

Academic Insecurity and Students' Post-Traumatic Stress Disorder (PTSD) Among Tertiary Institutions Students in Zaria Metropolis: Counselling Implications

Taofeeq Sola Salaudeen

Department of Guidance and Counselling
Federal University of Education, Zaria.

solasalaudeen@gmail.com

08078977478, 08162249860

Awoyemi Olusola Adenike

Department of Primary Education
Federal University of Education, Zaria.

solaawoyemi2@gmail.com

08054243890, 08135416147

Anyanwu, Prisca Onyinye

Department of Primary Education
Federal College of Education, zaria.

onyiiwhite2017@gmail.com

07035311972

Abstract

This study examined influence of academic insecurity on students' well-being among tertiary institutions students in Zaria metropolis: counselling implications. Three research questions guided the study which adopted descriptive survey research design. The population of the study consisted of all tertiary institutions' students in Zaria. A sample of three hundred and eighty four students was drawn via convenient sampling technique from two tertiary institutions in Zaria. A questionnaire designed by the researchers was used as instrument for data collection. The instrument comprised four sections, well validated and the reliability test yielded 0.79 through Cronbach Alpha method. Data collected were analysed using mean of 2.50 for acceptance or rejection of an item. The results revealed that feeling anxious, feeling insecure about future prospects, finding it challenging to concentrate on studies were some of the psychological impacts of insecurity on students' wellbeing. Finding it challenging to maintain a consistent study routine, changes in academic performance, financial instability and lack of stable and supportive environment are some of the factors which constitute challenges and disruptions caused by insecurity. The coping mechanisms adopted by students include seeking social supports from friends, setting realistic goals, engaging in positive self-talk and engaging in extracurricular activities. Based on the findings, conclusion was drawn and the following recommendations amongst others were made: school-wide education, training and academic insecurity prevention programmes for all stakeholders; and need to evaluate the effectiveness of the existing counselling programmes, identify best practices and work on areas for improvement.

Key words: Academic insecurity, Students' well-being, Tertiary institutions, Counselling

Introduction

The significance of security in life endeavours is well documented by Abraham Maslow in his hierarchy of needs that safety/security is one of the basic human needs which must be met before one can have the utmost desire and strength to pursue the other higher needs such as that of love, achievement, self-esteem, aesthetics and self-actualization needs. In any education system, peace and tranquility is an antidote for a successful teaching and learning. However, thousands of students in Nigeria today are caught up in conflicts that result to insecurity not only of their school environment but to their lives and well beings. Although, there are no agreed definitions of what precisely insecurity is, but there is a general agreement that insecurity is linked to chronic threats of disease, hunger, terrorism and poverty. The United Nations Development Programmes (UNDP) defines human security as freedom from fear and wants (Okorie, 2011). According to Achumba Ighomereho and Akpor-Robaro (2013), as cited in Ogunode, Ahoata and Ezenekwe (2021), insecurity is the antithesis of security and has attracted such common variables as a lack of safety, danger, hazard, uncertainty, lack of confidence, state of doubt, lack of protection, instability, trouble, and being unsafe among others. According to Hassan (2014), insecurity is characterized by unpleasant emotions like fear, worry, uncertainty, and unjustness. The term insecurity characterizes a feeling of inadequacy, low self-esteem or self-confidence, and difficulty coping with those feelings in a healthy way. This feeling is common, with most people experiencing insecurity occasionally. Insecurity can drive negative self-talk and self-criticism, but it can also manifest as things like jealousy, clinginess, approval-seeking behaviors, avoidance, bragging, competitiveness, guilt-tripping, bullying, and aggression towards others. According to Beland (2005), insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack of or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic insecurity, social insecurity, emotional insecurity as well as academic insecurity.

