

The Influence of Family Satisfaction and School Satisfaction toward Psychological Well-Being of Adolescent Students

Kamarulzaman Kamaruddin

Faculty of Education & Human Development
Sultan Idris Education University
Tanjong Malim, Malaysia
kamarulzaman@fppm.upsi.edu.my

Fauziah Sa'ad

Faculty of Education & Human Development
Sultan Idris Education University
Tanjong Malim, Malaysia
Fauziah_msaad@fppm.upsi.edu.my

Abstract: *The main aim of this study was to examine the influence of family life satisfaction towards the psychological well-being of the adolescent students. In addition, this study also investigated the role of gender and age as contributing factors toward their psychological well-being. The data were solicited from quota sampling which involved 164 adolescent students in the state of Kelantan, Malaysia. The data were collected using Ryff's Psychological Well-being Scale, Family Satisfaction Scale and Affective Learning Questionnaire. The results showed that family satisfaction construct (cohesion, flexibility and communication) and school satisfaction contributed (academic achievement, teachers' motivation and socio-emotional environment) are significantly influenced the psychological well-being of the adolescent students. Specifically, the result showed that cohesion and teachers' motivation are two significant factors that influenced psychological well-being of the adolescent students.*

Keywords: *family, school, satisfaction, psychological well-being, adolescent.*

1. INTRODUCTION

Family plays an important role in the development of a adolescent identity and well-being. Past studies have shown that family is a significant protective factor in the lives of a child (Pryor-Brown and Cowen, 1989; Sandier, Miller, Short, & Wolchick, 1989). Family satisfaction have been found to be a major contributor to resilience and well-being; the most distinct of these being the effects of a warm, supportive family environment, marked by a close relationship with at least one parent (Huebner, 1991; Rice, 1990). This is a core value not only ch perished by the Latino community but also by other ethnic groups across generations regardless of the length of time residing in the US (Santiago-Rivera, 2003). In other word, family is such a critical aspect there is a high reliance on the family for material, emotional support and help (Ayon, Marsiglia, & Bermudez-Parsai, 2010).

According to Diener (2006), although peers also play an important role in youth socialization and family satisfaction seems more salient in the ethnic youth population. Previous studies have shown that those adolescents who have limited family support system have low levels of well-being and are at risk of experimenting with substance abuse (Unger, Ritt-Olson, Teran, Huang, Hoffman, & Palmer, 2002) and early sexual activity (Baumeister, Flores, & Marin, 1995); whereas, youth who have strong family support are more satisfied with their life and are at lower risk fo psychological adjustment (Way & Robinson, 2003). It is important to investigate well-being of the adolescent its relationship with family satisfaction.

In addition to the importance of family satisfaction to well-being, previous studies also have shown that school satisfaction plays predict life satisfaction and a better quality of life (Umana-Taylor, 2004, Utsey, Chae, Brown, & Kelly, 2002). As such, school is a place where students spend much of their time every day. Subsequently, students are most likely to have frequent interactions with their teachers rather than their parents or guardians. Therefore, teachers and school environment can also be effective in developing various sensations and behaviour of the individuals and play a crucial role in the appraisal o children's quality of living. According to Roeser, Eccles & Sameroff (2000), school as an important place that significantly affect students' happiness and growth. Engles (2004) also asserted that students' psychological well-being (PWB) cannot be considered as an isolated unit from the school context.

Based on the discussion above, it seems that family satisfaction and school satisfaction both can influence adolescents' PWB. In addition, Malaysia is a multiracial country comprises of three main ethnic, i.e Malays, Chinese and Indian. Therefore, a study should be conducted to identify which variables are significantly influence the adolescents' PWB it is expected that this research findings can help the various parties to develop an individual with competent quality.

2. METHODOLOGY

2.1. Sample

This was a survey study conducted at the secondary schools in the district of Rantau Panjang, Kelantan. Participants were 162 Form Four and Five students and they were chosen by stratified random sampling. They were adolescent ranging from 15 to 17 years old and they are selected from various ethnic groups in Malaysia.

2.2. Instruments

Ryff's parents' PWB Scale developed by Ryff (1989) was used to measure the PWB of the adolescent students. This instrument comprises of 42 items and each item is to be responded on a scale of 1 to & 7. Meanwhile, Family Satisfaction Scale designed by Olson & Wilson (1986) was used to measure the family satisfaction and it comprises of 14 items. All of the items are rated on a 1 to 5 scale. The Affective Learning Questionnaire (Kamarulzaman, 2005) was used to assess school satisfaction it consists of 17 statements and each item is rated on a 5-point scale ranging from never (1) to almost always (5).

2.3. Procedure

For the purpose of collection of data, the daily schools around the District of Tanjong Malim, Perak were visited by the research assistant and requested permission from the school principals to carried out the study. The students were asked to respond to the questionnaire given.

