



DOI: 10.15303/rjeap.2016.v7i2.a8

8 - ENJOYMENT OF SCHOOL ACCORDING TO GENDER DIFFERENCES OF SECONDARY SCHOOL STUDENTS

MURAD AKYNIYAZOV □

University of Bucharest, Faculty of Psychology and Educational Sciences,
Department of Educational Sciences

Abstract

Enjoyment of school can be one of the factors which affect the young generations' academic life and achievements in both, positive or negative way. This paper is a part of a PhD. thesis and analyses if there is any difference according to gender variable about the above mentioned factor and possible predictors of 'Enjoyment of school' variable. Results for the factor 'Enjoyment of school' may possibly fluctuate regarding mostly the 'in school' variables like, area, school building, facilities, school staff, teacher quality, teacher support, correct guidance, tuition fee, peer factor, class environment, class size, 'personal' variables like age, gender, ethnicity, health, mental condition, physical appearance, ability, and 'out-of school' variables like distance, financial means, family background, family support and student's personal performance. School-Family Interaction factor also can be mentioned in the 'out-of school' part because well-treated and well-informed parent's attitude may affect student's enjoyment disposition in positive way. Any of the mentioned variables' impacts on student's enjoyment of school can be investigated separately.

Keywords: enjoyment of school, achievement factors, gender differences

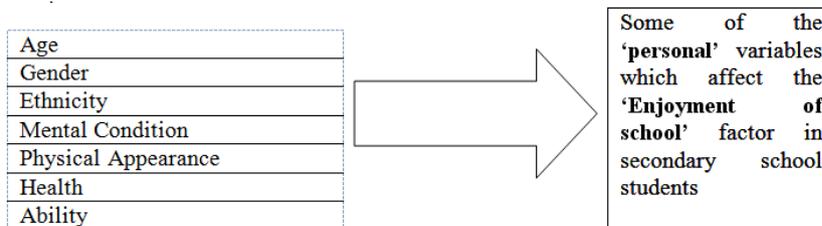
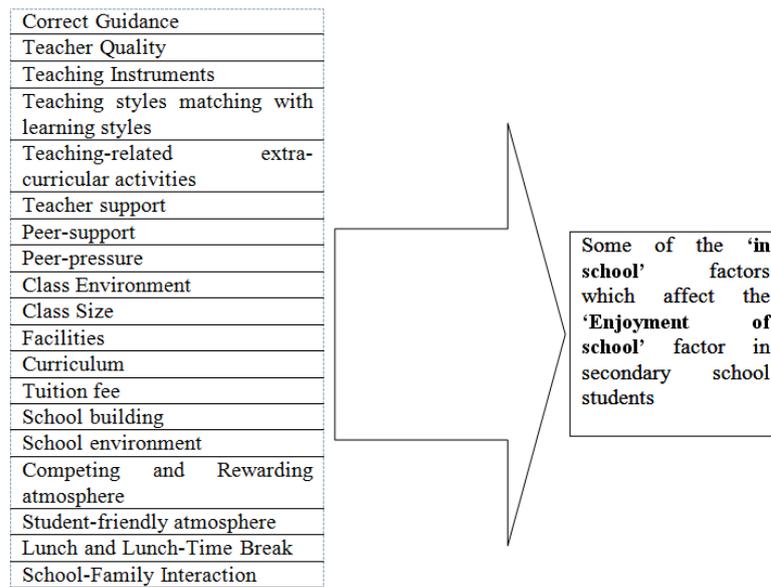
1. INTRODUCTION/THEORETHICAL FRAMEWORK

1.1. ABOUT THE MAIN FACTORS WHICH AFFECT THE ACADEMIC PERFORMANCES OF STUDENTS

There are plenty of factors having an effect on personal academic achievements of school students. These factors can be divided into two groups as

*Corresponding author. Email address: birbareken1974@gmail.com

‘in school’ and **‘out-of school’** factors affecting educational achievements and personal skills of youth in affirmative or harmful way at secondary schools. Actually any of the factors in these two groups can directly influence the academic performance of school students. Stephen Gorard and Beng Huat See mention that majority of students nearing the end of their compulsory schooling do not enjoy education(Gorard, 2011).



