

**Table 9. Coordinates for Three Dimensions of Academic Power – Boys**

	<i>Dimension</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
	<i>Benefit to Harm</i>	<i>Impact to No Impact</i>	<i>Low to High Collective Dyadic Power</i>
Benefitting Extremely, Low to High	-.639	-.063	.010
Benefitting Extremely, Low to Low	-.549	-.131	-.353
Benefitting Extremely, High to High	-.477	-.465	.168
Benefitting Extremely, High to Low	-.618	-.363	.008
Benefitting Moderately, Low to High	-.450	-.102	.136
Benefitting Moderately, Low to Low	-.434	-.208	-.353
Benefitting Moderately, High to High	-.527	-.182	.322
Benefitting Moderately, High to Low	-.345	-.323	-.035
Neutral, Low to High	-.046	.740	.097
Neutral, Low to Low	-.203	.647	-.047
Neutral, High to High	-.226	.540	.379
Neutral, High to Low	-.240	.603	-.132
Harming Moderately, Low to High	.569	.288	-.240
Harming Moderately, Low to Low	.454	.033	-.546
Harming Moderately, High to High	.363	-.056	.292
Harming Moderately, High to Low	.466	-.171	-.394
Harming Extremely, Low to High	.756	-.022	.207
Harming Extremely, Low to Low	.799	-.115	-.029
Harming Extremely, High to High	.666	-.201	.498
Harming Extremely, High to Low	.682	-.449	.013

**Table 10. Coordinates for Three Dimensions of Social Power – Boys**

	<i>Dimension</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
	<i>Benefit to Harm</i>	<i>No Impact to Impact</i>	<i>Low to High Collective Dyadic Power</i>
Benefitting Extremely, Low to High	-.521	.398	.010
Benefitting Extremely, Low to Low	-.420	.378	-.353
Benefitting Extremely, High to High	-.660	.363	.168
Benefitting Extremely, High to Low	-.598	.370	.008
Benefitting Moderately, Low to High	-.586	.003	.136
Benefitting Moderately, Low to Low	-.626	.148	-.353
Benefitting Moderately, High to High	-.748	-.023	.322
Benefitting Moderately, High to Low	-.622	-.021	-.035
Neutral, Low to High	-.063	-.601	.097
Neutral, Low to Low	.088	-.618	-.047
Neutral, High to High	-.215	-.673	.379
Neutral, High to Low	-.092	-.648	-.132
Harming Moderately, Low to High	.504	-.120	-.240
Harming Moderately, Low to Low	.440	.069	-.546
Harming Moderately, High to High	.542	-.247	.292
Harming Moderately, High to Low	.644	-.214	-.394
Harming Extremely, Low to High	.676	.432	.207
Harming Extremely, Low to Low	.731	.320	-.029
Harming Extremely, High to High	.866	.145	.498
Harming Extremely, High to Low	.661	.536	.013

**Table 11. Coordinates for Four Dimensions of Academic Power – Girls**

	<i>Dimension</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
	<i>Benefit to Harm</i>	<i>Impact to No Impact</i>	<i>High to Low Harm</i>	<i>High to Low Collective Dyadic Power</i>
Benefitting Extremely, Low to High	-.508	-.364	-.115	-.084
Benefitting Extremely, Low to Low	-.432	-.262	.290	-.099
Benefitting Extremely, High to High	-.590	-.243	.079	-.307
Benefitting Extremely, High to Low	-.601	-.268	-.168	.043
Benefitting Moderately, Low to High	-.574	.039	.171	.160
Benefitting Moderately, Low to Low	-.539	-.162	-.200	.288
Benefitting Moderately, High to High	-.633	.088	-.186	-.229
Benefitting Moderately, High to Low	-.568	.071	-.042	.323
Neutral, Low to High	.009	.620	.085	-.008
Neutral, Low to Low	.206	.577	.017	.212
Neutral, High to High	-.023	.557	.033	-.399
Neutral, High to Low	-.010	.660	-.135	.042
Harming Moderately, Low to High	.433	-.200	.419	.081
Harming Moderately, Low to Low	.360	-.275	.355	.385
Harming Moderately, High to High	.389	-.118	.373	-.292
Harming Moderately, High to Low	.597	.018	.296	.107
Harming Extremely, Low to High	.622	-.319	-.306	-.017
Harming Extremely, Low to Low	.666	-.078	-.303	.234
Harming Extremely, High to High	.624	-.209	-.108	-.459
Harming Extremely, High to Low	.569	-.131	-.553	.018

**Table 12. Coordinates for Four Dimensions of Social Power – Girls**

	<i>Dimension</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
	<i>Harm to Benefit</i>	<i>No Impact to Impact</i>	<i>High to Low Collective Dyadic Power</i>	<i>Low to High Agent Relative Power</i>
Benefitting Extremely, Low to High	.447	.331	.201	-.042
Benefitting Extremely, Low to Low	.600	.217	.135	.213
Benefitting Extremely, High to High	.462	.361	-.095	.111
Benefitting Extremely, High to Low	.548	.153	-.053	.240
Benefitting Moderately, Low to High	.568	.168	-.020	-.256
Benefitting Moderately, Low to Low	.549	.058	.309	-.203
Benefitting Moderately, High to High	.538	.103	-.259	-.093
Benefitting Moderately, High to Low	.644	-.022	-.181	-.164
Neutral, Low to High	.139	-.454	-.101	-.279
Neutral, Low to Low	.208	-.417	.210	.223
Neutral, High to High	.108	-.451	-.389	.039
Neutral, High to Low	.157	-.400	-.189	.294
Harming Moderately, Low to High	-.563	-.134	.094	-.346
Harming Moderately, Low to Low	-.340	-.128	.563	.039
Harming Moderately, High to High	-.499	-.361	.201	-.103
Harming Moderately, High to Low	-.546	-.101	.132	.362
Harming Extremely, Low to High	-.771	.245	-.201	-.271
Harming Extremely, Low to Low	-.680	.389	.209	-.014
Harming Extremely, High to High	-.822	.066	-.314	.039
Harming Extremely, High to Low	-.748	.378	-.251	.213

**Table 13. Reasons Why Town Culture Affects School Atmosphere**

Reason	Evidence
Teachers and Community Members are aware of who has power	<p><b>Boy 2 (Focus group 1):</b> “Like all the teachers know, like, all the people with specific last names. There’s like, specific families that do a lot for the school...”</p> <p><b>Girl 8 (Focus group 1):</b> “But it’s not just within the school, it’s with everything. It’s like with the cops in (Town name). You will not get in trouble if your last name is this, no matter what you do. If I do the same thing as someone else with that last name, I could get kicked off the volleyball team. There’s so many things that could happen to me. I could lose scholarships. It just gets... nothing gets said if someone has a last name.”</p>
Students believe their school is different than other schools	<p><b>Boy 2 (Focus group 1):</b> “Everybody has their own little group like it’s not like anybody’s really left out from anything, there’s just different groups of people. It’s not like – if you went to a bigger school maybe there would be like kids eating lunch by themselves. That doesn’t really happen here...But I feel like the people that play sports aren’t as jockish as other schools like the football players aren’t mean to people.”</p> <p><b>Boy 1 (Focus group 1):</b> “It’s really hard that we’re such a small school that word gets around instantly. So even if it’s just the one clique, it can over time... it branches out.”</p>

**Table 14. Positive Things People Do with Power**

Types of Prosocial Actions	Evidence
Saying hi	<i>Boy 4 (Focus group 1):</i> “We were just saying hi to the younger kids who are new to the building ... just puts a smile on their face so they know that someone cares and someone’s looking out.”
Carrying books	<i>Girl 1 (Focus group 1):</i> “I feel like the first week of school especially with (students from another school) coming to (our school) this year, and just every year with the seventh graders moving up when the upper classmen stop to like help them, open up their lockers, or get to a class. Or there was this young child I saw frequently in the hallway throughout this year who was very small and being in a high school with all of the upperclassmen walking through the hallways and he was on crutches too, and he was trying to like carry all of his books for the entire day so there was one person that I always saw consecutively that like stopping, taking their time, showing up late to class just to help him and it just made his day.”
Help with their subjects	<i>Girl 7 (Focus group 1):</i> “For students that need help with their classes and the way that it benefits the younger kids is that the older classmen will help the younger kids with their subjects.”
Peer tutor	<i>Girl 4 (Focus Group 2):</i> “Like a lot of students will peer tutor and like they kind of like go out of their way on like every Thursday and kind of help people and I know that that’s not exactly the best way to spend your early dismal Thursday because its more school work, but it definitely benefits the people who are being tutored and therefore, they do better.”

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Borrowing money

**Boy 3 (Focus group 1):** “If I wanted to, I could name, using both hands people that I could go up to in the school and ask for 50 bucks and I’d get it on the spot. Like I could ask people to borrow money. If you’re friends with someone, you’re really friends with them.”

