

Appendix A: Inventory of Parent and Peer Attachment (IPPA) (English and Chinese Version)

English Version:

1. Parent Form – Mother

Instructions:

Please read each statement below and circle the ONE number that tells how true the statement is for you now.

Response Scale:

1 Almost Never or Never True	2 Not Very Often True	3 Sometimes True	4 Often True	5 Almost Always or Always True
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Item	1	2	3	4	5
1. My mother respects my feeling.	☐	☐	☐	☐	☐
2. I feel my mother does a good job as my mother.	☐	☐	☐	☐	☐
3. I wish I had a different mother.	☐	☐	☐	☐	☐
4. My mother accepts me as I am.	☐	☐	☐	☐	☐
5. I like to get my mother's point of view on things I'm concerned about.	☐	☐	☐	☐	☐
6. I feel it's no use letting my feelings show around my mother.	☐	☐	☐	☐	☐
7. My mother can tell when I'm upset about something.	☐	☐	☐	☐	☐
8. Talking over my problems with my mother makes me feel ashamed or foolish.	☐	☐	☐	☐	☐
9. My mother expects too much from me.	☐	☐	☐	☐	☐
10. I get upset easily around my mother.	☐	☐	☐	☐	☐
11. I get upset a lot more than my mother knows about.	☐	☐	☐	☐	☐
12. When we discuss things, my mother cares about my point of view.	☐	☐	☐	☐	☐
13. My mother trusts my judgment.	☐	☐	☐	☐	☐
14. My mother has her own problems, so I don't bother her with mine.	☐	☐	☐	☐	☐
15. My mother helps me to understand myself better.	☐	☐	☐	☐	☐
16. I tell my mother about my problems and troubles.	☐	☐	☐	☐	☐
17. I feel angry with my mother.	☐	☐	☐	☐	☐
18. I don't get much attention from my mother.	☐	☐	☐	☐	☐
19. My mother helps me to talk about my difficulties.	☐	☐	☐	☐	☐
20. My mother understands me.	☐	☐	☐	☐	☐
21. When I am angry about something, my mother tries to be understanding.	☐	☐	☐	☐	☐
22. I trust my mother.	☐	☐	☐	☐	☐
23. My mother doesn't understand what I'm going through these days.	☐	☐	☐	☐	☐
24. I can count on my mother when I need to get something off my chest.	☐	☐	☐	☐	☐
25. If my mother knows something is bothering me, she asks me about it.	☐	☐	☐	☐	☐

2. Parent Form – Father

Instructions:

Please read each statement below and circle the ONE number that tells how true the statement is for you now.

Response Scale:

1 Almost Never or Never True	2 Not Very Often True	3 Sometimes True	4 Often True	5 Almost Always or Always True
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Item	1	2	3	4	5
1. My father respects my feeling.	☐	☐	☐	☐	☐
2. I feel my father does a good job as my father.	☐	☐	☐	☐	☐
3. I wish I had a different father.	☐	☐	☐	☐	☐
4. My father accepts me as I am.	☐	☐	☐	☐	☐
5. I like to get my father's point of view on things I'm concerned about.	☐	☐	☐	☐	☐
6. I feel it's no use letting my feelings show around my father.	☐	☐	☐	☐	☐
7. My father can tell when I'm upset about something.	☐	☐	☐	☐	☐
8. Talking over my problems with my father makes me feel ashamed or foolish.	☐	☐	☐	☐	☐
9. My father expects too much from me.	☐	☐	☐	☐	☐
10. I get upset easily around my father.	☐	☐	☐	☐	☐
11. I get upset a lot more than my father knows about.	☐	☐	☐	☐	☐
12. When we discuss things, my father cares about my point of view.	☐	☐	☐	☐	☐
13. My father trusts my judgment.	☐	☐	☐	☐	☐
14. My father has her own problems, so I don't bother her with mine.	☐	☐	☐	☐	☐
15. My father helps me to understand myself better.	☐	☐	☐	☐	☐
16. I tell my father about my problems and troubles.	☐	☐	☐	☐	☐
17. I feel angry with my father.	☐	☐	☐	☐	☐
18. I don't get much attention from my father.	☐	☐	☐	☐	☐
19. My father helps me to talk about my difficulties.	☐	☐	☐	☐	☐
20. My father understands me.	☐	☐	☐	☐	☐
21. When I am angry about something, my father tries to be understanding.	☐	☐	☐	☐	☐
22. I trust my father.	☐	☐	☐	☐	☐
23. My father doesn't understand what I'm going through these days.	☐	☐	☐	☐	☐
24. I can count on my father when I need to get something off my chest.	☐	☐	☐	☐	☐
25. If my father knows something is bothering me, she asks me about it.	☐	☐	☐	☐	☐

3. Peer Form

Instructions:

Please read each statement below and circle the ONE number that tells how true the statement is for you now.