Academic insecurity, which refers to feelings of anxiety, apprehension, and uncertainty about one's academic abilities and performance, is a pervasive issue among tertiary institution students. This phenomenon can be attributed to various factors, including high academic expectations, competition for limited resources, and inadequate support systems. Furthermore, the pressure to excel academically can lead to increased stress levels, which can trigger or exacerbate Post-Traumatic Stress Disorder (PTSD) symptoms in vulnerable students. PTSD is a serious mental health condition that can develop after experiencing a traumatic event, and its symptoms can be debilitating and long-lasting. One of the major psychological consequences of exposure to insecurity is Post-Traumatic Stress Disorder (PTSD). PTSD is a mental health condition that can develop after individuals experience or witness life-threatening events. Students who have been directly or indirectly exposed to academic insecurity may exhibit symptoms such as anxiety, nightmares, emotional numbness, difficulty concentrating, and avoidance of academic spaces perceived as unsafe. The fear of future attacks can further exacerbate stress levels, leading to academic disengagement and poor performance.

Golparvar and Abedini (2014) described psychological well-being as a person's overall mental and emotional state, characterized by positive feelings, a sense of fulfillment, and functioning effectively in various aspects of life. It encompasses an individual's subjective experience of happiness, contentment, and satisfaction, as well as their ability to cope with stress, manage their emotions, and maintain positive relationships. Psychological well-being is not merely the absence of mental illness but rather a state of positive mental health. It involves having a positive outlook, experiencing a sense of purpose and meaning in life, and having a sense of self-worth and self-acceptance. It also includes the ability to adapt to changes, develop resilience, and engage in personal growth and self-improvement.

Factors that contribute to psychological well-being according to Matsayi (2023) include emotional resilience, positive engagement and flow: Being fully absorbed and engaged in activities that provide a sense of enjoyment, fulfillment, and personal growth, experiencing positive emotions such as joy, gratitude, love, and contentment. Psychological well-being is influenced by various factors, including genetics, life experiences, social support, and individual coping mechanisms. It is an ongoing process that can be nurtured and enhanced through self-care practices, seeking professional help when needed, and cultivating positive habits and attitudes (Karfe & Matsayi, 2019).

Some key considerations and strategies for promoting psychological well-being in schools and among students are what is otherwise called coping mechanism. Coping is the ability to appraise a stressful situation in order to regain balance and develop the power to conquer new challenges (Nagle & Sharma, 2018). In order to attain this level, it is necessary to set cognitive and behavioural efforts that would ensure that they are achieved and sustained. Successful coping strategies help students to perform markedly better in regards to their studies as well as aid in relieving their stress (Khater, AkhuZaheya & Shaban, 2014). Shaibu (2015) has enumerated the following as one of the strategies students could adopt in coping with the challenges of insecurity: students should have a positive mindset which implies having the determination to survive and move on in spite of all odds. Other coping strategies include creating a positive school climate, mental health education, supportive staff, peer support programs, mindfulness and relaxation techniques, physical activity and recreation, collaboration with parents and guardians, early intervention and support, reduce academic pressure, and monitoring and evaluation. Encourage respectful and supportive relationships among students, teachers, and staff, implementation of anti-bullying programs and emphasize the importance of empathy, kindness, and respect. Incorporate mental health education into the curriculum to increase awareness and understanding of mental health issues. Teaching students about stress management, emotional regulation, and coping skills will go a long way in promoting psychological well-being in schools and among students and improve academic performance.

The aim of counselling is to help a person in dealing with developmental tasks fit for his age group. Counselling has always been described as a helping profession. It is a process

of assisting individual to cope with life situations. Fakunle (2011) defines counselling as a professional assistance offered to an individual by a trained psychologist to help the individual solve his developmental and adjustment problem. This shows that developmental challenges such as academic insecurity being faced by a student can be resolved through counselling. Understanding the extent of academic insecurity and its implications for students' mental health is essential for developing effective counseling interventions. Counseling services play a crucial role in helping students cope with trauma, build resilience, and regain confidence in their academic pursuits. However, the effectiveness of counseling interventions depends on a clear understanding of the nature and severity of PTSD symptoms among affected students. Research, however seems inconclusive on the influence of academic insecurity on students' well-being among tertiary institutions students. Examining the extent to which academic insecurity has influence on students' well-being among tertiary institutions students in Zaria metropolis and how counselling can be used to improve the situation is the main task of this study.