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Standing up for someone

**Boy 1 (Focus group 2)** “Like if someone is picking on someone. Say that there is this kid, like the Pokémon example, like he likes that or plays his DS or whatever and like someone says something to him and someone else says, “Hey why are you making fun of him? There is no reason for that. Just stop. Like so when you have power you have confidence in standing up for someone else, I guess.”

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**Table 15. Personality Traits of Powerful People**

Attributes	Evidence
	<ul style="list-style-type: none"> <li data-bbox="688 321 1858 418">• <b>Girl 8 (Focus Group 2):</b> <i>“Like so when you have power you have confidence in standing up for someone else, I guess.”</i></li> <li data-bbox="688 459 1900 492">• <b>Girl 6 (Focus Group 2):</b> <i>“You are more confident, but like you stand up for yourself a little more.”</i></li> <li data-bbox="688 532 1564 565">• <i>“Someone who likes everyone and everyone looks at them as a friend.”</i></li> <li data-bbox="688 597 1879 833">• <b>Boy 1 (Focus Group 2):</b> <i>“The friendlier people have more power than just moderate, sometimes friendly people, will more likely be two-faced to some other kids. I don’t see too many people who are like technically bullies to a certain kids have too much power just within themselves just because that one person is afraid of them.”</i></li> <li data-bbox="688 865 1900 963">• <b>Girl 6 (Focus Group 1):</b> <i>“There’s a lot of people who are like, really, really nice, who are up there and they have the good power and stuff and yet they’re still super nice to people.”</i></li> <li data-bbox="688 1003 1480 1036">• <b>Girl 1 (Focus Group 1):</b> <i>“I feel like looks kind of affect it too.”</i></li> <li data-bbox="688 1068 1459 1101">• <b>Girl 9 (Focus Group 1):</b> <i>“Extrovert, like they’re outspoken.”</i></li> <li data-bbox="688 1141 1900 1239">• <b>Girl 8 (Focus Group 2):</b> <i>“I think that a lot of people use it to create some type of persona that makes them feel really good like sort of what she said and you use it against or in favor of people.”</i></li> <li data-bbox="688 1279 1858 1377">• <b>Girl 1 (Focus Group 1):</b> <i>“Controlling. Likes to be the center of attention and isn’t nice about it either.”</i></li> </ul>

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- ***Girl 1 (Focus Group 2):*** *“Just not caring what people think about you because I think like more shy people don’t really say their opinions because they are, they’re shy and they’re scared what people are going to say back to them, but people who really don’t care just say whatever they want because they can.”*
  - ***Girl 1 (Focus Group 2):*** *“They pretend to like you and then like talk you to like, ‘Oh hey, how are you doing’ and then they will get you to talk to them.”*
  - ***Girl 1 (Focus Group 2):*** *“And you’ll like tell them what you’re doing or what happened or something like that and then they’ll go and tell other people and change the story to make you look bad.”*
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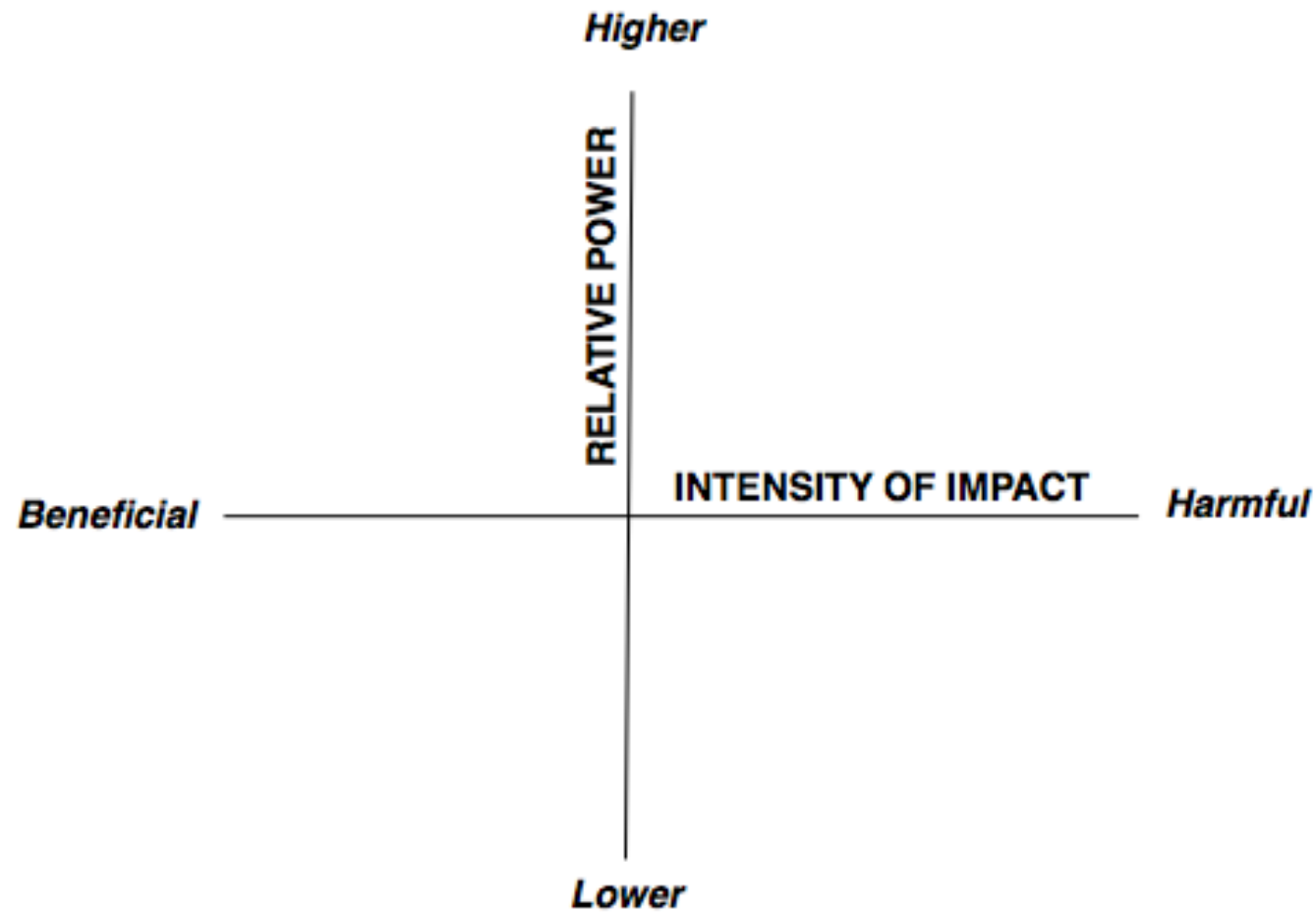


Figure 1. Conceptual Model of Interpersonal Behaviors (impact and relative power)