3. FINDINGS

The results of this study are presented in two parts. The first part provides the data analysis using Pearson correlation (r) for the family satisfaction and school satisfaction and psychological well-being of adolescent students. The second part provides data analysis using multiple regressions associated with the research problems.

3.1. Difference of Gender based on PWB

To determine the difference between male and female students regarding their PWB, independent t-test was employed. The outcomes are displayed in Table 1 below.

Table1. *The Mean Difference of Male and Female on PWB*

	Gender	N	Mean	S.D	T	Sig.P
Psychological Well-being	Male	80	4.54	0.78	-1.038	0.053
	Female	82	4.61	0.75		

According to Table 1, the result of t-test (-1.038) showed the mean score of male (4.54) and female (4.61) students at (p<0.05) does not have significant difference. This means that there is no significant difference male and female with regard to PWB.

3.2. Difference of Gender based on PWB

To determine the difference between male and female students regarding their PWB, one way ANOVA was employed. The outcomes are displayed in Table 2 below.

Table2. *ANOVA Analysis of Ethnicity and PWB*

	df	Sum of Squares	Mean Square	F	Sig.P
Between Groups	2	32.8	4.64	2.755	0.065
Within Groups	160	1293.9	4.70		
Total	162	1326.7			

As shown in Table 2, the Sig.P value of ANOVA is 0.065 which is higher than 0.05. This means that there is no significant difference between the ethnic groups i.e Malays, Chinese and Indians with regard to PWB.

3.3. Relationship between Family Satisfaction and PWD

To determine the relationship between family satisfaction and psychological well-being of students, Pearson-moment correlation was employed. The outcomes are displayed in Table 3 below.

Table3. *Correlation between Family Satisfaction and PWB*

Correlations				
		Cohesion	Flexibility	Communication
Pearson-Moment Correlation	PWB	0.629*	0.497*	0.541*
	sig	0.000	0.000	0.000
	N	162	162	162

Table 3 shows the correlations between the three dimensions of family satisfaction and PWB of the adolescent. Specifically, overall PWB had a correlation of 0.629 ($p < 0.05$) with cohesion, 0.497 ($p < 0.05$) with flexibility and 0.541 ($p < 0.05$) with communication in the family. The findings show that there is significant relationship between family satisfaction (cohesion, flexibility and communication in the family) and PWB of the adolescent students.

3.4. Relationship between School Satisfaction and PWD

To determine the relationship between family satisfaction and PWB of students, Pearson-moment correlation was employed. The outcomes are displayed in Table 4 below.

Table4. *Correlation between School Satisfaction and PWB*

Correlations				
		Academic Performance	Teacher Motivation	Socio-emotional
Pearson-moment Correlation	PWB	0.480	0.532	0.443
	sig	0.000	0.000	0.000
	N	162	162	162

Table 4 shows the correlations between the three dimensions of family satisfaction and PWB of the adolescent. Specifically, overall PWB had a correlation of 0.480 ($p < 0.05$) with academic performance, 0.532 ($p < 0.05$) with teacher motivation and 0.302 ($p < 0.05$) with socio-emotional environment in school. The findings show that there is significant relationship between school satisfaction (academic performance, teacher motivation and socio-emotional environment in school) and psychological well-being of the adolescent students.

3.5. Contribution of Gender, Ethnicity, Family and School Satisfaction to PWB

To determine the relationship between family satisfaction and PWB of students, Multiple Regression was employed. The outcomes are displayed in Table 5.

Table5. *Summary of Multiple Regression Analyses Predicting PWB*

Variables	B	Std. Error	Beta	T	Sig	R	R ²
Step 1							
Gender	-0.028	0.027	-0.045	-1.038	0.300		
Ethnic Group	0.073	0.059	0.059	2.288	0.023	0.149	0.022
Step 2							
Cohesion	0.267	0.046	0.332	5.827	0.000		
Flexibility	0.146	0.063	0.193	3.056	0.008		
Communication	0.174	0.077	0.109	2.247	0.025	0.616	0.382
Step 3							
Academic Perception	0.167	0.048	0.183	2.646	0.008		
Teacher's Motivation	0.259	0.060	0.324	4.345	0.000		
Socio-emotional Environment	-0.062	0.035	-0.096	-1.758	0.080	0.563	0.317

As shown in Table 5, the first part of demonstrates the value of multiple correlation coefficients $R = 0.149$ (obtained scores from a linear combination of gender and ethnicity on one side and PWB on the other side) and the value of $R^2=0.022$. This means that only 2.2% of the variance of PWB is explained by gender and ethnic.

