
Abstract. This study investigated the reciprocal effects between teacher student relationship quality (TSRQ) and two dimensions of classroom peer relatedness, peer liking and peer academic reputation (PAR), across three years in elementary school and the effect of both TSRQ and the peer relatedness dimensions on academic self efficacy. Participants were 695 relatively low achieving, ethnically diverse students recruited into the longitudinal study when they were in first grade. Measures of TSRQ and peer relatedness were assessed in years/grades 2-4. Peer liking and PAR were moderately correlated with each other at each time period. As expected, peer liking and TSRQ exhibited bidirectional effects across the three years. Year 3 TSRQ had an effect on Year 4 PAR, but PAR did not have an effect on TSRQ at either time interval. In an additional analysis, Year 4 PAR mediated the effect of Year 3 TSRQ on Year 5 academic self efficacy. Implications for teacher professional development are discussed.