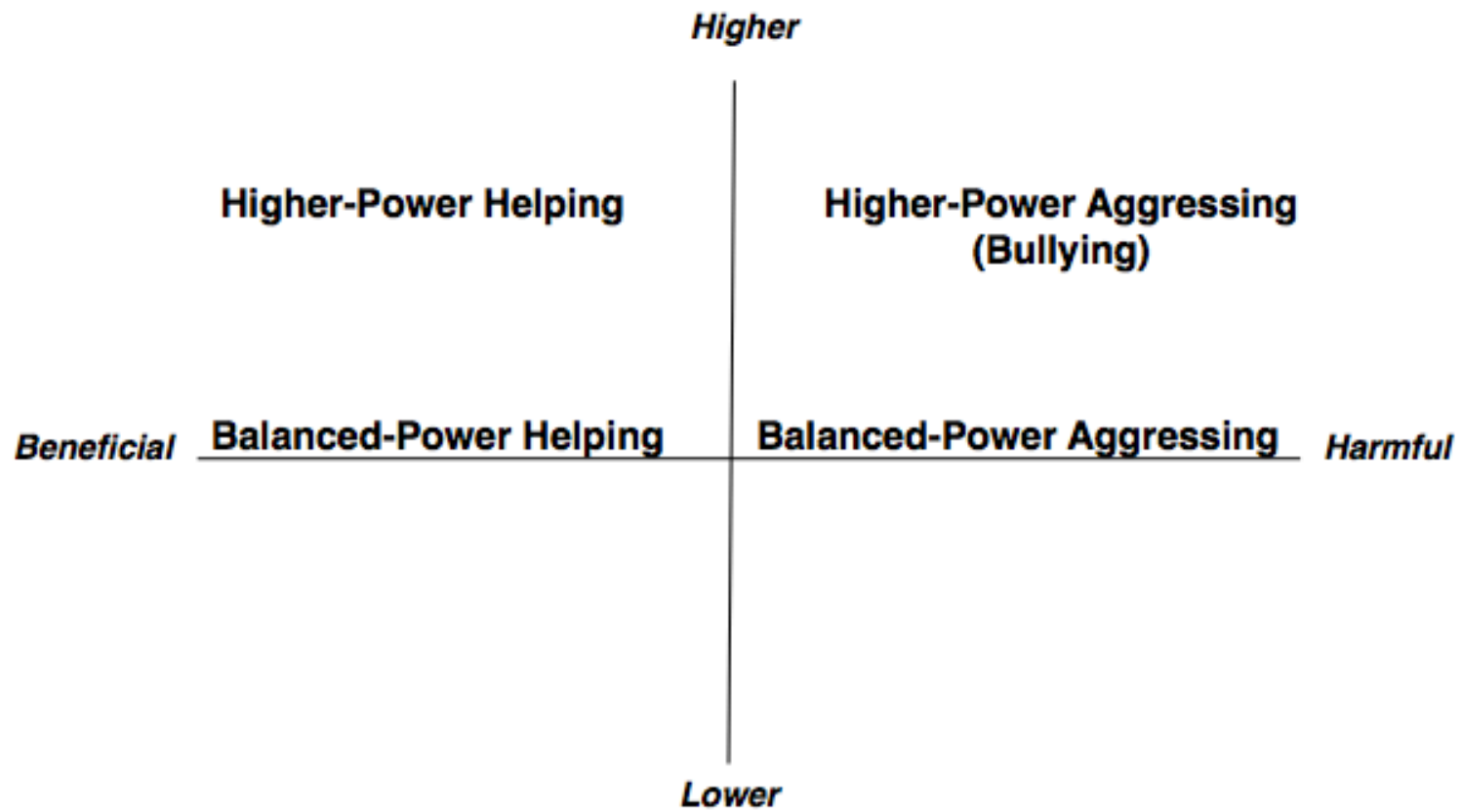


Figure 2. Mapping Existing Constructs on the Proposed Model

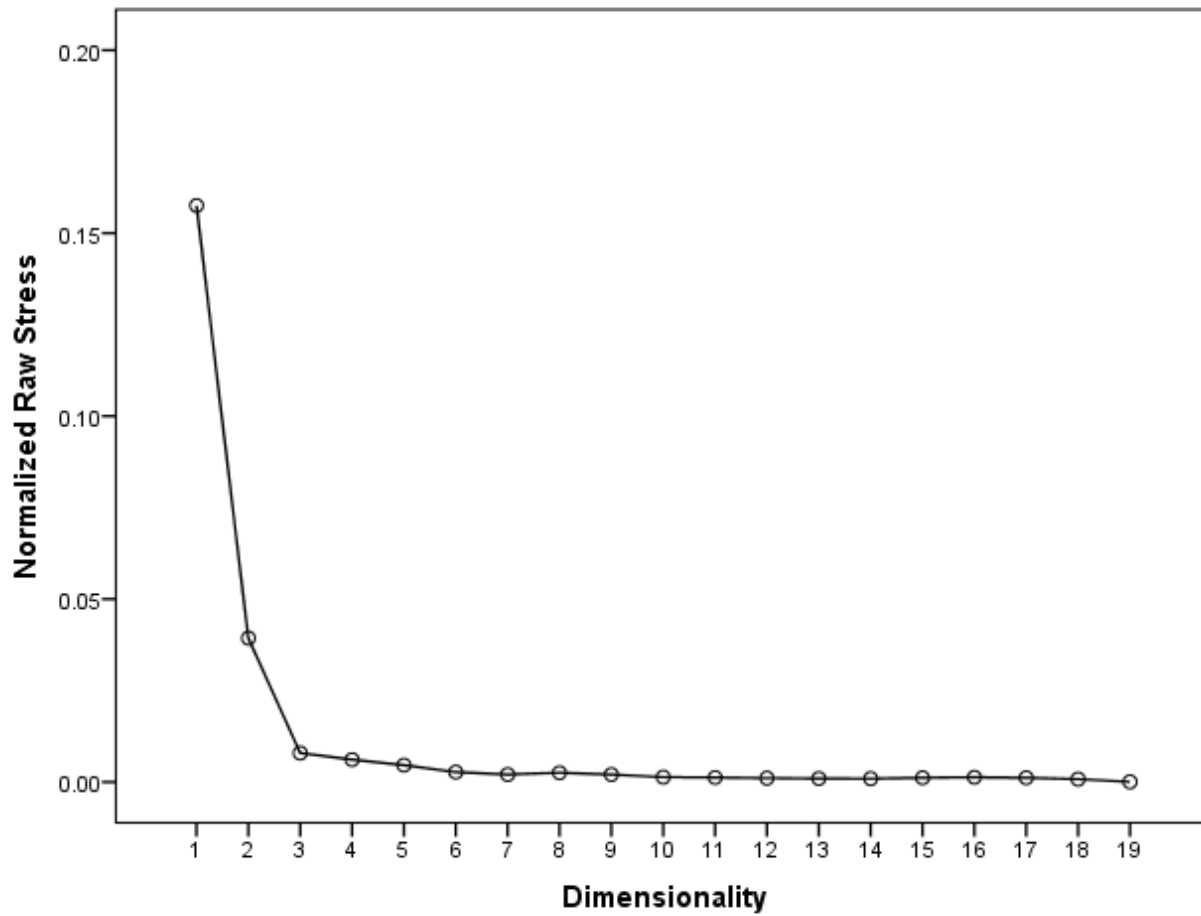


Figure 3. Scree Plot of Dimensionality for Academic Power - Boys

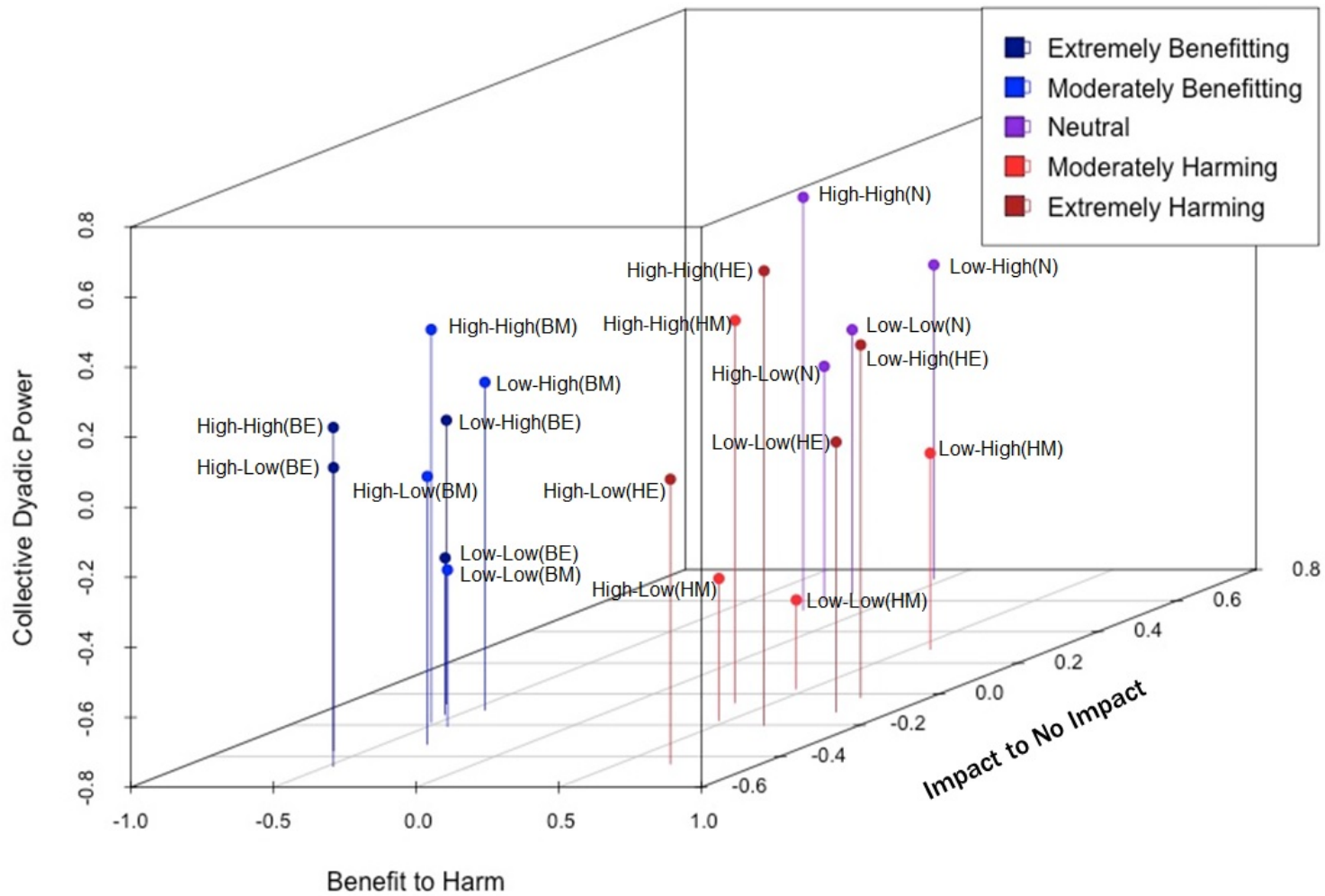


