The Effects of Students, Parents, and Teachers on School Adjustment and the Satisfaction of Middle and High School Students

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Abstract. The purpose of this study was to identify what factors of students, parents, and teachers affect school adjustment and school satisfaction of middle and high school students according to gender, school level, and time duration. The 1st-year (T) and 2nd-year (T+1) survey data of GEPS (Gyeonggi Education Panel Study) were analyzed by using linear regression analysis. The results were as follows: First, male middle school students’ self-esteem and teacher-centered teaching methods (TCTM), female middle school students’ self-concept and TCTM, male high school students’ self-concept and test stress, and female high school students’ self-concept had significant influence on the degree of school adjustment among friends (DSAF). Second, male middle school students’ self-efficacy and learner-centered teaching methods (LCTM), female middle school students’ TCTM and subject interest, and female high school students’ self-concept only had significant influence on the degree of school adjustment with teachers. Third, only subject interest of male middle school students, self-concept and LCTM of female middle school students, and only self-concept of high school female students were statistically significant on school satisfaction.

Keywords: School Adjustment, School Satisfaction, Middle and High School Students

1 Introduction

Various internal and external factors related to students have caused an increase in school maladjustment and a decrease in school satisfaction. A number of students who are dissatisfied with or maladjusted with their school life, in particular, have committed school violence, juvenile delinquency, and so on.

However, there has been inadequate consideration for the effect of the factors on school adjustment and school satisfaction as the learners become mature over time because the object of the study is limited to the students from a particular school level or is only based on the data from a particular time.
This study aimed to identify what factors affect school adjustment and school satisfaction of the middle and high school students according to gender, school level, and time duration.

To address the goals of this study, the detailed research questions are as follows:
1. Do the factors of students, parents, and teachers that are expected to influence middle and high school students’ school adjustment and school satisfaction show a distinction in terms of gender, school level, and the lapse of time?
2. What factors affect middle and high school students’ school adjustment and school satisfaction amongst the factors of students, parents, and teachers?

2 Literature Review

Previous studies showed that a significantly diverse array of factors influence male or female teenagers’ school adjustment despite a few common influencing factors in terms of gender. Some of the studies indicated that the degree of school adjustment gets higher with the advancing of school years [1], whereas others showed opposite results [2]. However, it showed that there was a distinction in the degree of school adjustment in terms of school year or school level. Teenagers’ self-concept [3], self-esteem [4], and self-efficacy [5] had positive influences on their school adjustment in general, while stress [6] had negative influences on their school adjustment.

Parents’ child-rearing attitudes greatly influenced school adjustment of adolescents. For example, democratic, laissez-faire, affection, and reasonable parenting behavior had positive influences on adolescents’ school adjustment. Furthermore, the factors related to parent-child communication and relationships among family members were positive influences on students’ school adjustment when parents have open communication, or when the family members have a strong bond, or when adolescents build a close and respectful relationship with their parents [7]. The more friendly, supportive, and closer the relationship with teachers or peers [8] the students built was, and the more permissive the school atmosphere and higher sense of community they had were, the higher the degree of adolescents’ school adjustment was shown [9].

In addition, the factors affecting adolescents’ school satisfaction are multifarious. For example, curriculum, perceived teacher attitude, teachers’ instructional methods, educational facilities, school culture, and the participation of parents in the school affect school satisfaction of middle and high school students [10, 11].

3 Methods

The survey data conducted by the Gyeonggi Education Panel Study (GEPS) in November 2012 and 2013 respectively, were used for this study. The dependent variables were the school adjustment scale and the school satisfaction scale. The school adjustment scale in the panel data consisted of two subscales; school adjustment among friends and school adjustment with teachers. In addition, the school satisfaction of the middle and high school students’ panel consisted of the question
asking about overall satisfaction and the questions asking about school satisfaction. All the variables were transformed into yearly changes from the 2\textsuperscript{nd}-year (T+1) compared to the 1\textsuperscript{st}-year (T) prior to the statistical analyses. The sample was formed from the average value of each school to include teacher factors in the model (n=63). The final model came out through applying stepwise variable selection, including the factors that are statistically significant along with the two adjusting factors as independent variables.

4 Results

In the case of middle school students’ degree of school adjustment among friends (DSAF), male students’ self-esteem and teacher-centered teaching method (TCTM), and female students’ self-concept and TCTM were statistically significant. The relation between those variables and dependent variables showed positive value (+). However, the factors for adjustment (parents’ school satisfaction and teachers’ profession satisfaction) had no significant influence on the 2\textsuperscript{nd}-year DSAF of both male and female students. In the case of high school students’ DSAF, the male students’ self-concept and test stress and only female students’ self-concept had significant effect. Moreover, among male students’ factors for adjustment, PSS showed a significantly positive effect (+). Yet, none of the female students’ factors for revision had any significant influence.

In the case of middle school students’ degree of school adjustment with teachers (DSAT), only male middle school students’ self-efficacy and learner-centered teaching method (LCTM), and only female middle school students’ TCTM and subject interest had a significant effect, while none of the high school students’ factors for adjustment showed any significant influence.

On the other hand, only the subject interest of male middle school students, and self-concept and LCTM of female middle school students showed a significant effect on their school satisfaction in the initial model. However, self-concept of male students had no significant effect on their school satisfaction in the final model. In case of high school, only that of female students had any significant effect. Yet, none of the students’ factors for adjustment showed any significant influence.

References