Statement of the Problem

Despite the importance of tertiary education in fostering personal growth, social mobility, and economic development, many students in Zaria Metropolis are struggling with academic insecurity and its attendant mental health consequences, including post-traumatic stress disorder (PTSD). Academic environments are expected to be safe spaces that foster learning, personal growth, and intellectual development. The prevalence of academic insecurity among tertiary institution students in Zaria Metropolis is alarming, with students experiencing high levels of anxiety, apprehension, and uncertainty about their academic abilities and performance. This phenomenon is further complicated by the lack of adequate support systems, inadequate counseling services, and limited awareness about mental health issues among students. The consequences of untreated academic insecurity and PTSD can be severe, leading to decreased academic performance, social withdrawal, and even suicidal ideation. Furthermore, the cultural and social stigma associated with mental health issues in Nigeria can prevent students from seeking help, exacerbating the problem.

Despite the growing prevalence of insecurity in Nigerian tertiary institutions, there is limited research on how these experiences contribute to PTSD among students, particularly in Zaria Metropolis. The lack of adequate counseling services and mental health interventions further exacerbates the problem, leaving many students to cope with trauma on their own. Without proper support, affected students may suffer long-term psychological consequences, which could hinder their academic success and future career prospects.

This study seeks to investigate the extent to which academic insecurity contributes to PTSD among tertiary institution students in Zaria Metropolis. It aims to assess the psychological impact of insecurity on students, identify coping mechanisms, and explore the role of counseling in addressing PTSD symptoms. The findings of this study will provide valuable insights for educational institutions, counselors, and policymakers in developing

effective mental health support systems to help students overcome trauma and succeed academically.

Research Objectives

- i. To identify the psychological impacts of insecurity on students' well being
- ii. To identify the challenges and disruptions caused by insecurity that may lead to decreased in students' well being.
- iii. To determine the coping mechanisms adopted by students in order to manage academic insecurity

Research Questions

1. What are the psychological impacts of academic insecurity on students' well being among tertiary institutions students in Zaria metropolis?
2. What are the challenges and disruptions caused by insecurity that may lead to decreased in students' well being among tertiary institutions students in Zaria metropolis?
3. What are the coping mechanisms adopted by tertiary institutions students in Zaria metropolis to manage academic insecurity?

Methodology

The research design that was adopted was the descriptive survey design. This is because the descriptive survey design helped to determine the frequency of occurrences of the phenomenon and discover whether or not relationships exist between the variables. The targeted population involve in this study consisted of all tertiary institutions students in Zaria metropolis, Kaduna State. The convenient sampling technique was adopted and used to draw the respondents for the study; two higher institutions were drawn and 500 respondents were used as sample of the study, but three hundred and eighty four only returned their questionnaires. The research instrument which was the questionnaire comprised of four sections. Section A consisted of the Bio-Data of the respondents while the {8} items on the Section B sought information on psychological impacts of insecurity on students' academic performance and well being, section C sought information on the challenges and disruptions caused by insecurity that may lead to decreased in academic achievement and the last section contained eight (8) items which required information on coping mechanisms adopted by students to manage academic insecurity. The instrument was of the Likert 4-point scale of **SA** – Strongly Agree, **A** – Agree, **D** – Disagree, **SD** – Strongly Disagree. The respondents were required to tick their level of agreement for each statement. In terms of validity, one expert each from Psychology of Education, Guidance and Counselling and Educational Measurement and Evaluation Departments from FUE, Zaria, affirmed that the instrument was suitable for measuring what it purported to measure. Using the Cronbach Alpha Reliability Method, the reliability index of the instrument was 0.79. The instrument was administered to the students with the assistance of six research assistants who were class captains and lecturers from the participating classes. They were briefed on the administration procedure. The questionnaires

were collected, coded and scored. The data were analyzed using mean to answer the research questions. Mean cut-off point was 2.5. All items with mean of 2.50 were regarded as agreement and accepted while those less than 2.50 were regarded as disagreement and were accordingly rejected. In the analysis ‘strongly agree’ was merged with ‘agree’ while ‘strongly disagree’ was merged with ‘disagree’ to give ‘disagree’.

Data Analysis

The results of the influence of Academic Insecurity on students’ Academic Performances and well-being among Tertiary Institutions students in Zaria metropolis: Counselling implications are presented on the basis of research questions posed for the study. Respondents’ view on every section of the question is hereby analyzed below:

Research Question 1: What are the psychological impacts of insecurity on students’ well being?

