Studying the Relationship between the Quality of School Life and Academic Buoyancy of Second Grade Students of High School

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Abstract: *Vitality is one of the components of the subjective well-being in many research systems. Due to the importance of this issue, each country has developed a national index of subjective well-being for its own society. It seems that it is useful for the education department to pay attention to the relationship between the quality of school life and academic vitality to train capable, interested and lively people who take the advantage of opportunities and face up to the challenges or adapt themselves to these challenges. Therefore, this study aimed to investigate the relationship between the quality of school life and the academic vitality of second-grade students of high school. The research method was descriptive and its type was survey research and in terms of performance, was field study. In this research, 8135 second-grade high school students from Savojbolagh were selected by the simple random sampling method during the academic year of 2018-2019. In order to collect information, Williams and Button questionnaire of quality of school life and Hossein Chari and Dehghanzadeh questionnaire of academic vitality were used. SPSS 19 was used to analyze the data. The results of this study showed that there is a direct relationship between the academic vitality and all components of quality of life (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesion). Also, there is a correlation of 0.85 between the academic vitality and quality of school life (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesion), and 73% of the academic vitality variable of students by components of quality of school life (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, social cohesion) are explained and 0.14 positive emotions, 0.28 adventure, and 0.76 social cohesion play an important role in the academic vitality of students.*

Keywords: *Quality of School Life, Academic Vitality, Students.*

INTRODUCTION

Quality of school life is a structure that has been considered in the last decade due to its importance in the students' life and has been defined as the well-being and general satisfaction of students with positive and negative experiences that are rooted in school activities (Kareshki, Momeni and Ghoreishi, 2012). Quality of school life has a great influence on the success, health and vitality of students, and is a structure that has

been replaced by the World Health Organization (WHO) with the health structure, and by considering the different dimensions of human life, its physical and mental health has been referred with a more comprehensive approach. Concerning the fact that students spend more part of their life time at the school and will be in charge of managing different areas of the society in the future, it is important to assess their life quality (Bashiri, 2016). The concept of life quality, a challenging topic, involves evaluating and individuals perceiving of life status and cultural context and communication value system of these factors with expectations, goals, dimensions, and personal interests (Kareshki, Momeni and Ghoreishi, 2012; Bahmani, 2010). Quality of school life has a relationship with a sense of belonging to the school, more participation in school and school affairs, great motivation to learn the lessons, positive attitude toward the school, and more intimate relationship among students and teachers and other peers and physical and mental health (Zahed Babolan, Karaimianpour and Dashti, 2017).

One of the issues that is considered today is the issue of the subjective well-being and vitality. Vitality is one of the components of the subjective well-being in many research systems. Because of the importance of this issue, national indicators are prepared and each country by considering the importance of this issue has developed a national indicator of subjective well-being for its own society (Myers, 2000, quoted by Siyadatian, Ataee and Ghomrani, 2014; Batiar, 2017). In general, internal sense of vitality is a significant indicator of mental health. Academic vitality refers to the positive, constructive and adaptive response to a variety of challenges and obstacles that are experienced in the ongoing field of study. Martin and Marsh (2006) emphasized that there are challenging questions that need to be addressed in the field of education. Schools and other educational environments are places where academic challenges, barriers and pressures are a true reality of the academic life, and the previous research explicitly support it (Martin and Marsh, 2006). Many scholars have argued that most students with the lack of academic vitality are weak in social interaction at school, especially in communicating and receiving social support. Most students with a lack of academic vitality have a lot of stress and anxiety in the stressful situations and lose the power of thinking and adaptation in a constructive and useful way, and as a result, show a poor performance at school (Ben et al., 2005, quoted by Mohammadi, 2017).

Thus, one of the important factors that affect the students' academic vitality is the quality of school life (Kimura, Kamada, Guihe and Montiero, 2013, quoted by Mohammadi, 2017). It seems that paying attention to the relationship between the quality of school life with the academic vitality to train capable, interested and vital individuals who take advantage of opportunities and face up to the challenges or adapt themselves is useful for the department of education. Therefore, this research seeks to answer this question "does life quality has a significant relationship with the academic vitality of second-grade high school students?

Materials and Methods

This study was conducted to investigate the relationship between the life quality and academic vitality of the second-grade high school students. The method of research was a descriptive survey method and in terms of performance was field study. The statistical population of this study was 8135 second-grade high school students of education and training of Savojbolagh region in the academic year of 2017-2018. They were selected by simple random sampling method. First, some schools from the second grade school were randomly selected and considering the number of students, the sample of 95 individuals was obtained using Cochran formula.