Response Scale:

1 Almost Never or Never True	2 Not Very Often True	3 Sometimes True	4 Often True	5 Almost Always or Always True
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Item	1	2	3	4	5
1. I like to get my friends' point of view on things I'm concerned about.	☐	☐	☐	☐	☐
2. My friends can tell when I'm upset about something.	☐	☐	☐	☐	☐
3. When we discuss things, my friends care about my point of view.	☐	☐	☐	☐	☐
4. Talking over my problems with friends makes me feel ashamed or foolish.	☐	☐	☐	☐	☐
5. I wish I had different friends.	☐	☐	☐	☐	☐
6. My friends understand me.	☐	☐	☐	☐	☐
7. My friends encourage me to talk about my difficulties.	☐	☐	☐	☐	☐
8. My friends accept me as I am.	☐	☐	☐	☐	☐
9. I feel the need to be in touch with my friends more often.	☐	☐	☐	☐	☐
10. My friends don't understand what I'm going through these days.	☐	☐	☐	☐	☐
11. I feel alone or apart when I am with my peers.	☐	☐	☐	☐	☐
12. My friends listen to what I have to say.	☐	☐	☐	☐	☐
13. I feel my friends are good friends.	☐	☐	☐	☐	☐
14. My friends are fairly easy to talk to.	☐	☐	☐	☐	☐
15. When I am angry about something, my friends try to be understanding.	☐	☐	☐	☐	☐
16. My friends help me to understand myself better.	☐	☐	☐	☐	☐
17. My friends care about how I am feeling.	☐	☐	☐	☐	☐
18. I feel angry with my friends.	☐	☐	☐	☐	☐
19. I can count on my friends when I need to get something off my chest.	☐	☐	☐	☐	☐
20. I trust my friends.	☐	☐	☐	☐	☐
21. My friends respect my feelings.	☐	☐	☐	☐	☐
22. I get upset a lot more than my friends know about.	☐	☐	☐	☐	☐
23. It seems as if my friends are irritated with me for no reason.	☐	☐	☐	☐	☐
24. I can tell my friends about my problems and troubles.	☐	☐	☐	☐	☐
25. If my friends know something is bothering me, they ask me about it.	☐	☐	☐	☐	☐

Chinese Version:

1. 母亲量表

这部分是关于你对你的母亲的感情。请阅读每一个句子，并选择与你最相符合的，然后画“○”。

	根本 不是 这样	很少 是这 样	有时 是这 样	经常 是这 样	总是 这样
我母亲尊重我的情感	1	2	3	4	5
我认为我的母亲是称职的母亲。	1	2	3	4	5
我真希望我的母亲是另外的人。	1	2	3	4	5
4.我母亲很认可我现在的样子。	1	2	3	4	5
5.对我在意的东西，我喜欢听取我母亲的意见。	1	2	3	4	5
6. 我觉得向母亲表露自己的情感是没有用的。	1	2	3	4	5
7. 当我为某事情难过的时候，我母亲会看出来。	1	2	3	4	5
8. 与母亲讨论我的困扰另我感到很羞耻，很愚蠢。	1	2	3	4	5
9. 母亲对我期望太高。	1	2	3	4	5
10. 我很容易为母亲感到难过。	1	2	3	4	5
11. 我有很多不开心，但母亲知道的很少。	1	2	3	4	5
12. 当讨论事情的时候，母亲会很在乎我的观点。	1	2	3	4	5
13. 我母亲信任我的判断。	1	2	3	4	5
14. 我母亲有她自己的烦恼，所以我不会拿自己的烦恼去烦她。	1	2	3	4	5
15. 我母亲帮助我更好的了解自己。	1	2	3	4	5
16. 我把自己的烦恼告诉我的母亲。	1	2	3	4	5
17. 我很生气我母亲。	1	2	3	4	5
18. 我没有得到母亲很多的注意。	1	2	3	4	5
19. 我母亲帮我一起讨论我的困难。	1	2	3	4	5
20. 我母亲理解我。	1	2	3	4	5
21. 当我为某事情生气时，我母亲试图理解我。	1	2	3	4	5
22. 我信任我的母亲。	1	2	3	4	5
23. 我母亲不了解这些天我都经历了些什么。	1	2	3	4	5
24. 当我需要摆脱某事的时候，我母亲是可以依靠的。	1	2	3	4	5
25.如果我母亲知道了有事情困扰我，她会询问我详细情况的	1	2	3	4	5