Table 1: showing Frequency and the Mean rating of the factors constituting psychological impacts of insecurity on students’ well being (N = 384)

S/N	Item statement	SA	A	D	SD	Mean	Remark
1	I do feel anxious anytime I think about my academic performance	98	167	67	52	2.81	Accepted
2	I usually feel insecure about my future prospects	111	120	83	70	2.71	Accepted
3	I experience feelings of inadequacy in my academic abilities	33	69	119	163	1.93	Rejected
4	I find it challenging to concentrate on my studies due to worries	130	157	51	46	2.97	Accepted
5	I do notice changes in my sleep patterns as a result of academic related insecurity	131	174	25	54	2.99	Accepted
6	Comparing myself to others academically do impact on my self esteem	75	155	60	94	2.55	Accepted
7	I do experience physical symptoms like headache due to academic related stress	123	135	43	83	2.78	Accepted
8	My academic performance is a reflection of my self-worth	43	82	87	172	1.99	Rejected

Table 1 above shows results obtained from answering research question 1 of the study. from the data on the table above, it can be safely concluded that some factors that constitute psychological impacts of insecurity on students’ academic performance and well being among students in tertiary institutions within Zaria Metropolis include: feeling anxious anytime they think about their academic performance with a mean of 2.81, feeling insecure about their future prospects with the mean of 2.71. Others include finding it challenging to concentrate on their studies due to worries, changes in their sleep patterns as a result of academic related insecurity, impact on their self esteem when comparing selves to others academically and experiencing physical symptoms like headache due to academic related stress with their means as 2.97, 2.99, 2.55 and 2.78 respectively. However, two of the factors couldn’t meet the cutoff point, hence

they were rejected. They were experiencing of feelings of inadequacy in their academic abilities (mean, 1.93) and academic performance is a reflection of their self-worth (mean, 1.99).

Research Question 2: What are the challenges and disruptions caused by insecurity that may lead to decreased in academic achievement?

Table 2: Showing Frequency and the Mean rating of the factors constituting challenges and disruptions caused by insecurity that may lead to decreased in academic achievement (N = 384)

S/N	Item statement	SA	A	D	SD	Mean	Remark
1	I find it challenging to maintain a consistent study routine due to external insecurity factors	87	120	98	79	2.56	Accepted
2	I do experience a decrease in motivation for learning due to feelings of insecurity	69	89	150	76	2.39	Rejected
3	There is changes in my academic performance whenever I feel more insecure	119	102	96	67	2.71	Accepted
4	External factors such as financial instability contribute to feelings of insecurity that affect my academic progress	132	145	59	48	2.94	Accepted
5	Lack of stable and supportive environment do hinder ones academic achievements	160	144	65	15	3.17	Accepted
6	Difficulties in forming meaningful connections with teachers and peers may be linked to feelings of insecurity	149	156	56	23	3.12	Accepted
7	I experience self-doubt about my ability to succeed academically due to feelings of insecurity	121	132	49	82	2.76	Accepted
8	I avoided seeking help or resources for my studies due to uncertainty	101	152	78	53	2.78	Accepted

Results from Table 2 show factors constituting challenges and disruptions caused by insecurity that may lead to decreased in academic achievement of students. From the table it can be seen and concluded that students find it challenging to maintain a consistent study routine due to external insecurity factors (mean, 2.56), that there is changes in their academic performance whenever they feel more insecure (mean, 2.71), that external factors such as financial instability contribute to feelings of insecurity that affect their academic progress (mean, 2.94), that lack of stable and supportive environment do hinder their academic achievements (mean, 3.17), that difficulties in forming meaningful connections with teachers and peers may be linked to feelings of insecurity (mean, 3.12), that they experience self-doubt about their ability to succeed academically due to feelings of insecurity (mean, 2.76) and that

they avoided seeking help or resources for their studies due to uncertainty (mean, 2.78). However, students opined that they do not experience a decrease in motivation for learning due to feelings of insecurity. This was as a result of the rejection of its statement as shown by the (mean, 2.39).

Research Question 3: What are the coping mechanisms adopted by students to manage academic insecurity?