Cochran formula:

$\alpha = 0.05$

$t = 1.96$

$p = 0.5$

$d = 0.05$

$N = 8135$

$$n = \frac{N\,t^2\text{pq}}{N\,d^2 + t^2 pq} = \frac{(8135)(1.96)^2(0.5)(0.5)}{(8135)(0.05) + (1.96)^2(0.5)(0.5)} = 95$$

In order to collect the information, quality of life questionnaires at Williams and Button school (1981) (Soltanishal et al. 2011) and academic vitality of Hosseinchari and Dehghanzadeh (2012) were used. The questionnaire of life quality at Williams and Button school (1981) has 31 questions and consisted of seven scales of general satisfaction, positive emotions, and relationship with the teacher, opportunity, progress, adventure, and social cohesion. They were answered on a four-point Likert scale of 1 (totally disagree) to 4 (totally agree) (Soltanishal et al. 2011). The academic vitality questionnaire of Hosseinchari and Dehghanizadeh (2012) was developed with 9 items, with imitation of the academic vitality scale of Martin and Marsh (2006) which had 4 items. In order to implement this scale in Iranian culture, a psychologist and a specialist in English translation interpreted the text of scale questions into Persian. After translating the scale items of Martin and Marsh, a number of items were rewritten according to the original form of the scale, and items were considered by the professors of educational psychology. These items were run on a group of Mehriz high school students to complete the preliminary stage and resolving of defects, and were rewritten and eventually 9 items reached to the final stage. Responses in this scale are calculated on a 7-degree Likert scale (totally disagree (1) to completely agree (7)). Formal and content validity of the questionnaires was confirmed by the supervisor and advisor and the reliability of the questionnaire using Cronbach's alpha coefficient was calculated as 0.98 and 0.97 for quality of life and academic vitality, respectively.

Data analysis was done by descriptive statistics and inferential statistics. In descriptive statistics, charts and tables were used. In order to analysis the data, SPSS 19 and Pearson correlation coefficient tests and multiple regression were used simultaneously.

Findings

The results of this study showed that the most frequent study individuals were 17-year-olds with a frequency of 57 (60%) and the lowest frequency was for 15-year-olds with a frequency of 2 (2.1%). About the major, natural sciences students with 55.8% had the highest percentage of participants and humanities students with 16.8% has the lowest percentage of participants. Kolmogorov- Smirnov test was used to investigate the normal distribution of observations. In this study, the error value for all the variables was obtained equal to or less than 0.05, therefore, the normality was confirmed.

Major Hypothesis: Quality of Life is Associated with the Academic Vitality of Second Grade High School Students.

To answer this question, the Pearson correlation coefficient was used, and Pearson correlation coefficient for the quality of life was obtained 0.24, which indicates a significant relationship between academic vitality and quality of life (Table 1).

Table 1: Results of Pearson Correlation Coefficient between Academic Vitality and Quality of Life

	Quality of life	
	Correlation coefficient	0.24
Academic vitality	Significance	0.01
	N	95

α=0.05

Minor Hypotheses

1. There is a Relationship between the Quality of School Life and Its Components (General Satisfaction, Positive Emotions, and Relationship with the Teacher, Opportunity, Progress, Adventure, and Social Cohesion) with the Academic Vitality of Second Grade High School Students.

To answer this question, Pearson correlation coefficient was used. According to Table 2, the Pearson correlation coefficient shows that there is a direct relationship between the academic vitality and all the components of the quality of life (general satisfaction, positive emotions, relationship with the teacher, opportunity, progress (academic achievement), adventure, and social cohesion).

Table 2: Results of Pearson Correlation Coefficient between Vitality and Quality of Life Components

	General satisfaction	Positive emotions	Relationship with the teacher	Opportunity	Progress (academic achievement)	adventure	Social cohesion
Correlation coefficient	** 0.30	**0.53	*0.23	**0.28	**0.27	**0.27	**0.80
significance	0.002	0.0001	0.02	0.005	0.007	0.008	0.0001
N	95	95	95	95	95	95	95

α=0/05 *   and   α=0/01**

2. Components of the Quality of School Life (General Satisfaction, Positive Emotions, and Relationship with Teacher, Opportunity, Progress, Adventure, And Social Cohesion) Predict the Academic Vitality of Second Grade High School Students.

To answer this hypothesis, multiple linear regressions have been used. The results of Table 3 show that there is 0.85 correlation between the academic vitality and components of the quality of life school (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesions) and 73% of the students' academic vitality is explained by the components of quality of school life (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesions). Also, Durbin-Watson statistics are between 1.5 and 2.5, so the condition for the independence of errors is accepted.