2. 父亲量表

这部分是关于你对你的父亲的感情。请阅读每一个句子，并选择与你最相符合的，然后画“o”。

	根本 不是 这样	很少 是这 样	有时 是这 样	经常 是这 样	总是 这样
1. 我父亲尊重我的情感。	1	2	3	4	5
2. 我认为我的父亲是称职的父亲。	1	2	3	4	5
3. 我真希望我的父亲是另外的人。	1	2	3	4	5
4. 我父亲很认可我现在的样子。	1	2	3	4	5
5. 对我在意的东西，我喜欢听取我父亲的意见。	1	2	3	4	5
6. 我觉得向父亲表露自己的情感是没有用的。	1	2	3	4	5
7. 当我为某事难过的时候，我父亲会看出来。	1	2	3	4	5
8. 与父亲讨论我的困扰另我感到很羞耻，很愚蠢。	1	2	3	4	5
9. 父亲对我期望太高。	1	2	3	4	5
10. 我很容易为父亲感到难过。	1	2	3	4	5
11. 我有很多不开心，但父亲知道的很少。	1	2	3	4	5
12. 当讨论事情的时候，父亲会很在乎我的观点。	1	2	3	4	5
13. 我父亲信任我的判断。	1	2	3	4	5
14. 我父亲有他自己的烦恼，所以我不会拿自己的烦恼去烦他。	1	2	3	4	5
15. 我父亲帮助我更好的了解自己。	1	2	3	4	5
16. 我把自己的烦恼告诉我的父亲。	1	2	3	4	5
17. 我很生气我父亲。	1	2	3	4	5
18. 我没有得到父亲很多的注意。	1	2	3	4	5
19. 我父亲帮我一起讨论我的困难。	1	2	3	4	5
20. 我父亲理解我。	1	2	3	4	5
21. 当我为某事生气时，我父亲试图理解我。	1	2	3	4	5
22. 我信任我的父亲。	1	2	3	4	5
23. 我父亲不了解这些天我都经历了些什么。	1	2	3	4	5
24. 当我需要摆脱某事的时候，我父亲是可以依靠的。	1	2	3	4	5
25. 如果我父亲知道了有事情困扰我，他会询问我详细情况的。	1	2	3	4	5

3. 同伴量表

这部分是关于你对你的亲密朋友的感情。请阅读每一个句子，并选择与你最相符合的，然后画“○”。

	根本不是这样	很少是这样	有时是这样	经常是这样	总是这样
1. 我喜欢在我看重的问题上听取我朋友的观点	1	2	3	4	5
2. 当我因某事感到难过的时候，我的朋友能看出来	1	2	3	4	5
3. 当我们讨论事情时，我的朋友能重视我的观点	1	2	3	4	5
4. 与朋友讨论我的苦恼，会让我感到羞耻和愚蠢	1	2	3	4	5
5. 我希望我的朋友不是这个样子	1	2	3	4	5
6. 我的朋友理解我	1	2	3	4	5
7. 我的朋友鼓励我探讨我的困难	1	2	3	4	5
8. 我的朋友接纳我这个样子	1	2	3	4	5
9. 我感到需要经常与我的朋友保持联系	1	2	3	4	5
10. 我的朋友不理解我这几天都经历了什么	1	2	3	4	5
11. 当与我的朋友在一起时，我仍感到自己是孤立的	1	2	3	4	5
12. 我的朋友是我倾诉的对象	1	2	3	4	5
13. 我觉得我的朋友是好的	1	2	3	4	5
14. 我的朋友不容易与人沟通	1	2	3	4	5
15. 当我对某事情生气的时候，我的朋友尝试理解我	1	2	3	4	5
16. 我的朋友帮助我更好的理解我自己	1	2	3	4	5
17. 我的朋友很关注我怎么样了	1	2	3	4	5
18. 我对我的朋友感到生气	1	2	3	4	5
19. 当我需要摆脱某事情的时候，我能依靠我的朋友	1	2	3	4	5
20. 我信任我的朋友	1	2	3	4	5
21. 我的朋友尊重我的感情	1	2	3	4	5
22. 我的不痛快比我朋友所知道的要多	1	2	3	4	5
23. 好像我的朋友能毫无缘由的激怒我	1	2	3	4	5
24. 我可以把我的麻烦和苦恼告诉我的朋友	1	2	3	4	5
25. 如果我的朋友知道有事情困扰我，他会询问我详细情况的。	1	2	3	4	5

Appendix B: *Strengths and Difficulties Questionnaire (SDQ)* (English and Chinese Version)

English Version:

