

School Satisfaction among Adolescents

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ABSTRACT To grow up, the period of transition from childhood to adulthood or dependence on adult direction and protection to self-direction and self-determination is referred as adolescence. Therefore, the present study was undertaken to assess selected areas of School Satisfaction of adolescents studying in private senior secondary schools (co-educational and non-coeducational) of Bikaner city. The total sample for the present study consisted of randomly selected 320 adolescents (13-17 years) of Bikaner city. Data was collected through a standardized tool, that is, the Sharma Adolescent School Satisfaction Inventory. Percentage values were assessing each of the four areas of School Satisfaction. The results revealed that the adolescents had average School Satisfaction. Boys had better School Satisfaction than the girls, whereas, there was no significant difference between School Satisfaction of boys and girls among all the four areas of School Satisfaction. The girls were better than boys in the areas of student themselves and teacher and teaching while for school related curriculum and text books and school plant - organization and administration, the School Satisfaction was better in boys as compared to the girls. School Satisfaction of the girls (coeducational school) was better than the boys and the School Satisfaction of the boys (non co-educational schools) was better than the girls. Thus, it can be concluded that the gender and type of school (co-educational and non co-educational) influence the School Satisfaction of adolescents.

INTRODUCTION

Adolescent grows up to become an adult. The words adolescent and adult ultimately come from forms of the same Latin word, *adolescere* means to grow up. Freiberg (1998), notes, school climate can be a positive influence on the health of the learning environment or a significant barrier to learning. Samdal et al. (1998) stated that school can either facilitate or hamper health related behaviour. Students less connected to school are more likely to adopt unhealthy behaviour and exhibit more health problems, whereas students satisfied with school are more likely to be happy, enjoy things and have a better health. Wentzel (1998) also found academic support from teacher and peers to be related to adolescents' interest in school among 167 sixth graders in a suburban community of the United States. Lee and Loeb (2000) remarked that in small schools (less than 400 students), teachers have a positive attitude about their responsibility for students' learning and students learn more. Marzano (2003) found that implicit in factors such as parental involvement, school climate, and leadership was the notion that the school is the proper focus for reform, suggested that successful schools help pupils regulate their own behav-

iour and deal with the many social and academic challenges they face. Park and Huebner (2005) stated the correlation between school and global life satisfaction differs between Korean and American adolescents, with school satisfaction more of life satisfaction for Korean students. Norton and Norton (2006) said books can be used to help children increase an understanding of themselves and others across time and space. Early adolescence extends from 12 or 13 years to 16 or 17 years, and late adolescence covers the period from thereon until 21, the age of legal maturity (Hurlock 1967). In India, this period comes earlier than in western countries owing to climatic reasons. Generally, in India, adolescence begins from 12 or 13 years in boys and a little earlier in the girls. According to Mukhopodhyay (1987), students undergoing various post-secondary and technical courses are mostly in their adolescent period. Adolescence is the span during which boys and girls mature from childhood to adulthood, mentally, emotionally, socially and physically. This remarkable growth and development takes place in several aspects. These include increasing ability in motor performance, growth in intelligence, growth in knowledge and understanding growth in creative expressions and development in so-

cial and emotional components. During pubescence, the changing proportion of the body tends to cause poor coordination and the maturity of endocrine system sharpens the sexual interest. The young must learn to adapt to these biological changes within a relatively short time. The characteristics of adolescence status that it is a period of change and these changes for the most part are un-favorable, and are expressed in confusion, feeling of insecurity and anti-attitude towards life and they lead to certain personal, emotional, social and educational problems. A number of studies have been made on the problems of junior and senior high school students during the early adolescent years. Their problems for the most part centre around physical appearance, health and physical development, school work, relationships with members of their families, their teachers and peers of both sexes, money personal adjustment, moral and their own sexual behaviour and adequacy rather than sex parse, adolescents trace many other adjustment problems in school-social, personal and home-adjustment, which rise to student problems. The adjustment problems of children especially in the period of adolescent need not be over emphasized. The problem of wastage in school is the result of maladjustment of children. The factors like poor living conditions, faulty teaching methods, poor system of examination, social and economic difficulties may contribute to the maladjustment of school children. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subrahmanyam 1986). Adolescents spend a substantial portion of their lives in school setting. Their experiences in such settings strongly influence their social and emotional health and their development, both positive and negative (Wells 2000). Specifically, students' health behaviour and their views of themselves are related to their lives in school (Anderman 1999). In addition to the direct teaching of academic skills, school provides opportunities for adolescents to develop social connections that often have lasting impacts on their lives. For the majority of adolescents, school provides positive experiences with teachers and peers, helping them to develop strong emotional bonds and self-confidence. However, for some young people, school is a threatening and uninviting place. Adolescents who feel isolated or rejected in school or believe that their school's expecta-

tions are too high tend to disengage from school life. These young people are prone to becoming involved with peers sharing similar negative attitudes, which can ultimately result in increased health-risk behaviour. In addition to non-school factors, studies have also examined the contextual variables of the classroom on students' school satisfaction. Some of the essential needs of adolescents which if fulfilled bring satisfaction and if not fulfilled result in dissatisfaction are approval, affection and security are needs common to all human beings and such have to be met by the thoughtful schools, developmental needs whereas Cronbach (1963) says that developmental tasks are essentially major problems related to growth, personal welfare and individual adjustment that are common to student at a given age and environmental influences which as per MacDonald (1959), largely shape a students' state of educational readiness or forming habit patterns that encourage and discourage effective study and attitudes that further or impair learning. According to Roy (cited in Sharma, 1991), that students dissatisfaction is attributed to lack of essential amenities, shortage of accommodation in institutions and hostels, lack of provision of games, excursion and extracurricular activities.