Figure 4. Three-Dimensional Space for Academic Power – Boys

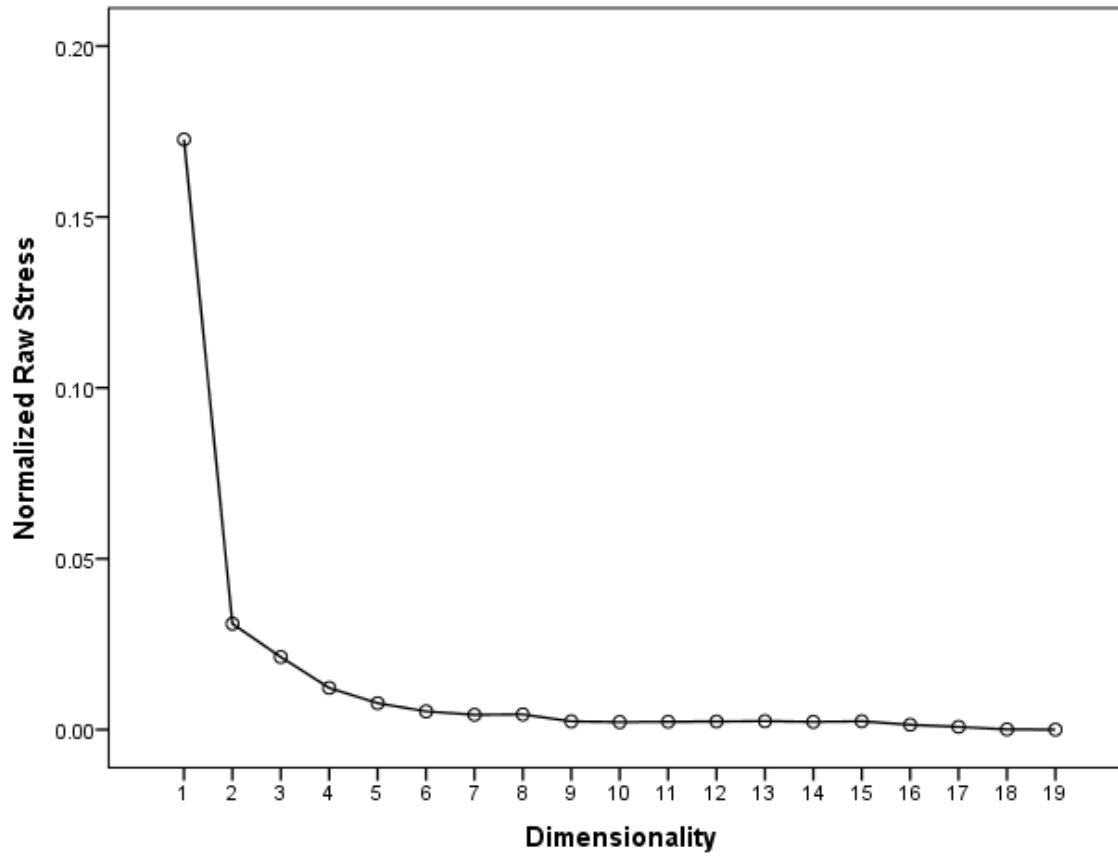


Figure 5. Scree Plot of Dimensionality for Social Power – Boys

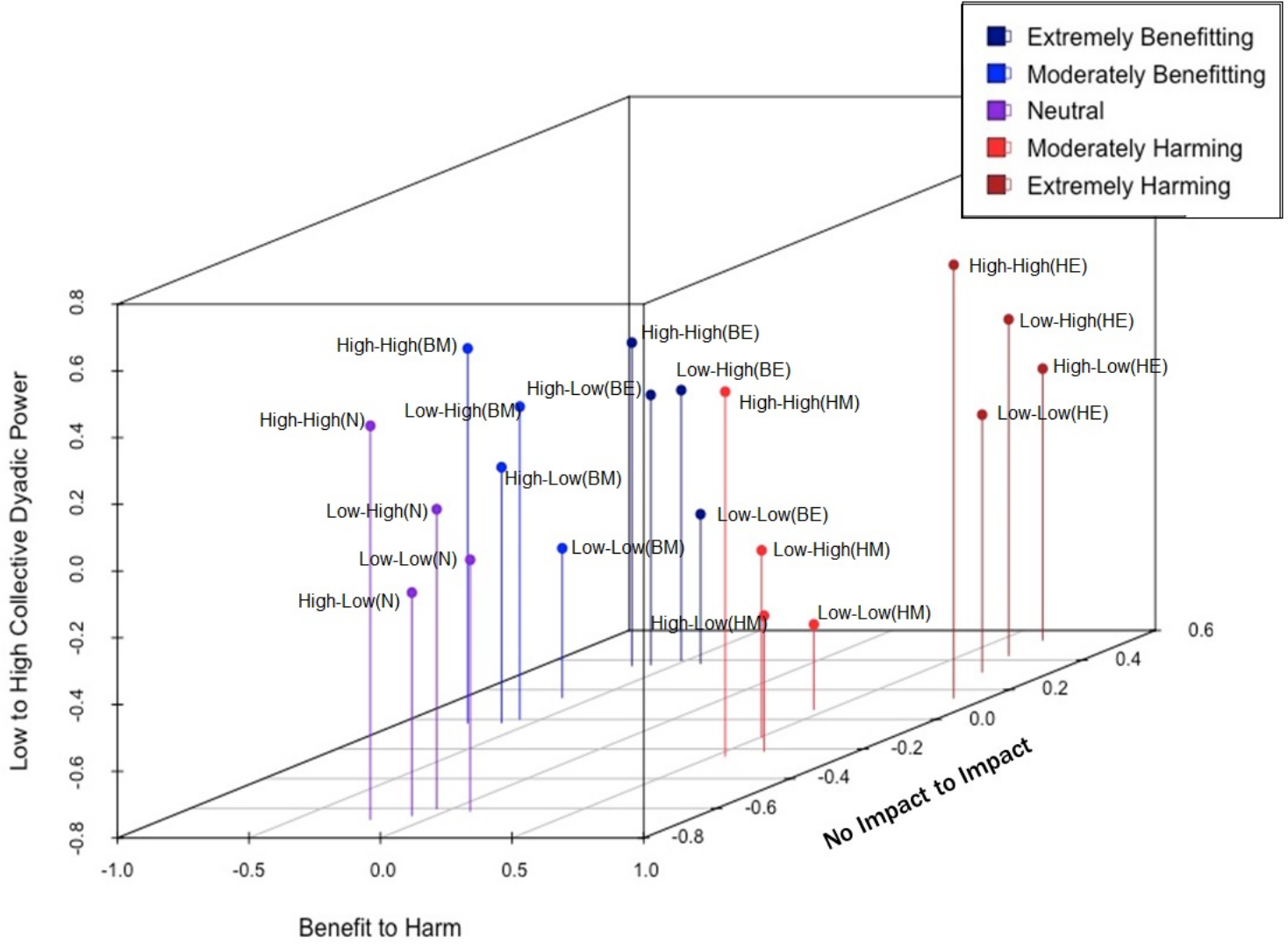