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
Other children or young people pick on me or bully me	☐	☐	☐
I often volunteer to help others (parents, teachers, children)	☐	☐	☐
I think before I do things	☐	☐	☐
I take things that are not mine from home, school or elsewhere	☐	☐	☐
I get on better with adults than with people my own age	☐	☐	☐
I have many fears, I am easily scared	☐	☐	☐
I finish the work I'm doing. My attention is good	☐	☐	☐

Chinese Version:

长处与困难调查表

对于下面的各个题，请在相应的格上画勾，以表明是否适合 这名孩子的情况 - 是【不真实】、【有点真实】、还是【完全真实】。请根据这孩子过去六个月或这学年的行为来回答。请务必回答每一道题，即使你对某一题不是十分确定。

孩子的名字： 男/女

出生日期：

	不真实	有点真实	完全真实
能体谅到别人的感受	☐	☐	☐
不安定、过分活跃、不能长久静止	☐	☐	☐
经常抱怨头痛、肚子痛或恶心	☐	☐	☐
很乐意与别的小孩分享东西（糖果、玩具、笔等等）	☐	☐	☐
经常发脾气，易怒	☐	☐	☐
颇孤独，比较多自己玩	☐	☐	☐
一般来说比较顺从，通常是成年人要求要做的都肯做	☐	☐	☐
有很多担忧，经常表现出忧虑	☐	☐	☐
如果有人受伤、沮丧或是生病，都很乐意提供帮助	☐	☐	☐
当坐着时，会持续不断地摆弄手脚或扭动身子	☐	☐	☐
至少有一个好朋友	☐	☐	☐
经常与别的小孩吵架或欺负他们	☐	☐	☐
经常不高兴、情绪低落或哭泣	☐	☐	☐
一般来说，受别的小孩所喜欢	☐	☐	☐
容易分心，不能全神贯注	☐	☐	☐
在新的情况下，会紧张或爱粘人，容易失去信心	☐	☐	☐
对年纪小的小孩和善	☐	☐	☐
经常撒谎或欺骗	☐	☐	☐
受别的小孩作弄或欺负	☐	☐	☐
经常自愿地帮助别人（父母、老师或其他小孩）	☐	☐	☐
做事前会思考	☐	☐	☐
从家里、学校或其他地方偷东西	☐	☐	☐
跟成年人相处比跟小孩相处融洽	☐	☐	☐
对很多事物感到害怕，容易受惊吓	☐	☐	☐
做事情能做到底，注意力持久	☐	☐	☐

Appendix C: Inventory of Teacher-Student Relationships (ITSR) (English and Chinese Version)

English Version:

The following statements ask about your feelings about your relationships with your teachers. Please read each statement and CHECK the <u>ONE</u> number that tells how true the statement is for you now.				
	Almost never or never true	Sometimes true	Often true	Almost always or always true
1. My teacher respects my feelings.	☐ 1	☐ 2	☐ 3	☐ 4
2. I feel my teacher is successful as a teacher.	☐ 1	☐ 2	☐ 3	☐ 4
3. My teacher accepts me as I am.	☐ 1	☐ 2	☐ 3	☐ 4
4. My teacher can tell when something is upsetting me.	☐ 1	☐ 2	☐ 3	☐ 4
5. I get upset easily at school.	☐ 1	☐ 2	☐ 3	☐ 4
6. I get upset a lot more than my teacher knows about.	☐ 1	☐ 2	☐ 3	☐ 4
7. My teacher trusts my judgment.	☐ 1	☐ 2	☐ 3	☐ 4
8. My teacher helps me understand myself better.	☐ 1	☐ 2	☐ 3	☐ 4
9. I tell my teacher about my problems and troubles.	☐ 1	☐ 2	☐ 3	☐ 4
10. My teacher encourages me to talk about my difficulties.	☐ 1	☐ 2	☐ 3	☐ 4
11. My teacher understands me.	☐ 1	☐ 2	☐ 3	☐ 4
12. When I am angry, my teacher tries to be understanding.	☐ 1	☐ 2	☐ 3	☐ 4
13. I trust my teacher.	☐ 1	☐ 2	☐ 3	☐ 4
14. My teacher doesn't understand what I'm going through.	☐ 1	☐ 2	☐ 3	☐ 4
15. I count on my teacher when I need to get something off my chest.	☐ 1	☐ 2	☐ 3	☐ 4
16. I feel that no one understands me.	☐ 1	☐ 2	☐ 3	☐ 4
17. If my teacher knows something is bothering me, they ask me about it.	☐ 1	☐ 2	☐ 3	☐ 4

Chinese Version:

