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THE EFFECTS OF CRISIS EVALUATION AND SELF-CONTROL ON SCHOOL LIFE SATISFACTION IN ADOLESCENTS

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ABSTRACT

The purpose of this study is to investigate the effect of adolescents' crisis evaluation and self - control on school life satisfaction. The questionnaire was conducted on 2700 middle school and high school students. The data of 2,615 students (1365 male and 1251 female students) were analyzed using spss 23.0. The results of the study are as follows. Crisis assessment and self-control predictive factors on school life satisfaction were the long-term satisfaction as the most influential factor in school life. Therefore, in order to prevent maladjustment of school life, it is necessary to develop a self-controlled self-control training program in cooperation with the school and the center, and to provide time for continuous recruitment. Based on these results, we emphasized the importance of crisis evaluation and self-control factors to improve the school life satisfaction of adolescents and suggested the necessity of follow - up study.

INTRODUCTION

According to the statistics released by the Ministry of Education in Korea, the number of students has been increasing since 1990, and 60,000-70,000 students leave the school every year to report that they are out of school. It is in reality that one of 100 students is stopping to study. In the past, when the economic poverty of the family was the main cause of school dropout, school maladjustment has recently emerged as the main cause [1]. In order to solve this problem teachers have tried various ways such as student counseling system and student career system. However, it is a reality that they do not achieve the purpose of guidance and counseling due to heavy work by the progress of the course. The number of adolescents

leaving the school for reasons such as environment and relationships is increasing, and among the current students, the number of adolescents who cannot adapt to the school and cause various problems is increasing. In addition, in 2002, the Government announced the 'Comprehensive Measures for the Prevention of Adolescents with Disabilities and Adaptation to the Suffering' in 2002. In 2003, the 'Youth Basic Law'. In 2009, the presidential report reviewed the school maladjusted adolescents and discontinued adolescents countermeasures, and the revised Adolescents Welfare Support Law of 2012 introduced a clear role for supporting discontinued adolescents [2]. As such, school maladjustment is understood as a concept connected with dropouts and school breaks, all of which are understood as a series of concepts starting from within the school and leaving the school.

School maladjustment can be defined as the cause of desire to escape from school life in order to solve the stress caused by dissatisfaction or conflict with school dissatisfaction and desire in the adaptation process of school life. In the environment in which the youth live, the school is a place where the youth grows and the range of life extends from the home to the society. Because it is not only a place for social relations in which the relationship between teachers and friends is established but also a place to live with the goal of academic achievement, it is a place where various experiences such as adaptation to the school, interpersonal relationship, and stress due to test and task performance[3].

The conceptual definition through previous studies is as follows. The conceptual definition through prior studies is as follows. Choi (2003) defined school life satisfaction as a subjective emotion that comes when an individual's pursuit of purpose or desire is fulfilled, and Jang(2002) defined students' preferences for overall school life as a degree of benevolent or unfriendly feelings or attitudes toward external experiences experienced at school. Ko (2010) suggests that students' satisfaction with school biology is' adaptation 'and that various educational environments that are encountered during school life are changed according to their own desires or are appropriately accommodated in all situations and environments of their school life .As such, various researches on school life satisfaction have emerged, and conceptual definitions have also been diversified accordingly. Satisfaction with school life is a major task in the development of adolescence.

First of all, school maladjustment is rarely caused by one cause, and it often occurs because of various complex functions, but it is surely an important cause of school interruption [1]. Therefore, in this study, we try to confirm the actual condition of school life satisfaction for adolescents and to identify what psychological factors affect school life satisfaction. Based on these results, we will seek practical interventions of counseling and programs to prevent the psychological crisis of adolescents' maladjustment of school life and dropout, and suggest effective direction and direction.

RESEARCH METHOD

Subject

The purpose of this study was to investigate the effect of adolescents' crisis evaluation and self-control on school life satisfaction. The questionnaires were administered to 2,700 middle

school and high school students and 2,615 (1365 male, 1251 female) of the respondents.

Measurement scale

Crisis adolescent evaluation scale was composed of 12 factors (mental health, low self-esteem, drinking / smoking, runaway, internet game addiction, impulsiveness, disruption, negative parenting attitude, low academic achievement, low socioeconomic status, conflict with the teacher, and bullying). The Likert type scale consists of 48 items, 'Not at all' and 'Very agree'. The questionnaire was composed of the order of the items. In the study of Kwon (2010), the reliability test coefficient (Cronbach's α) between the items of the sub-factors of the crisis evaluation scale is .71 ~ .85. In this study, internal consistency reliability was .961. This study used mental health, low self-esteem, low academic achievement, negative parenting attitude, conflict with teachers and bullying among the sub-factors of Kwon's crisis adolescent evaluation scale (2010).

Self-control measures were used by Gottfresson and Hirschi (1990) and used by Cho (2013). We used the Likert scale of 15 items for immediate satisfaction (5 items), impulsiveness (4 items), and long-term satisfaction (6 items). In the study of Cho (2013), Cronbach's α was found to be .622.