Table 3: Frequency and the Mean rating of the coping mechanisms adopted by students to manage academic insecurity

S/N	Item statement	SA	A	D	SD	Mean	Remark
1	I do seek social supports from friends whenever I encounter academic related insecurity	129	112	87	56	2.82	Accepted
2	I engage in relaxation techniques to cope with academic related insecurity	78	65	141	100	2.32	Rejected
3	I do participate in counselling programmes as a way out of academic related insecurity	56	81	97	150	2.11	Rejected
4	I set realistic goals to combat feelings of academic insecurity	117	123	79	65	2.76	Accepted
5	I engage in positive self talk to boost my confidence	155	147	43	39	3.09	Accepted
6	I attend seminars focused on coping skills to manage academic insecurity	64	79	140	101	2.28	Rejected
7	I utilize time management strategies to reduce feelings of insecurity	74	59	155	96	2.29	Rejected
8	I engage in extracurricular activities to alleviate academic related stress and insecurity	121	117	67	79	2.73	Accepted

Results from Table 3 show coping mechanisms adopted by students to manage academic insecurity. From the table it was deduced that students do seek social supports from friends whenever they encounter academic related insecurity (mean, 2.82), that they set realistic goals to combat feelings of academic insecurity (mean, 2.76), that they engage in positive self talk to boost their confidence (mean, 3.09) and that they engage in extracurricular activities to alleviate academic related stress and insecurity (mean, 2.73). However, students opined that they do not adopt the following coping mechanisms to manage academic insecurity; engage in relaxation techniques to cope with academic related insecurity, participate in counselling programmes as a way out of academic related insecurity, attend seminars focused on coping skills to manage academic insecurity and utilize time management strategies to reduce feelings of insecurity. All these were rejected as shown in their means 2.32, 2.11, 2.28 and 2.29 respectively.

Discussion of Findings

This study ascertained the views of students on the influence of insecurity on students' academic performance and well being. From the study, several findings were made. The

findings revealed that majority of the participants indicated psychological impacts of insecurity on students' academic performance and well being such as feeling anxious anytime they think about their academic performance, feeling insecure about their future prospects, finding it challenging to concentrate on their studies due to worries, changes in their sleep patterns as a result of academic related insecurity, impact on their self esteem when comparing selves to others academically and experiencing physical symptoms like headache due to academic related stress. For learning to be meaningful to students therefore, all these need to be taken care of. This is in line with the submission of Musa, Meshak and Sagir (2016) that the psychological safety/security of the educational environment is the protection of participants from threats to positive development and mental health in the process of the pedagogical interaction and absence of psychotrauma in the communication process, which is the main threat to the psychological safety of participants in the educational environment that can damage positive development and mental health and can also be an obstacle to self-actualization

The study further revealed that certain factors which constitute challenges and disruptions caused by insecurity which may lead to decreased in academic achievement. Such factors are finding it challenging to maintain a consistent study routine, changes in their academic performance whenever they feel more insecure, external factors such as financial instability contribute to feelings of insecurity that affect their academic progress, lack of stable and supportive environment do hinder their academic achievements, difficulties in forming meaningful connections with teachers and peers, self-doubt about their ability to succeed academically due to feelings of insecurity and avoiding seeking help or resources for their studies due to uncertainty. All these are part of what Akande, Olowonirejuaro and Okwara-Kalu (2014) and Onukwufor and Izuchi (2017) have identified as stressors among students.

Other findings of the study showed coping mechanisms adopted by students to manage academic insecurity. It was deduced that students do seek social supports from friends whenever they encounter academic related insecurity, set realistic goals to combat feelings of academic insecurity, engage in positive self-talk to boost their confidence and engage in extracurricular activities to alleviate academic related stress and insecurity. This finding is in line with empirical studies have suggested that student's perceptions of academic support, behavior management, teacher social support, and peer social support are strongly associated with their behavioral adjustment (Wang, 2010) and that students who perceive strong academic support in school are more likely to be accordingly motivated and have fewer behavioral problems (Wang, 2010). Conversely, students who experience repeated failures in academics are less inclined to perceive their school as academically supportive and may reduce their commitment to student roles and their motivation to perform well and increase school problem behavior (McEvoy & Werner, 2000).