Figure 6. Three-Dimensional Space for Social Power - Boys

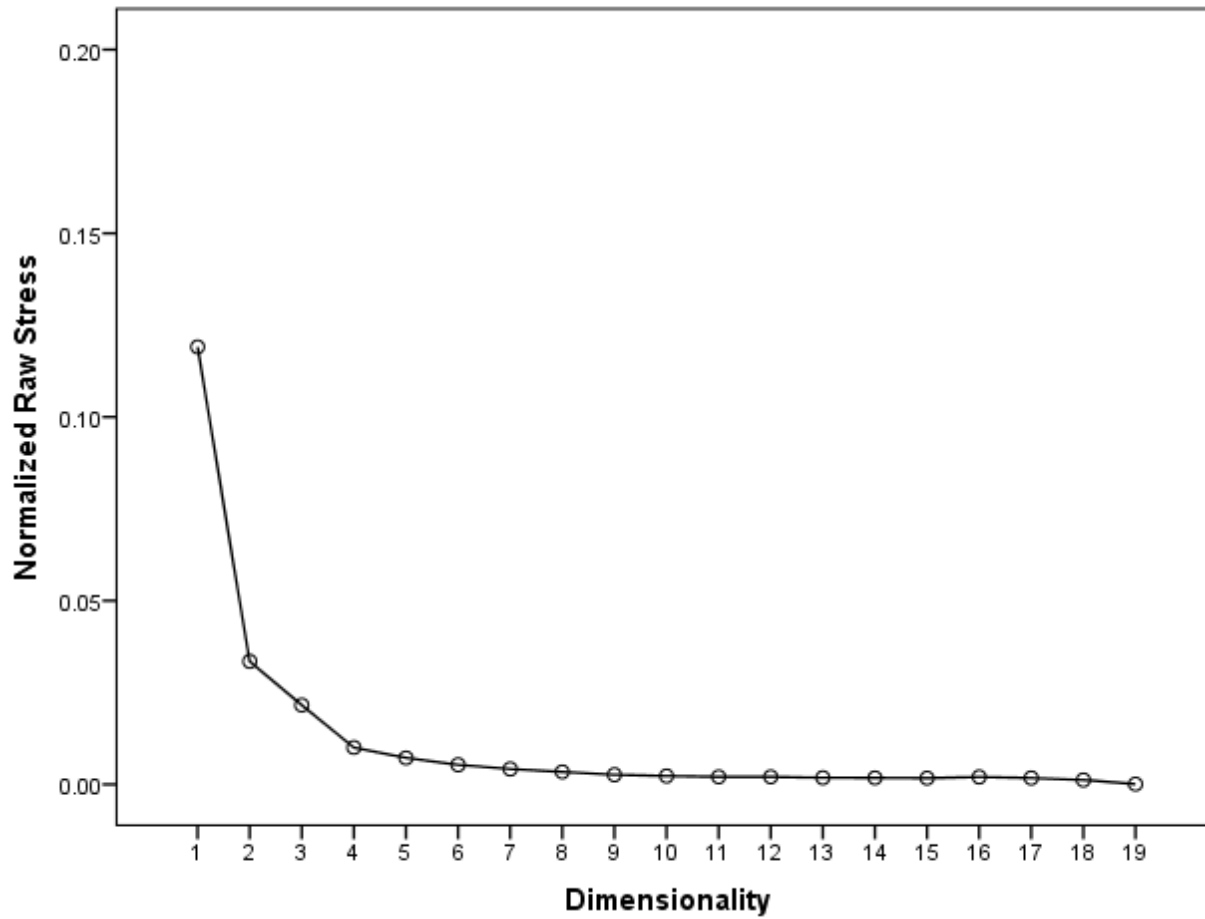


Figure 7. Scree Plot of Dimensionality for Academic Power - Girls

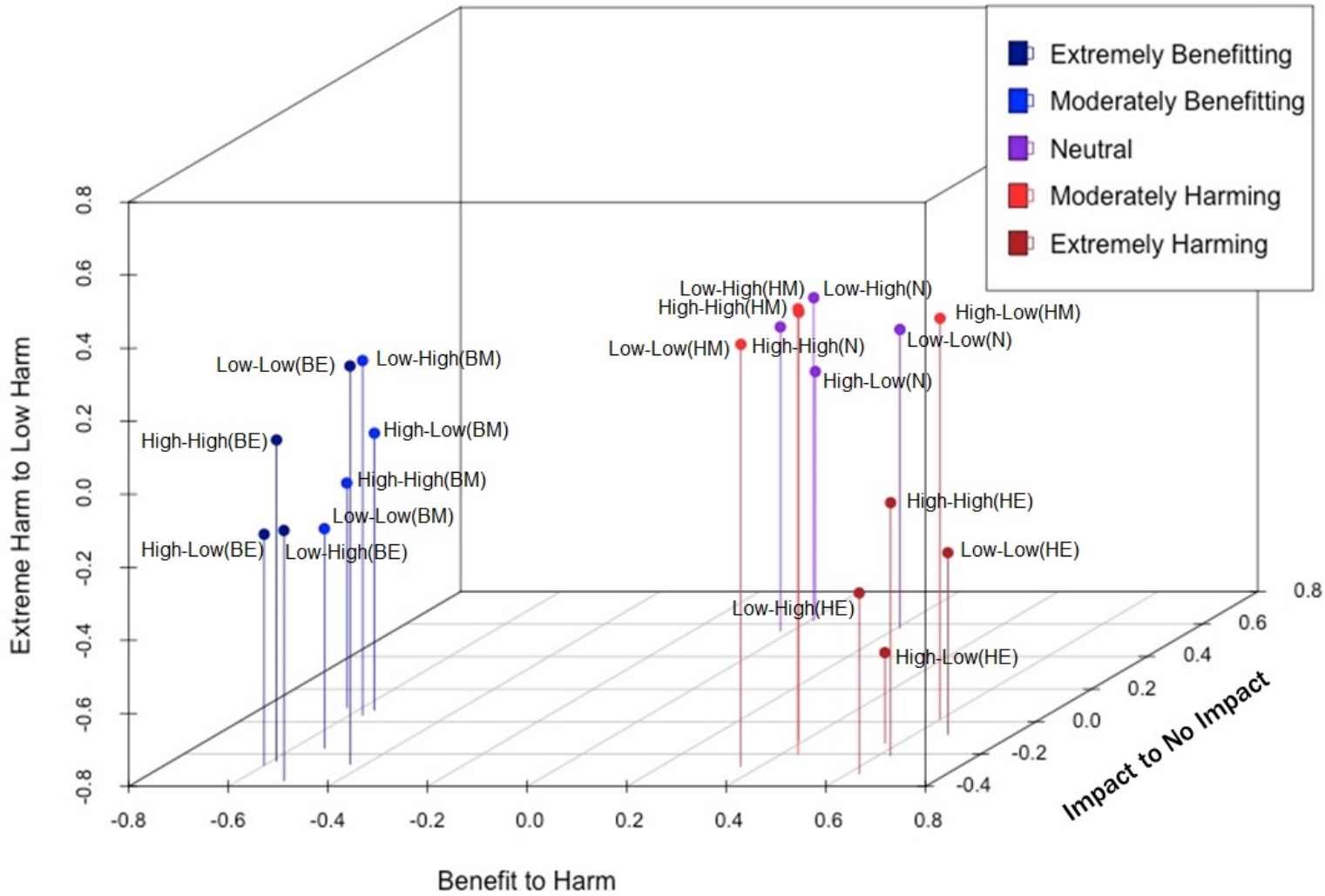
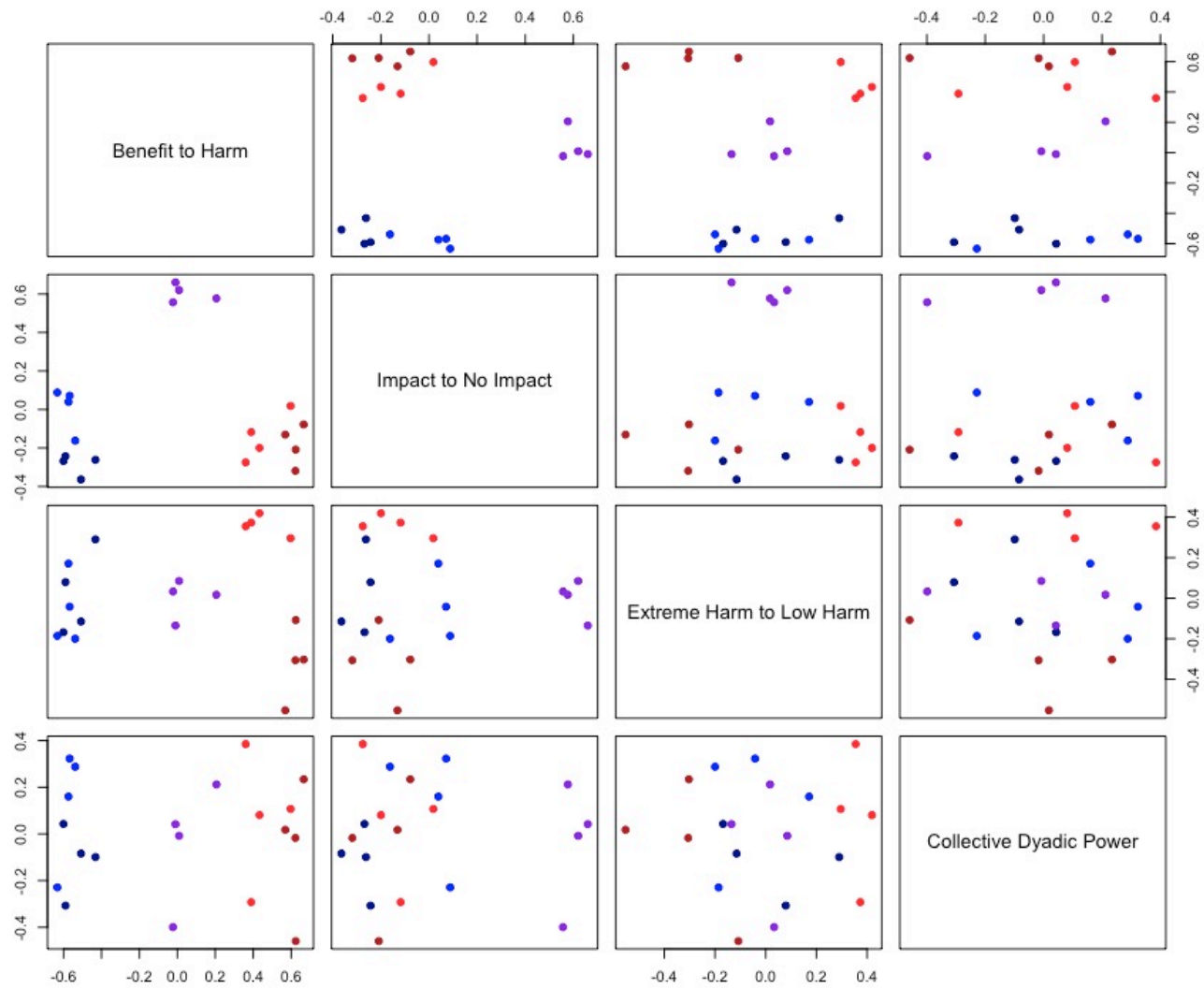