Then, the second part of demonstrates the value of multiple correlation coefficients $R = 0.616$ (obtained scores from a linear combination of cohesion, flexibility and communication on one side

and PWB on the other side) and the value of $R^2=0.382$. This means that only 38.2% of the variance of PWB is explained by cohesion, flexibility and communication in family satisfaction.

The third part of the analysis demonstrates the value of multiple correlation coefficients $R = 0.563$ (obtained scores from a linear combination of cohesion, flexibility and communication on one side and PWB on the other side) and the value of $R^2=0.317$. This means that only 31.7% of the variance of PWB is explained by cohesion, flexibility and communication in family satisfaction.

4. DISCUSSION

The result of this study demonstrates that there is no significant difference between male and female adolescent in terms of their PWB. In other words, male and female adolescent were discovered to have the same PWB state. This result of this study is accordance with the research finding conducted Unger et.al (2002) and Umaña-Taylor, Yazedijan & Hamaca-Gomez (2004) which disclosed that gender is not a significant factor affecting PWB. However, there are research findings that achieved different result. This is because some studies disclosed that gender can influence an individuals' psychological state. According to Valois et.al (2001) mental disorders are common among female rather males.

The result of this study also indicates that there is no significant difference between Malay, Chinese and Indian adolescent in terms of their PWB. In other words, all ethnic groups were found to have the same PWB state. This result of this study is supported by other research findings for example a study conducted by Yoon; Lee & Goh (2008) which disclosed that ethnicity is not a significant factor affecting PWB. However, there are research findings that achieved different result. This is because some studies disclosed that gender can influence an individuals' psychological state. According to Yip & Fuligni (2002) mental disorders are common among female rather males.

The results of the study are consistent with the literature on PWB and family satisfaction. For instance, Vera et al. (2008) suggested that family variables were significant predictors of life satisfaction and positive affect among urban adolescents. The results support the evidence that family satisfaction and support lead to feelings of PWB (Joronen & Astedt-Kurki, 2005). Based on multiple regression analysis family satisfaction is more influential than school satisfaction. The result also shows that the largest beta coefficient is cohesion in the family. Therefore, the result clarifies that cohesion in the family is the main factor for PWB of the adolescents. This situation is clarified by the result of Pearson Moment correlation that the coefficient value of cohesion in the family is the highest. Minuchin (2002) mentioned that cohesion is the most effective factor in the family structure. He believed that efficient family maintained cohesion in the family to improve stressful in the family. Vandeleur et.al (2009) mentioned that cohesion in the family is the most important factor that led to satisfaction with family bond. They argued that cohesion is necessary for closeness in family relationship whereby family members will feel satisfied and happy.

It is undeniable fact that this study also supported the literature on PWB and family satisfaction. The second highest beta coefficient is the teacher's motivation. This illustrates that teacher's motivation provides second major contribution towards PWB of the adolescents. These results correspond to a study done by Taheri & Maghani (2008) and they discovered that teacher's motivation affects mental health which indirectly influence the individuals' PWB.

Other components in family satisfaction (flexibility and communication) and school satisfaction (academic performance and socio-emotional) are seen to be less important factors compare to cohesion and teacher's motivation. However, these factors should not be ignored since all are still relevant in influencing the PWB of the adolescent students.

5. CONCLUSION

The first review of the study examined the role of ethnicity and gender as moderator; the results suggest no significant interaction between this two variables and PWB among the adolescents of this sample. While ethnic and gender does not buffer the relationship between family satisfaction and PWB for this sample, there the vast amount of literature that supports the concept that the family plays an important role in development of ethnic identity among urban adolescents (Triandis et al., 1982). The current study contributes to the literature in several ways. The first review examined the relationship between family satisfaction and PWB among adolescent students. As predicted there is a significant correlation between the two variables suggests that for adolescent students, satisfaction

with family leads to a greater level of prosperity, better quality of life and have a positive impact. Also, school satisfaction has a significant positive impact. These findings demonstrate that adolescents are generally satisfied with their school experience of overall satisfaction in their lives and get greater pleasure from their environment and their interaction with teachers and their peers. This findings are consistent with the existing body of literature which states that children have a positive and fulfilling relationships with their families, not only to experience a higher level of life satisfaction and positive affect. School satisfaction is also doubles as a protective factor (Pabon, 1998).

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AUTHORS' BIOGRAPHY



Kamarulzaman Kamaruddin is a professor in the Department of Education, Faculty of Education and Human Science, Sultan Idris Education University, Malaysia. In his research, he focuses on the depression, stress, anxiety, emotional disorders, learning disabilities and learning problems. He is a football fan and he always follow the development football league internally and abroad.



Dr. Fauziah Sa'ad is a lecturer in the Department of Counseling and Psychology, Faculty of Education and Human Science, Sultan Idris Education University, Malaysia. She received her PhD from National University of Malaysia. Her research interests include social problems, children at-risk, counseling and so on.