. The findings are illustrated in Table.2.

In this regard, the findings depict that there is a negative correlation between the two Institutional Integrity and Students Academic Achievement, $r = -.348$, $n = 40$, $p = .028$.

However, there is a non-significant relationship between other four dimensions of School Organizational Health with Students Academic Achievement.

3rd Objective: To compare the school organizational health of Government Schools and Private Schools of District Tando Allahyar.

Table.3 Mean Scores of SOH of Government & Private Schools			
	Type of School	N	Mean
School Organizational Health	Government	40	3.0582
	Private	25	3.4037

Table.4. Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
SOH	Equal variances assumed	.287	.594	-3.127	63	.003	-.34557	.11052
	Equal variances not assumed			-3.103	49.827	.003	-.34557	.11136

An independent-samples t-test was conducted to compare School organizational health in Government and Private schools. Results are summarised in Table.3 and Table.4 that there is statistically significant difference in the scores for Public ($M=3.0582$, $SD=.42805$) and private ($M=3.4037$, $SD=0.44219$) conditions; $t (-3.127)$, $p = 0.003$.

Discussion

This research was carried out to investigate the impact of school organizational health on the student's academic achievement. From the finding, it can be concluded that if taken into consideration the dimensions (Institutional Integrity, Collegial Leadership, Resource

Utilization, Teacher Affiliation and Academic Achievement Standards) of School organizational health, Institutional Integrity is negatively correlated with Students Academic Achievement and this relation is statistically significant. However, a non-significant relation was determined between the other four dimensions (Collegial leadership, Resource Utilization, Teacher Affiliation and Academic Achievement Standards) and Students Academic Achievement. Similar results are found by the Hoy and Hannum (1997).

Moreover, the significant difference between government schools and private schools was found which showed that Private School have better Organizational Health than Government Schools. This might explain why people prefer to get an education in the private school. School environment is protected from external influence, Principals, Mentors and colleagues share their experience, knowledge and ideas with each other, to foster a good learning Environment. In addition, Proper Utilization of resources, and the Teachers in the private schools have a passion for executing their duties and are also aware of Standards of Academic Achievement.

Conclusion

This quantitative study was conducted in District Tando Allahyar. Findings revealed that the School Organizational health of the government schools is poor in Resource Utilization, Institutional Integrity and other dimensions of SOH. The school is not protected from outside pressure.

Another result showed there is a negative statistically significant relationship between institutional integrity and students' academic achievement. Furthermore, a significant difference was determined between the School organizational health of the Government Schools and Private Schools. Private schools are healthier than Government Schools. Hence, people are choosing Private schools rather than Government Schools. The following suggestions may be considered:

- ◆ Actions may be taken to improve the dimensions of School organizational health in Government Schools, such as resource utilization. With the adequate classroom supplies, other supportive material should be provided to schools.
- ◆ Additionally, a corner of the library with story books, and visual aids; classrooms with sufficient lights may be taken into consideration while making school development plans, in order to improve the School Organizational Health.
- ◆ Further the findings of correlation suggest that there is significant negative correlation between Institutional Integrity and Students Academic achievement.
- ◆ In addition, coordination in teaching staff and assessment that teachers are committed to both their students and colleagues are important aspects of teacher affiliation. By improving such aspects schools can encourage more student academic achievement.

Future Research

Further study is needed to investigate the relationship between other dimensions (Consideration, Autonomy, and Communication) of school organizational Health and

Students Academic Achievement. Moreover, a significant difference can be examined in rural and urban government Schools.

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