师生关系量表（ITSR）：以下是有关你与老师关系的一些陈述。请阅读每一项，并勾选一个最符合你 现在感受的选项。				
选项说明：	几乎从不如此	有时如此	经常如此	几乎总是如 此
1. 我的老师尊重我的感受。	☐ 1	☐ 2	☐ 3	☐ 4
2. 我觉得我的老师是一位成功的教 师。	☐ 1	☐ 2	☐ 3	☐ 4
3. 我的老师接纳真实的我。	☐ 1	☐ 2	☐ 3	☐ 4
4. 我的老师能察觉我什么时候情绪低 落。	☐ 1	☐ 2	☐ 3	☐ 4
5. 我在学校很容易感到烦躁。	☐ 1	☐ 2	☐ 3	☐ 4
6. 我常常烦躁，但老师并不知道。	☐ 1	☐ 2	☐ 3	☐ 4
7. 我的老师信任我的判断。	☐ 1	☐ 2	☐ 3	☐ 4
8. 我的老师帮助我更好地了解自己。	☐ 1	☐ 2	☐ 3	☐ 4
9. 我会告诉老师我的烦恼和困扰。	☐ 1	☐ 2	☐ 3	☐ 4
10. 我的老师鼓励我表达自己的困难。	☐ 1	☐ 2	☐ 3	☐ 4
11. 我的老师理解我。	☐ 1	☐ 2	☐ 3	☐ 4
12. 当我生气时，我的老师会设法理解 我。	☐ 1	☐ 2	☐ 3	☐ 4
13. 我信任我的老师。	☐ 1	☐ 2	☐ 3	☐ 4
14. 我的老师不了解我正在经历什么。	☐ 1	☐ 2	☐ 3	☐ 4
15. 当我想倾诉时，我依赖我的老师。	☐ 1	☐ 2	☐ 3	☐ 4
16. 我觉得没有人理解我。	☐ 1	☐ 2	☐ 3	☐ 4
17. 如果老师知道我有烦心事，他们会 主动关心我。	☐ 1	☐ 2	☐ 3	☐ 4

Appendix D: Back-Translation

Translation and Cultural Adaptation of the Inventory of Teacher-Student Relationships (ITSR)

To ensure the linguistic and cultural equivalence of the Inventory of Teacher-Student Relationships (ITSR) questionnaire, this study followed the cross-cultural adaptation guidelines proposed by Guillemin, Bombardier, and Beaton (1993), as well as the best practices outlined by Wild et al. (2005) for the translation and adaptation of self-report instruments. These procedures aim to achieve semantic, idiomatic, experiential, and conceptual equivalence, which are especially important in educational and psychological research conducted across cultures.

1. Forward Translation and Synthesis

Two independent bilingual translators with academic backgrounds in educational psychology translated the original English version of the teacher subscale (Version 0) into Chinese (Versions 1a and 1b). Both translators completed twelve years of education in China and subsequently obtained bachelor's, master's, and doctoral degrees in the United Kingdom. Their bicultural education backgrounds helped ensure accuracy in both language and contextual meaning. A third translator with a similar profile compared the two Chinese translations and resolved any discrepancies. Through careful discussion and reconciliation, the two versions were synthesised into a single preliminary version (Version 1c).

2. Back Translation

An independent bilingual translator, who had not seen the original English version, translated Version 1c back into English to produce Version 2. This translator had also completed twelve years of schooling in China and earned all three academic degrees in the UK. With native-level proficiency in both English and Chinese and no involvement in the initial translation stage, this person ensured the integrity of the back translation and helped identify any conceptual deviations from the original.

3. Expert Review and Harmonisation

A panel of four bilingual researchers, including the author and three postgraduate students trained in developmental and cross-cultural psychology, conducted a detailed comparison of Version 0 and Version 2. The panel applied the decentering technique described by Guillemin et al. (1993), treating both versions as flexible and open to revision. Conceptual accuracy was prioritised over literal equivalence. Special attention was given to culturally nuanced terms such as "trust," "distance," and "support," with adjustments made to ensure they were both contextually appropriate and developmentally accessible to Chinese students aged 9 to 16. The final wording prioritised clarity, simplicity, and alignment with students' lived experiences.

4. Cognitive Debriefing and Finalisation

The final Chinese version (Version 3) was pilot-tested with six students, two each from Grades 4, 7, and 10. Structured cognitive debriefing interviews were conducted in accordance with the guidelines proposed by Wild et al. (2005). The aim was to evaluate participants' comprehension, the clarity of language, and the relevance of each item to their everyday experiences. Typical questions included "What do you think this item is asking?" and "Is this how you would normally say it?" Feedback from the interviews indicated that most items were clearly understood and culturally appropriate. Minor adjustments were made where necessary to improve developmental comprehensibility.

This multi-stage translation and adaptation process ensured that the final Chinese version of the PIML teacher subscale accurately reflected the meaning of the original items while being culturally and linguistically appropriate for Chinese boarding school students. Although formal psychometric validation of the translated scale is recommended for future studies, the current procedures provide strong support for its content validity and contextual relevance in the present research.