METHODOLOGY

The main aim of the study was to assess the School Satisfaction among adolescents boys and girls (13-17 years) regarding selected areas of School Satisfaction studying in private co-educational and non-coeducational senior secondary schools of Bikaner city (Rajasthan).

Locale of the Study

The present study was conducted in the private co-educational and non-coeducational senior secondary schools of Bikaner city (Rajasthan).

Sample and Its Selection

The total sample of the present study consisted of 320 respondents randomly selected from three randomly selected private senior secondary schools. The total sample of 320 respondents (160 boys + 160 girls) selected randomly (chit system) taking 20 boys and 20 girls from each age group, that is, 13 to 17 years (to main-

tain gender wise uniformity) for the present study.

Adolescent's School Satisfaction Inventory, 1991 (Standardized)

Selection and development of tool to achieve the objectives of research is an important step in any research. Keeping in mind the purpose of the study, the investigator used one major standardized tool for data collection which was Sharma Adolescent's School Satisfaction Inventory (1991). It consisted of two sections: Section A and Section B.

Section A: Background Information

The background information was filled by the respondents in which they gave their personal and familial information.

Section B: Adolescent' School Satisfaction Inventory

The subjects were asked to rate statements as to find their total satisfaction with the school on a three-point scale ranging from total 'Yes' with '3', total 'No' with '0' and total '?' with '1' respectively on the scale

Analysis of Data

Frequency and percentages were calculated to assess each of the four areas of school satisfaction of adolescents' boys and girls (13-17 years).

RESULTS AND DISCUSSION

The result depicted that the majority of the adolescents (79.37%) belong to average cate-

gory of school satisfaction in context of curriculum and text books, which denotes that adolescents were able to understand school curriculum and text books, satisfied from examination pattern, they could concentrate at school work and had interest in several activities. As far as area of school plant organization and administration was concerned it was found that 70.94 percent adolescents had average school satisfaction whereas, very low percentage of adolescents, that is, 4.06 percent were found to be very much unsatisfied with it, which denotes that adolescents were stable (Table 1). Baker (1998) examined the classroom climate and school climate had a strong direct effect on students' satisfaction with school. School satisfaction has been defined as a cognitive-affective evaluation of overall satisfaction with ones school experiences (Huebner 1994). Although, related, school satisfaction can be differentiated clearly from satisfaction with other life domains, such as satisfaction with families, friends, self, living environment, etc. (Huebner 1994; Huebner and McCullough 1998). Lal (2014) mentioned academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face academic burden and load, for example, school examinations, answering questions in the class, showing progress in school subjects, understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. Dixit and Singh (2015) suggested that the teacher should understand child psychology and shouldn't over expect from the child. Razia (2016) observed that adolescents of private schools have more academic stress than their counterparts in government schools. Kim (2017) suggested to be related to poor academic performance, the effects of

Table 1: Percent wise distribution of adolescents (13-17 years) on each of the four areas of school satisfaction (N = 320 (Boys-160+Girls-160))

<i>Levels</i>	<i>Student themselves (%)</i>	<i>Teacher and teaching (%)</i>	<i>Curriculum and text books (%)</i>	<i>School plant organization and administration (%)</i>
Excellent	-	-	-	-
Good	11 (3.44)	3 (0.94)	33 (10.31)	40 (12.5)
Average	268 (83.75)	269 (84.06)	254 (79.37)	227 (70.94)
Unsatisfactory	27 (8.44)	33 (10.31)	22 (6.88)	40 (12.5)
Very unsatisfactory	14 (4.37)	15 (4.69)	11 (3.44)	13 (4.06)

internet use for education on academic performance showed conflict results in previous studies. Accordingly, the associations of school performance with internet use for study and for general purpose were explored in a large population of Korean adolescents. Demessie (2017) found that female participants perceived the nature of communication with both parents as more open than boys did. It significant associations between children's perception of communication with both parents and their subjective well-being. Corsano (2017) studied in relationships with their parents and associated with psychosocial disadvantages.

CONCLUSION

Majority of the adolescents (78.12%) were average on overall school satisfaction. More than 50 percent adolescents were average in all the areas of school satisfaction, that is, student themselves. Regarding teacher, teaching and curriculum and text books, while majority of the adolescents were unsatisfied in only school-plant organization and administration area of school satisfaction. Thus, it can be concluded that most of the adolescents had average level of school satisfaction in all the areas of school satisfaction.

RECOMMENDATIONS

1. Similar studies can be conducted in different cities.
2. Similar study can be conducted on the large sample.
3. Similar study can be conducted on adolescents studying in Government Senior Secondary Schools.
4. Similar studies can be conducted indifferent age groups.

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