

ABSTRACT

SOCIAL CAPITAL AND TEACHER IMMEDIACY: FACTORS INFLUENCING THE ACADEMIC MOTIVATION FOR STUDENTS CONSIDERED ACADEMICALLY AT RISK

This study examined the relationship between teacher immediacy and the factors influencing the academic motivation of students who are considered academically at risk. This investigation proposes that teacher immediacy plays a role in creating social capital. This social capital, in turn, plays a role in student attitudes and orientations toward school. Students participating in the Summer Bridge Program at California State University, Fresno were asked to complete a Teacher Immediacy Scale and the Facilitating Conditions Questionnaire. Five hypotheses examining the effects of immediacy, parental support, and peer support were tested. Respondents were also asked to describe the factors that influenced their academic motivation. Each hypothesis was supported. However, the lowest correlation was between teacher immediacy and student affected. The implications of these findings and the limitation of the study are discussed.

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