Conclusion

Results of the study have revealed the various psychological impacts of academic insecurity on students' academic performance and well being. It has further revealed certain factors which constitute challenges and disruptions caused by insecurity which may lead to decreased in academic achievement and other finding of the study showed coping mechanisms adopted by students to manage academic insecurity. The researcher therefore concluded that the various psychological impacts of academic insecurity on students' academic performance and well being, factors which constitute challenges and disruptions caused by insecurity which may lead to decreased in academic achievement and the coping mechanisms adopted by students to manage academic insecurity are real. Without addressing the causes of the menace of academic insecurity and adopting other strategies of managing it that can make it possible for students to improve on their performance and well being, it will be difficult to provide quality education to some people due to this insecurity.

Counselling Implications

The counselling implications of the existence of academic insecurity among students in tertiary institutions in Zaria metropolis highlighted the importance of addressing the challenges it poses to their academic performance and wellbeing. Students experiencing academic insecurity therefore need counselling services from the professional counsellors. Collaborative efforts among school counsellors, lecturers and policymakers are crucial in order to enhance students' learning experiences and wellbeing.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Reducing and preventing academic insecurity requires the joint efforts of the policymakers, administrators of schools, lecturers, students, parents and community members. Government and school management should provide school-wide education, training and academic insecurity prevention programmes for all stakeholders.
2. Every stakeholder needs to work in its area to ensure that all challenges and disruptions caused by insecurity that may lead to decreased in academic achievement are addressed.
3. Government and school management need to evaluate the effectiveness of the existing counselling and support programmes aimed at addressing academic insecurity, identify best practices and work on areas for improvement.

References

Achumba, I. C., Ighomereho, O. S., & Akpor-Oboro, M. O. M. (2013). Security challenges in Nigeria and the implications for business activities and sustainable development. *Journal of Economics and Sustainable Development*, 4(2), 279- 299.

- Akande, J. A., Olowonirejuaro, A. O. & Okwara-Kalu, C. E. (2014). A Study of level and sources of stress among secondary school students. *Journal of Research & Method in Education*, 4(5), 32-36.
- Fakunle, J.O. (2011). Academic success and a Happy Career. A Psychological Approach. Ibadan Positive.
- Golparvar M., Abedini H. (2014). The relationship between spirituality and meaning at work and the job happiness and psychological wellbeing: A spiritual-affective approach to the psychological well-being. *International Journal of Management and Sustainability*, 3(3),160-175.
- Hassan,M.B.(2014). Boko Haram insurgency and the spate of insecurity in Nigeria: Manifestation and social science. *Journal of Research and Humanities and Social Science*, 4(18): 9-18.
- Karfe A.S., Matsayi L.A. (2019).Relationship between the psychological well-being and academic achievement of orphans and non-orphans in English Language in senior secondary schools in Jalingo Education zone of Taraba State, Nigeria. *International Journal of Innovative Science and Research Technology*, 4(12): 302-309.
- Matsayi L. A.(2023).What is the Influence of Insecurity on the Psychological Wellbeing Secondary School Students?. *Psychol Psychother Res Stud*. 7(1). PPRS. 000654.
- McEvoy, A & Werner, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioural Disorders*, 8(3), 130 – 140.
- Musa , A. K. J., Meshak , B. & Sagir, J. I. (2016). Adolescents’ Perception of the Psychological Security of School Environment, Emotional Development and Academic Performance in Secondary Schools in Gombe Metropolis. *Journal of Education and Training Studies*, 4,(9), 144-153.
- Nagle, Y. K. & Sharma U. (2018). Academic stress and coping mechanism among students: An Indian perspective. *Journal of Child Adolescence Psychology*, 2(1), 6-8.
- Ogunode N.J., Ahoata G.N, Ezenekwe V.C.O. (2021). Effect of insecurity on school administration in Nigeria. *Middle European Scientific Bulletin* 13: 628.
- Onukwufor. J. & Izuchi, M. (2017). Factors, gender and locational differences of stress among secondary school students in Ikwerre and Port Harcourt Local Government Areas of Rivers State, Nigeria. *American Journal of Educational Research*, 5(12), 1212-1217.
- Shaibu, F. B. (2015).Psychological perspectives of insecurity in the Nigerian school environment. Keynote address presented at NISEP 15TH annual national conference, Abuja.
- Wang, M.T. (2010). Adolescents’ Perceptions of School Environment, engagement and academic achievement in middle school. *American Educational Research Journal*, 47, 663 – 672.