Appendix E: Pilot Feedback Interview Protocol

Purpose: To gather student and teacher feedback on the clarity, cultural relevance, and usability of survey items for different grade levels.

Part 1: Student Structured Interview Questions (Conducted in small focus groups immediately after survey completion)

1. Were there any questions that you found confusing or hard to understand? If yes, which ones?
2. Did any words or sentences seem too difficult or unfamiliar?
3. Were there questions that felt repetitive or boring?
4. Did you feel uncomfortable answering any part of the questionnaire? Why?
5. Was the survey too long, too short, or just right?
6. Was it easy to read and navigate on the tablet/computer?
7. Is there anything you would change to make it easier to complete?

Part 2: Teacher Feedback Questions

1. Did any survey items seem inappropriate for students' developmental stage?
2. Were there any items that students asked for clarification on repeatedly?
3. Did the language appear to match the students' cognitive and emotional levels?
4. Would you recommend modifying or removing any specific questions?
5. Do you have any suggestions for improving the survey format, structure, or clarity?

Appendix F: Information sheets

Research Participant Info Sheet: Checklist

Aim/Purpose of the Research

This study aims to explore how **peer relationships, parent-child relationships, and teacher-student relationships** influence the mental health of students in **boarding schools, and** examine how the psychological impact of these relationships **varies across different age groups**.

What Participation Involves

This study employs a **cross-sectional quantitative design**, gathering data from students across different educational stages (Years 4–12) in boarding schools. The study focuses on assessing the protective role of **peer, parent-child, and teacher-student relationships** in students' mental health.

Data collection methods:

Stratified random sampling based on educational stages (primary, middle, and high school), and participants will complete a survey consisting of **validated psychometric scales** to assess their social relationships and mental health.

Ethical Guidelines Followed: The study will adhere to BPS (British Psychological Society)/BERA (British Educational Research Association)] ethical guidelines.

Benefits for Participants

Participants will benefit from increased self-awareness regarding their social relationships and mental well-being through validated psychometric assessments. Their contributions will help advance research on protective factors in boarding school environments, potentially leading to improved mental health support and stronger peer and teacher-student relationships.

Data Storage, Protection, and Access

Only **authorised researchers** will have access to the data.

Participants' identities and personal information will be **fully anonymised**.

No personally identifiable information will be shared publicly.

Participants can request access to their own data.

Uses of Data

Data will be used solely for research purposes.

Findings may be published in academic journals or presented at conferences in an anonymised form.

Raw data will not be shared beyond the research team unless explicitly agreed upon.

Right to Withdraw

Participation is **voluntary**, and participants may **withdraw at any time** without providing a reason.

Withdrawal will not affect their access to therapy services or any other support.

Contact Details

Researcher: [Candidate]

Appendix G: Consent form

Student Assent Form

Hello!

You are invited to take part in a research study that asks questions about how you feel at school and your relationships with your parents, friends, and teachers.

Before you decide, it's important that you understand the following things:

1. Taking part is **your choice**. No one will be upset if you say no.
2. This is **not a test**, and there are **no right or wrong answers**.
3. You can **stop at any time**, and you do **not need to give a reason**.
4. Your answers will be **kept private**. Your name will **not appear** in anything shared.

Please read the statements below. Tick the boxes next to the ones you agree with:

- ☐ I understand what the research is about and I have had the chance to ask questions.
- ☐ I know that I can stop taking part at any time if I feel uncomfortable.
- ☐ I understand that my answers will be kept private and won't be shared with my name.
- ☐ I am taking part because I want to, and I haven't been offered anything like money or rewards.
- ☐ I know I can ask to see what I said in the research, and I can change my answers if I want.
- ☐ I have been told how to contact the researcher later if I have any worries or questions.
- ☐ I understand that if I share something personal that I don't want to be used, I can ask for it to be removed.
- ☐ I understand that I can leave the study at any time, and no one will be upset.

If you are happy to take part in the study, please write your name and sign below.

Your name : _____

Your signature: _____

Date: _____

Parental Consent Form

Dear Parent/Guardian,

Your child is invited to take part in a research study conducted by a Mphil student at the University of Cambridge. The study investigates how relationships with parents, peers, and teachers influence emotional wellbeing in boarding school students.

Please read the following and indicate your consent by signing below.

1. I have read and understood the information sheet provided.

☐ Yes ☐ No

2. I understand that participation is voluntary and that I or my child can withdraw at any time without giving a reason.

☐ Yes ☐ No

3. I understand that my child's responses will be anonymous and confidential, and that no identifying information will be shared.