Table 3: Summary of the Regression Model between the Academic Vitality and Quality of School Life Components

Model	Correlation coefficient	Determination coefficient	Adjusted determination coefficient	Standard error of the estimates	Durbin-Watson
1	0.85	0.73	0.71	0.63	1.87

Variance analysis test (ANOVA) in Table 4 shows that, with respect to the significance level of 0.001, this regression is significant at the confidence level of 99% (Table 4).

Table 4: Variance Analysis Test

Model	Sum of squares	Freedom degree	The mean square	F	Significance level
Regression	97.17	7	13.88	34.90	0.0001
Remainder	34.60	87	0.39		
Total	131.77	94			

The entered variable into the regression equation is the core of the regression analysis, which is presented in Table 5. Therefore, the regression equation can be calculated using the non-standard coefficient column as follows:

$$y = 0/22x_1 + 0/46x_2 + 1/12x_3$$

In the above equation, y is the dependent variable (academic vitality), x_1 is the predictor variable (positive emotions), x_2 is the predictor variable (adventure), x_3 is the predictor variable (social cohesion). In other words:

Academic vitality= 0.22 (positive emotions) + 0.46 (adventure) +1.12 (social cohesion)

That is, for each unit of standard deviation change, there is an increase in the standard deviation of academic vitality in the positive emotions of 0.22, adventure of 0.46 and social cohesion of 1.12 In other words, positive emotions of 0.14, adventure of 0.28, and social cohesion of 0.76 play a significant role in the students' academic vitality.

Table 5: Regression Coefficients of Academic Vitality and Components of the Quality of School Life

Model	Non-standard coefficients		Standard coefficients	t	Significance level
	B	Standard error	β		
Stable	-0.78	0.47	---	-1.63	0.10
General satisfaction	0.12	0.13	0.06	0.96	0.33
Positive emotions	0.22	0.10	0.14	2.25	0.02
Relationship with teacher	-0.11	0.11	-0.06	-1.01	0.31
Opportunity	-0.19	0.11	-0.11	-1.69	0.09
Progress (academic achievement)	0.0001	0.14	0.0001	0.003	0.99
Adventure	0.46	0.11	0.28	4.03	0.0001
Social cohesion	1.12	0.10	0.76	11.28	0.0001

Discussion and Conclusion

The result of this study showed that with regard to the Pearson correlation coefficient, there is a significant relationship between academic vitality and quality of school life. The results of this study are consistent with the results of Mohammadi (2017). Mohammadi (2017) showed that there is a significant and positive relationship between the quality of school life and academic vitality. In explaining this study, two factors can affect the quality of life. First factor is instrumental and reflects the environment and family life. Second factor is communicational and shows the quality of interpersonal communication. These two factors, similar to the second and third requirements, need security and sense of belonging and love. This shows the importance of different dimensions of life in improving the quality of life. In general, to improve the quality of life, this improvement has to be present in all aspects of life.

In addition, the results of this study showed that according to the Pearson correlation coefficient, there is a linear relationship between academic vitality and all components of life quality (general satisfaction, positive emotions, relationship with teacher, progress, adventure, social cohesion). The results of this study are consistent with the results of other researchers such as Mohammadi (2017), Zahed et al., (2015) and Martin (2014). Mohammadi (2017) showed that there is a significant and positive relationship between the quality of school life and its components (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesion) with academic vitality. Zahed at., (2015) showed that the quality of work life at school and self-efficacy has a significant relationship with the passion of students. Martin (2014) also concluded that there is a linear and significant relationship between academic vitality and academic performance with the quality of school life. It can be said that one of the important factors on the students' academic vitality is the quality of school life.

The results of this study showed that there is a correlation between the academic vitality and components of quality of life school (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, social cohesion), and the students' academic vitality variable is explained by the components of the quality of school life (general satisfaction, positive emotions, relationship with teacher, opportunity, progress, adventure, social cohesion). Furthermore, the results of multiple linear regression analysis showed that positive emotions of 0.14, adventure of 0.28 and social cohesion of 0.76 play an important role in the academic vitality of students. The results of this study were similar to those of other researchers such as Mohammadi (2017) and Zahedi et al., (2015). Mohammadi (2017) showed that approximately 10% of total variance of

students' academic vitality is predicted based on the variables of quality of school life and perception of the classroom environment. Zahedi et al., (2015) also showed that the quality of work life in school and self-efficacy can predict students' passion to school. Therefore, by considering the fact that most of the adolescents aged 16 to 18 are in an educational environment, it is necessary to recognize the academic problems that they meet during their education, and influential factors on the capacity of students against these academic challenges are identified and resolved.

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