Figure 8. Three-Dimensional Space for Academic Power - Girls



**Figure 9. Scatterplot for Four Dimensions of Academic Power – Girls**

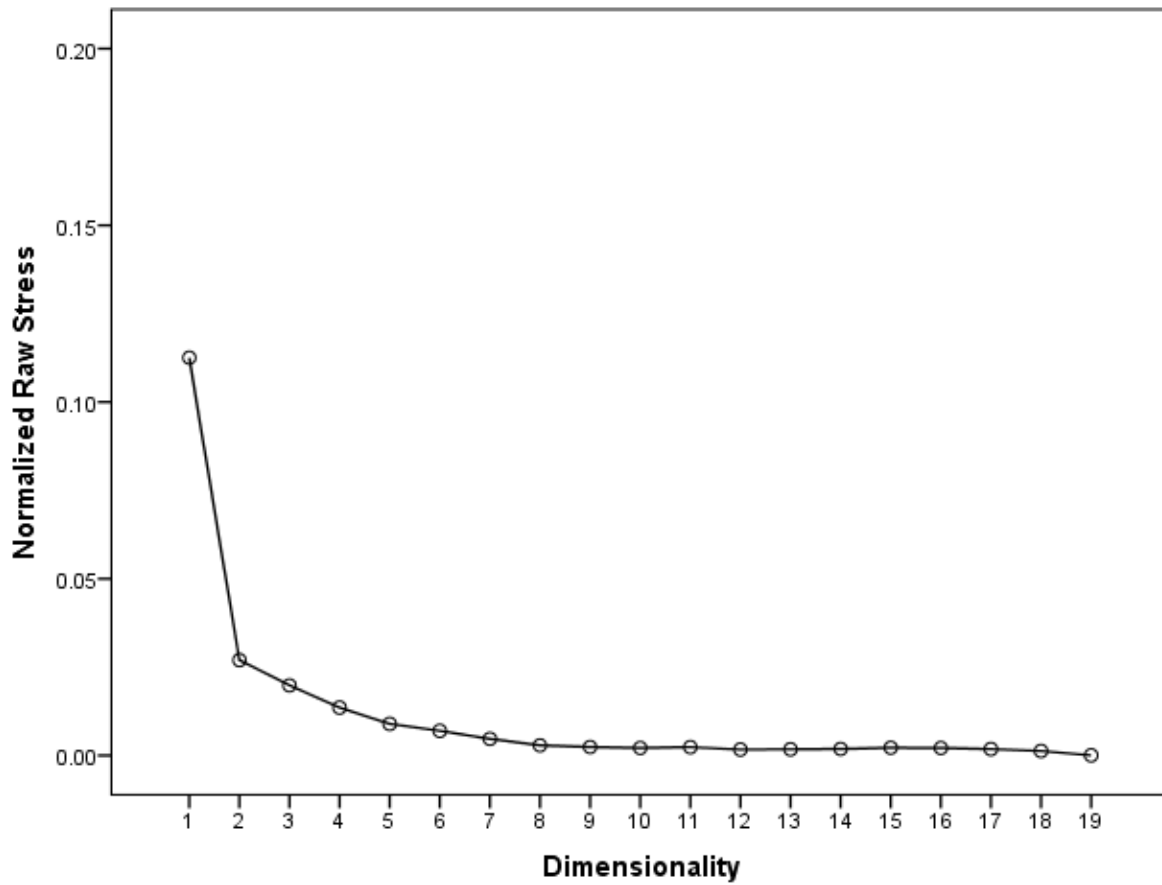


Figure 10. Scree Plot of Dimensionality for Social Power – Girls