☐ Yes ☐ No

4. I understand that my child's participation in this research is based on their own informed assent, and that no financial or material incentives are being offered to influence their decision to take part.

☐ Yes ☐ No

5. I give permission for my child to participate in this study.

☐ Yes ☐ No

Student's Name: _____

Grade/Class: _____

Parent/Guardian's Signature: _____

Date: _____

Appendix H: Debriefing Sheet

Dear Participant,

Thank you for taking part in this study! We truly appreciate your time and effort in helping us understand more about student wellbeing in boarding schools.

About the research

The purpose of this research is to understand how the quality of your relationships with parents, peers, and teachers may affect how you feel and cope with daily challenges at school. We are especially interested in how feelings of trust, communication, and emotional closeness (or distance) relate to things like feeling worried, upset, angry, or having trouble focusing.

This study is not meant to judge you or your experiences. Instead, it helps researchers and schools learn more about how to better support students like you—especially those living and learning in boarding school environments.

What did We Do with Your Responses?

Your answers will be used to examine how relationships with parents, peers, and teachers relate to emotional wellbeing (such as worry, sadness, anger, or stress). No identifying information (like your name or student number) has been collected. All responses are completely anonymous and confidential. The results will be used only for academic research and may appear in research papers or presentations—but no one will ever know which answers came from you.

Your Rights as a Participant

As a participant in this research, you have specific rights, which I want to reaffirm:

1. Confidentiality: Your data and personal information have been treated with the utmost confidentiality throughout the research process. Your identity remains anonymous, and your responses are secured to protect your privacy.
2. Withdrawal: You were informed of your right to withdraw from the project at any stage without any consequences or need for explanation. I respect your autonomy in this regard.

Contact Information: Should you have any questions, concerns, or require further information about the research, please do not hesitate to contact me (contact information is provided below).

Please initial below if you do, or do not, give permission to have your data included in the study:

_____ I give permission for the data collected from or about me to be included in the study.

_____ I DO NOT give permission for the data collected from or about me to be included in the study.

Participant Resources

I understand that research participation can sometimes be thought-provoking or lead to questions. I encourage you to reach out to the researcher if you have any research-related inquiries.

Additionally, if you experience any distress or you feel you are in need of any forms of emotional support, you could contact University Counselling Service at counsellingreception@admin.cam.ac.uk, or 01223 332854 for more professional advice. Or if you have specific concerns or questions regarding being international student, you could contact International Student Office at international@admin.cam.ac.uk or 01223 764680.

The primary investigator leading this research is [redacted], a student enrolled at the Faculty of Education, University of Cambridge. Please feel free to inquire if you have any questions at this time. In case you have questions at a later point, you can reach out to the researcher via [redacted], or you may contact the researcher's supervisor at [redacted]. If you have any inquiries or reservations about your rights as a participant in this research, you are welcome to get in touch with the Humanities and Social Sciences Research Ethics Committee at the University of Cambridge. They can be reached at 01223 766238 or via email at csheethics@admin.cam.ac.uk.

Thank you once again for your participation in our research. Your contribution has been immensely valuable.

Appendix I: Full R Scripts for Data Analysis

```
# ===== Setup =====

library(readxl)

library(dplyr)

library(ggplot2)

library(broom)

library(lm.beta)

library(car)

library(gridExtra)


# Load dataset

df <- read_excel("lehandissertationdata.xlsx")


# Ensure factor variables

df$Grade <- factor(df$Grade, levels = c("Grade 4", "Grade 7", "Grade 10"))

df$Gender <- factor(df$Gender)


# Define key variables

predictors <- c("PCT", "PCC", "PCA", "PT", "PC", "PA", "TT", "TC", "TA")

outcome <- "SDQT"


# ===== Assumption Plot Function =====

plot_assumption_checks <- function(model) {

  df_diag <- data.frame(

    fitted = fitted(model),

    residuals = resid(model),

    std_resid = rstandard(model),

    sqrt_std_resid = sqrt(abs(rstandard(model))),

    leverage = hatvalues(model)

  )

  center_title <- theme(plot.title = element_text(hjust = 0.5))

  p1 <- ggplot(df_diag, aes(x = fitted, y = residuals)) +

    geom_point(alpha = 0.6, size = 1) +
```

```

    geom_hline(yintercept = 0, color = "red", linetype = "dashed") +
    labs(title = "Residuals vs Fitted", x = "Fitted Values", y = "Residuals") +
    theme_minimal() + center_title

p2 <- ggplot(df_diag, aes(sample = std_resid)) +
  stat_qq(alpha = 0.6, size = 1) +
  stat_qq_line(color = "blue") +
  labs(title = "Normal Q-Q Plot", x = "Theoretical Quantiles", y = "Standardised Residuals") +
  theme_minimal() + center_title

p3 <- ggplot(df_diag, aes(x = fitted, y = sqrt_std_resid)) +
  geom_point(alpha = 0.6, size = 1) +
  geom_smooth(method = "loess", se = FALSE, color = "darkgreen") +
  labs(title = "Scale-Location", x = "Fitted Values", y = expression(sqrt("| Standardised Residuals |"))) +
  theme_minimal() + center_title

p4 <- ggplot(df_diag, aes(x = leverage, y = residuals)) +
  geom_point(alpha = 0.6, size = 1) +
  geom_hline(yintercept = 0, linetype = "dashed") +
  labs(title = "Residuals vs Leverage", x = "Leverage", y = "Residuals") +
  theme_minimal() + center_title

grid.arrange(p1, p2, p3, p4, ncol = 2)
}

# ===== Model 1: Nine simple regressions =====
for (i in seq_along(predictors)) {
  var <- predictors[i]
  formula <- as.formula(paste(outcome, "~", var))
  model <- lm(formula, data = df)

  cat("\n===== \n")
  cat("Model 1 - Predictor:", var, "\n")
  cat("===== \n")
  print(summary(model))
}