To measure adolescent adaptation to school life, Kim's (2002) the scale used in 'Study of standardization of academic motivation scale' was used. The sub-factors are four areas of teacher relationship, peer relationship, school class, and school rules. The total of 20 items is composed of 5 items for each factor. The measurement method consisted of the Likert-scale 6-point scale from 'No' to 'Very High' to 6 points, which means that the higher the score, the better the school life. In this study, the internal consistency coefficient of the school adjustment scale was Cronbach's α value of teacher relationship .87, peer relationship .77, school class .78, school rules .79, and total .82, respectively.

Analysis of materials

In this study, we conducted a hierarchical multiple regression analysis to identify the sub-variables of crisis evaluation and self-control on school life satisfaction, and confirmed the multiple communicative problems among the variables with the Durbin-Watson number. The statistical program used was SPSS Ver. 23.0.

RESULT OF RESEARCH

Predictors of school life satisfaction in adolescents

Table 1 shows the extent to which youth's crisis assessment and self-control predicts school life satisfaction.

Table 1 Hierarchical Regression Analysis Model of Predictors of School Life Satisfaction in Adolescents

Model	R	R ²	△R ²	Std. error	Statistical variation				
					R ²	F	d f 1	df2	Probability of significance
1	.427	.183	.182	9.210	.183	583.953	1	2613	.000
2	.524	.274	.274	8.681	.091	328.978	1	2612	.000
3	.549	.301	.300	8.520	.027	100.986	1	2611	.000
4	.568	.323	.322	8.386	.022	84.842	1	2610	.000
5	.573	.328	.327	8.355	.005	20.307	1	2609	.000
6	.576	.331	.330	8.338	.003	11.966	1	2608	.001

Explanation 1 Prophetic variable: long term satisfaction, 2. Prophetic variable: long term satisfaction, low academic achievement, 3. Prophetic variable: long term satisfaction, low academic achievement, low self-esteem, 4. Prophetic variable: long term satisfaction, low academic achievement, 6. Conflicts with teachers: Long-term satisfaction, low academic achievement, low self-esteem, conflict with teachers, bullying, 6. Prophetic variables: long-term satisfaction, low academic achievement, low self-esteem, conflict with teachers, castle

Table 2 shows the results of the crisis evaluation and sub-factors of self-control on the satisfaction of school life in adolescents.

Table 2 Crisis assessment and hierarchical regression of self-control for school life satisfaction of adolescents

Model	Independent variable	Nonstandardized coefficients		Standardized coefficients	t	Probability of significance
		B	Std. error			

1	long - term satisfaction	1.045	.043	.427	24.165	.000
2	long - term satisfaction	.807	.043	.330	18.835	.000
	low academic achievement	-1.248	.069	-.318	- 18.138	.000
3	long - term satisfaction	.726	.043	.297	16.956	.000
	low academic achievement	-.966	.073	-.246	- 13.216	.000
	low self-esteem	-.451	.045	-.186	- 10.049	.000

In Model 1, long-term satisfaction has a significant effect on school life satisfaction, and this model accounts for 18.2% of school life satisfaction. In Model 2, when low academic achievement factors were added, low academic achievement factors had a significant effect on school life satisfaction, and explanatory power increased by 9.1%, The explanatory power was increased by 2.7% when the factor of low self-esteem was added, and the regression model was statistically significant at significance level .001.

DISCUSSION

The purpose of this study was to examine the effect of crisis evaluation and self - control on school life satisfaction on the school life satisfaction of boys of female adolescents. The results of this study are as follows.

The results of the hierarchical regression analysis were as follows. First, the factors affecting the school life satisfaction and the sub - factors of self-control were examined. The biggest influence on school life satisfaction was seen as long-term satisfaction, a sub-factor of self-control. This result shows that self - control is a factor to reduce school maladjustment behavior and to help school adjustment. Self-control is to see that such a study of Kim& Kim (2001) reduces the maladaptive behavior of adolescents despite the crisis environment. Also, it is similar to the study of Kim & Hong (1996), and Lee (2004) that adolescents with high self-control have low incidence of behavior problems and their severity is low. In this way, general students can adapt and adjust to school life by controlling and adjusting momentary satisfaction and impulsiveness.

In order to utilize the results obtained through this study and to carry out researches to be carried out in the future, the following suggestions are made. Crisis assessment and self-control predictive factors on school life satisfaction were the long-term satisfaction as the most influential factor in school life. Therefore, in order to prevent maladjustment of school life, it is necessary to develop a self-controlled self-control training program in cooperation with the school and the center, and to provide time for continuous recruitment. We need to constantly identify the causes of school maladjustment through consultation with school maladjusted adolescents and find a clue to solving fundamental problems so that they can

maintain psychological stability and raise self-control.

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