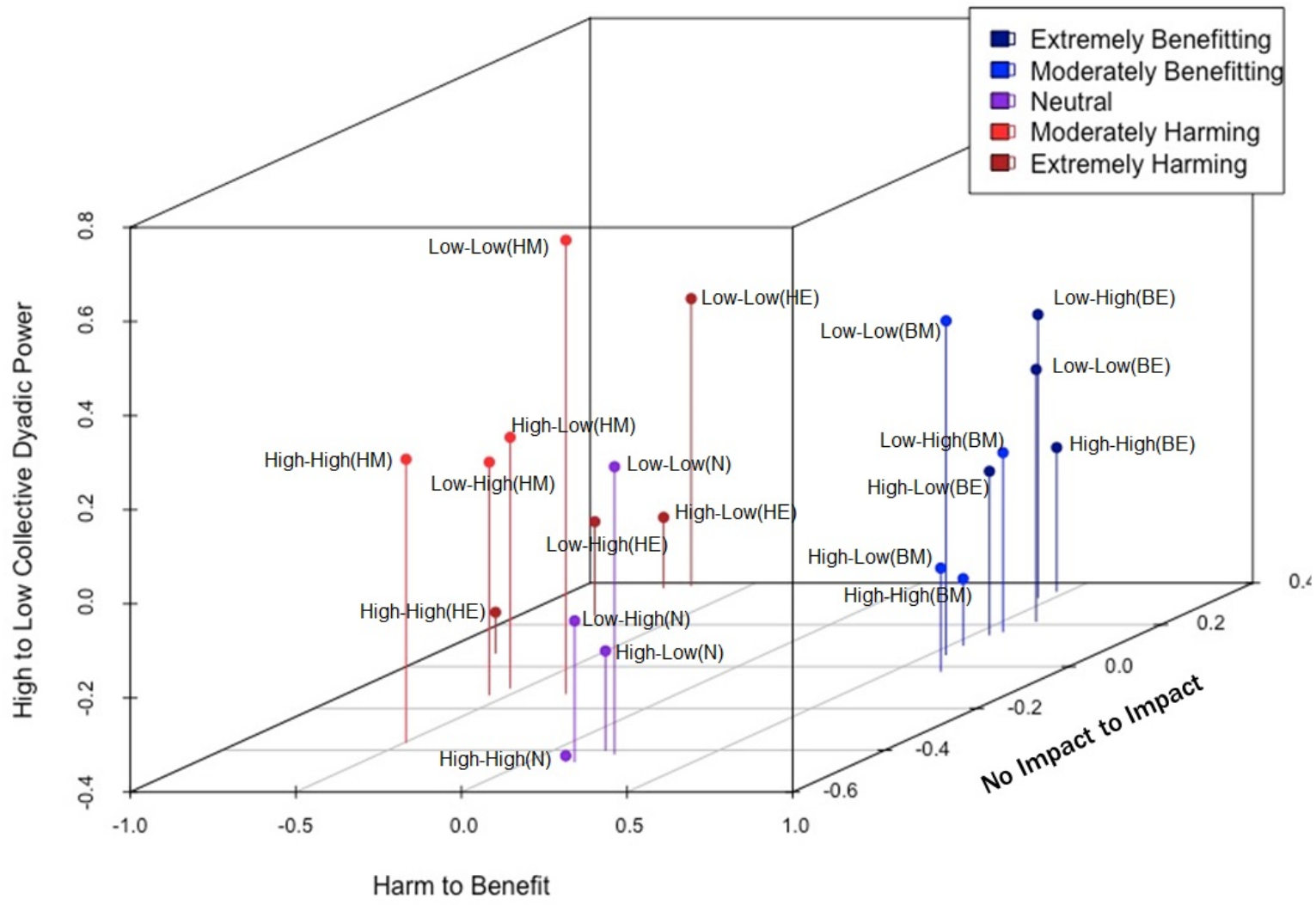
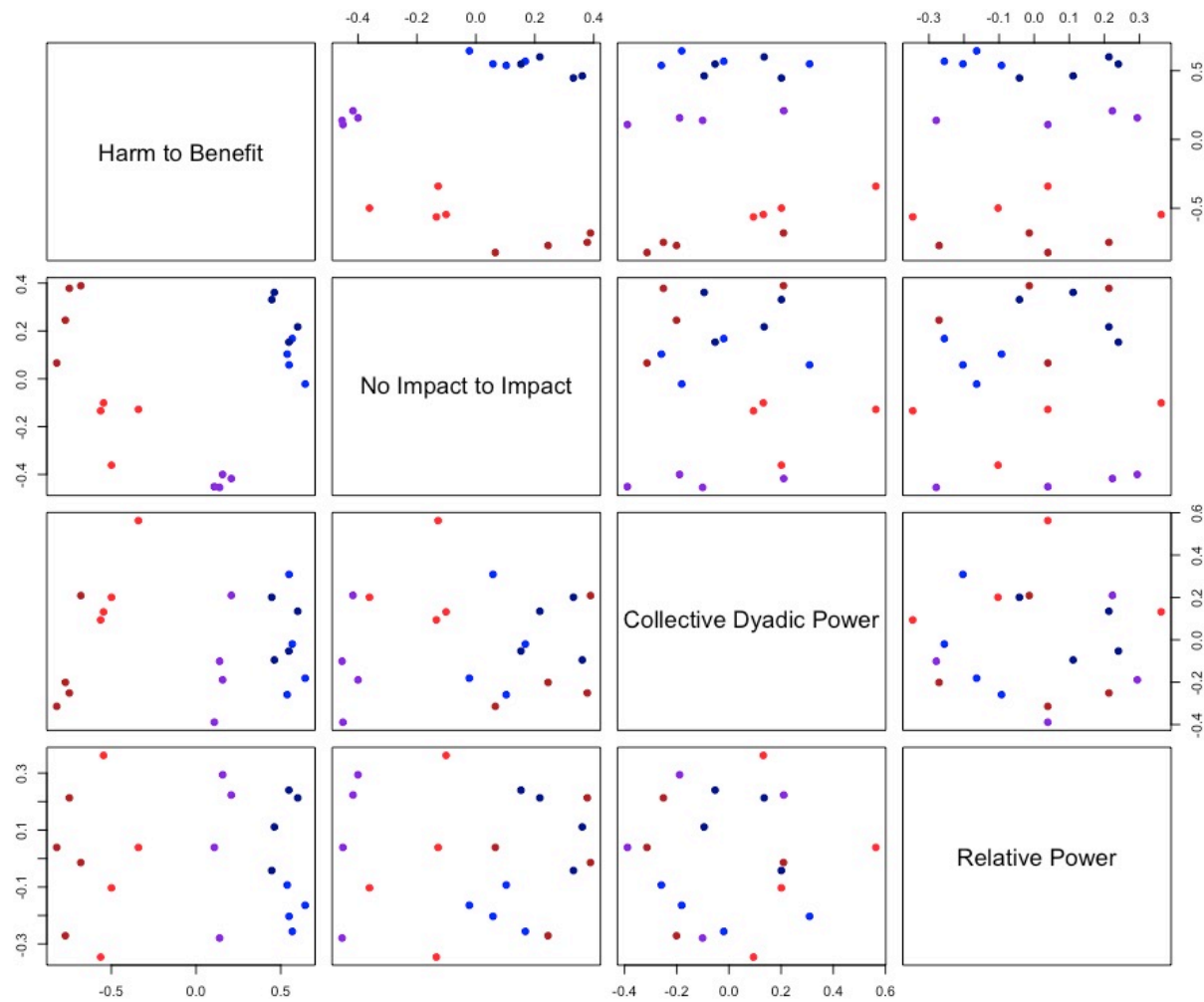
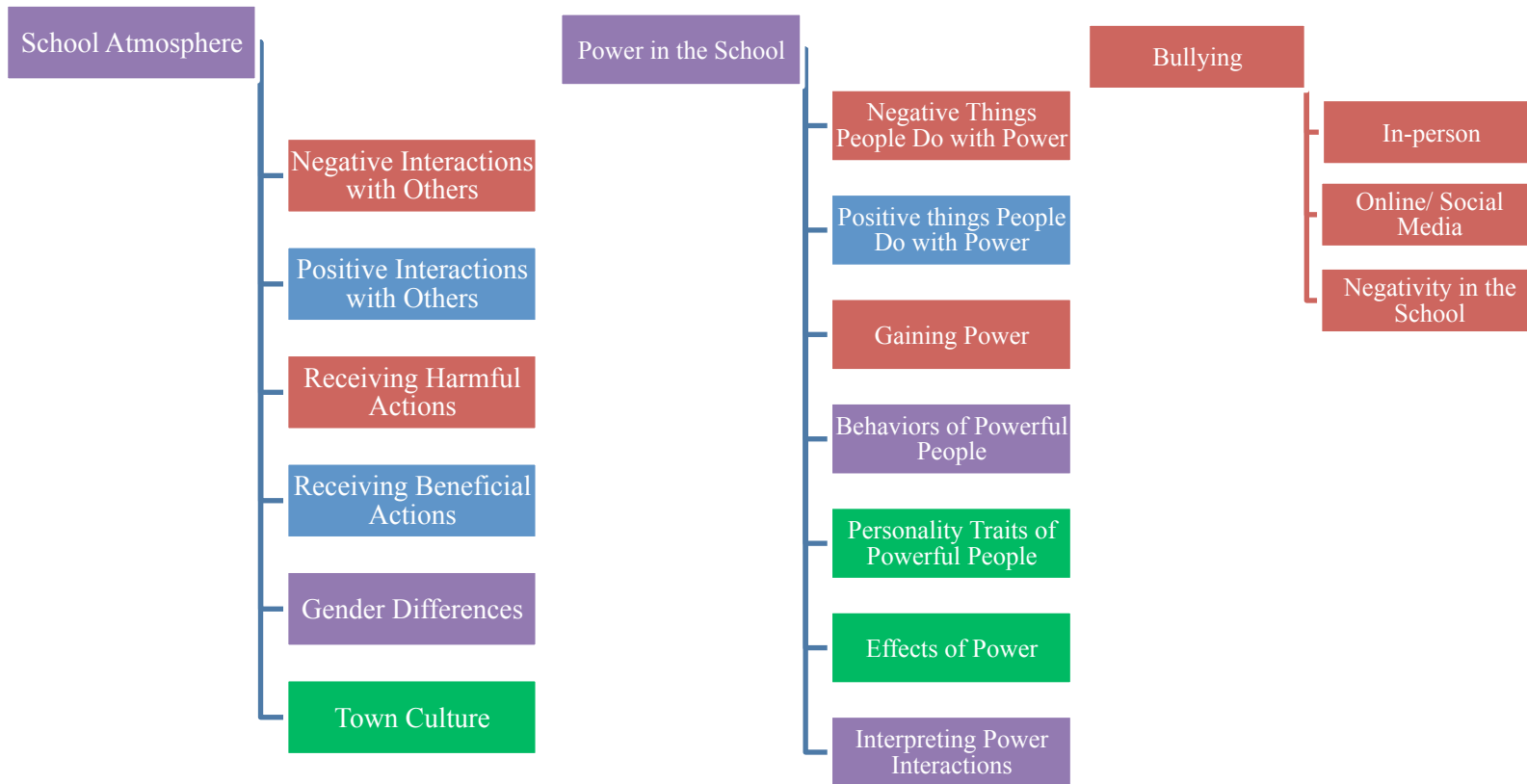


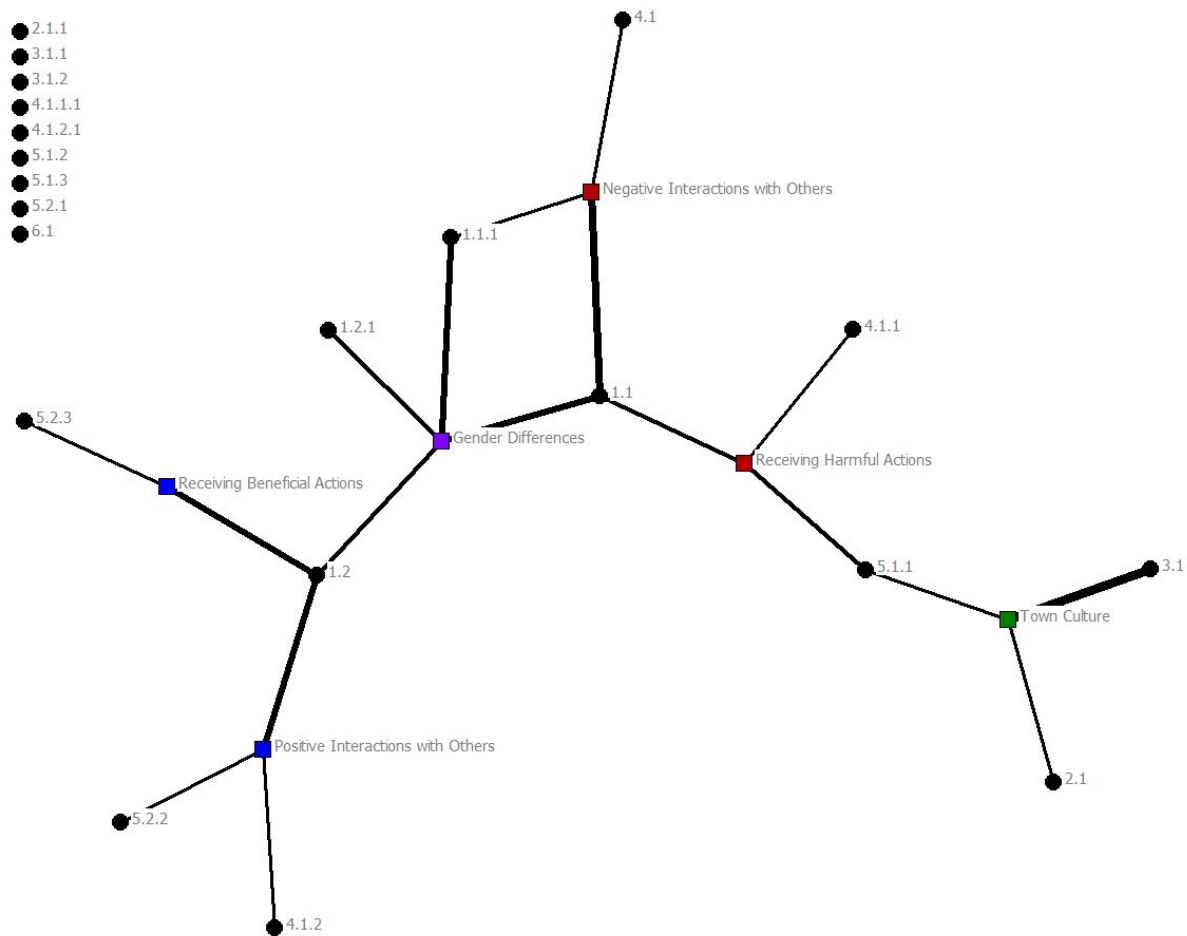
Figure 11. Three-Dimensional Space for Social Power – Girls