```

```

beta <- tryCatch({
  round(as.numeric(lm.beta::lm.beta(model)$standardised.coefficients[2]), 2)
}, error = function(e) NA)

apa_table <- tidy(model, conf.int = TRUE) %>%
  mutate(
    beta = c(NA, beta),
    B = round(estimate, 2),
    SE = round(std.error, 2),
    t = round(statistic, 2),
    p = ifelse(p.value < 0.001, "<.001", round(p.value, 3)),
    CI = paste0("[", round(conf.low, 2), ", ", round(conf.high, 2), "]")
  ) %>%
  select(term, B, SE, CI, beta, t, p)

print(apa_table)

# Only generate diagnostic plots for TA
if (var == "TA") {
  tryCatch({
    print(plot_assumption_checks(model))
  }, error = function(e) {
    message("Assumption plot failed for ", var, ": ", e$message)
  })
}
}

# ===== Model 2: Full Multiple Regression =====
model2 <- lm(SDQT ~ PCT + PCC + PCA + PT + PC + PA + TT + TC + TA, data = df)
summary(model2)

betas2 <- round(lm.beta::lm.beta(model2)$standardised.coefficients, 2)

apa_2 <- tidy(model2, conf.int = TRUE) %>%

```

```

mutate(
  beta = round(betas2, 2),
  B = round(estimate, 2),
  SE = round(std.error, 2),
  t = round(statistic, 2),
  P = ifelse(p.value < 0.001, "<.001", round(p.value, 3)),
  CI = paste0("[", round(conf.low, 2), ", ", round(conf.high, 2), "]")
) %>%

select(term, B, SE, CI, beta, t, p)

print(apa_2)
print(plot_assumption_checks(model2))

# ===== Model 3: Grade Moderation =====

model3 <- lm(SDQT ~ (PCT + PCC + PCA + PT + PC + PA + TT + TC + TA) * Grade, data = df)
summary(model3)

betas3 <- round(lm.beta::lm.beta(model3)$standardised.coefficients, 2)

apa_3 <- tidy(model3, conf.int = TRUE) %>%

mutate(
  beta = round(betas3, 2),
  B = round(estimate, 2),
  SE = round(std.error, 2),
  t = round(statistic, 2),
  p = ifelse(p.value < 0.001, "<.001", round(p.value, 3)),
  CI = paste0("[", round(conf.low, 2), ", ", round(conf.high, 2), "]")
) %>%

select(term, B, SE, CI, beta, t, p)

print(apa_3)
print(plot_assumption_checks(model3))

# ===== Model 4: Gender Moderation =====

model4 <- lm(SDQT ~ (PCT + PCC + PCA + PT + PC + PA + TT + TC + TA) * Gender + Grade, data = df)

```

```
summary(model4)
```

```
betas4 <- round(lm.beta::lm.beta(model4)$standardised.coefficients, 2)
```

```
apa_4 <- tidy(model4, conf.int = TRUE) %>%  
  mutate(  
    beta = round(betas4, 2),  
    B = round(estimate, 2),  
    SE = round(std.error, 2),  
    t = round(statistic, 2),  
    p = ifelse(p.value < 0.001, "<.001", round(p.value, 3)),  
    CI = paste0("[", round(conf.low, 2), ", ", round(conf.high, 2), "]")  
  ) %>%  
  select(term, B, SE, CI, beta, t, p)
```

```
print(apa_4)
```

```
print(plot_assumption_checks(model4))
```