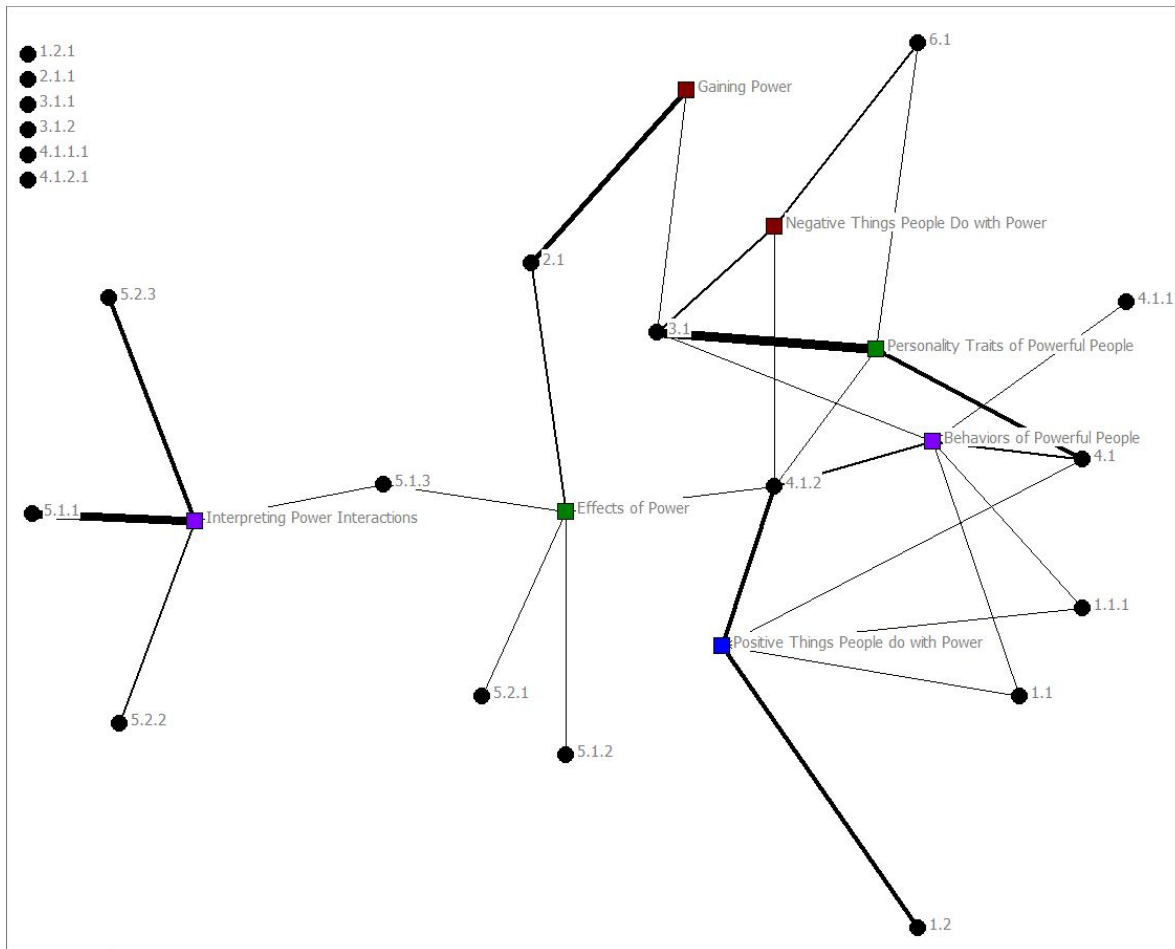
**Figure 12. Scatterplot for Four Dimensions of Social Power – Girls**



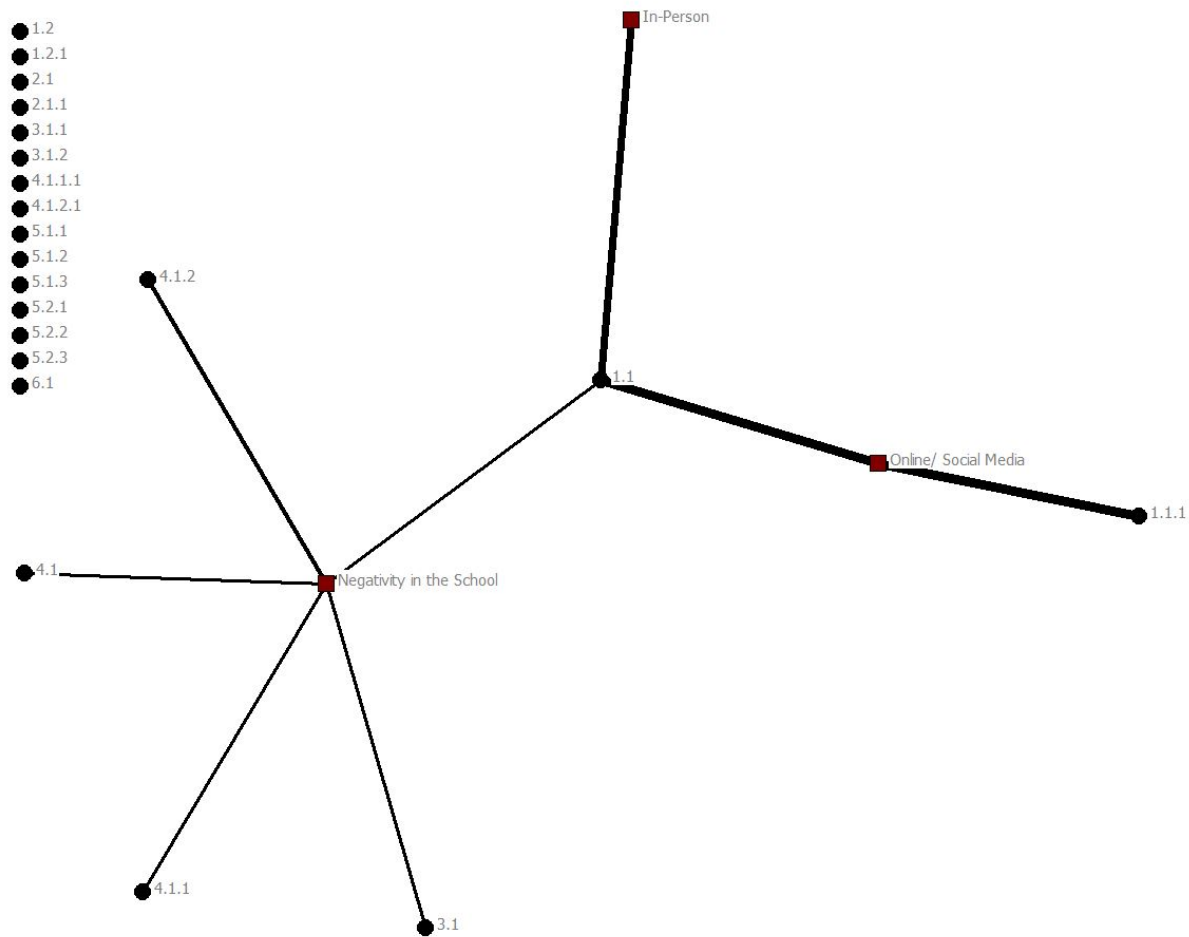
**Figure 13. Emergent Themes and Associated Concepts from Qualitative Data**



**Figure 14. Two-Node Network of Prompts and Concepts for School Atmosphere**



**Figure 15. Two-Node Network of Prompts and Concepts for Power in the Schools**



**Figure 16. Two-Node Network of Prompts and Concepts for Bullying**