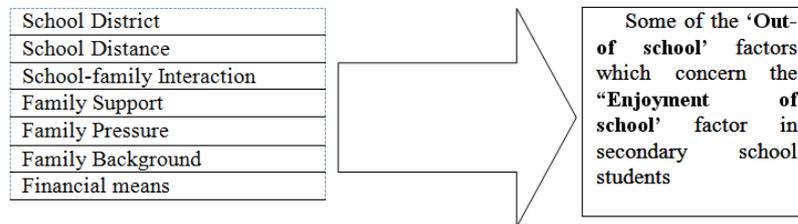


Figure 1 Factors affecting the 'Enjoyment of school' factor can be seen

1.2. POSITIVE AND NEGATIVE EFFECTS OF THE 'ENJOYMENT OF SCHOOL' FACTOR ON SECONDARY SCHOOL STUDENTS

1.2.1. Positive and Negative dispositions of students about the enjoyment of school

Students' dispositions and feelings about enjoying the school have huge impact on their academic achievements, (Hagenauer G., 2014) because the enjoyment of school may easily trigger the enjoyment of learning. If the scores of enjoyment of school are low then the results or attitudes towards enjoyment of learning might be negative (Manasia, 2015). The more they like the school, the better chance they have to become more successful. Positive feelings about learning has a changing nature over time and due to changing conditions (Hagenauer G., Alienation from school, 2010). Pam Sammons and colleagues (P. Sammons, et.,al., 2013) in their research found out that feelings indicating enjoyment of school changed over time and became less positive. One of their findings is that those students who experienced a good early years Home Learning Environment (HLE) felt greater 'enjoyment of school' compared to a poor one. According to their report, students who receive support from teachers reported higher enjoyment of school. In this research female students reported higher level of enjoyment of school compared to their male counterparts. Stephen Gorard and Beng Huat See (Gorard, 2011) also mentioned that just under 50% of girls reported enjoying schools, compared to just over 40% of boys. In previous researches (Carroll, 2001) reported that boys possessed more positive perceptions of enjoyment than girls in PE lessons. It means that perception of enjoyment level depends on persons psychological and physical conditions (Grastén, 2012). While some enjoy the condition, place or time period, some others may find that not very interesting.

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

- Objective: To find out gender differences of secondary school students' feelings, thoughts, and dispositions on the 'Enjoyment of school' factor

2.2. HYPOTHESES

- Hypothesis: There is a significant gender difference on students' dispositions, feelings, and thoughts for the enjoyment of school.

3. METHOD

3.1. PARTICIPANTS

The total number of participants in the research is $n=364$. 238 of them are secondary school students aged 15 to 18 from a private high school in Bucharest. 138 of them are male students and 100 are female students. 126 participants are parents of some of those students. Some attendances (20-25) answers were excluded for several reasons.

3.2. INSTRUMENTS

For student participants a self-report questionnaire with 29 questions plus 3 demographic questions was prepared on qualitative and quantitative basis to measure different dispositions, feelings, assumptions and thoughts about school and family life. For parent participants a self-report questionnaire was prepared with 28 qualitative and quantitative based questions plus 5 demographic questions for classification purposes. Questions are on school-family interactions, their children at the secondary school, and their own thoughts, observations about school and children. Quantitative items are mostly rated on a 1-5 scale (totally disagree-totally agree) or similar versions. All three are related regarding the students.

3.3. PROCEDURE

The participants are from ICHB-“Liceul Teoretic International de Informatica București”. They were informed about the purpose of the research . After the permission from the school administration consent was received from all participants and the paper-based questionnaires were applied. Parents were met during semester meetings and were asked to participate in the research and disposed parents answered the questionnaires. It took 10-15 minutes to complete a questionnaire for a participant.

3.4. DESCRIPTION OF VARIABLES

V1. ‘Enjoyment of school’ is the main dependent variable (DV) of the paper.

V2. Gender. (of school student participants)

4. RESULTS

4.1. DESCRIPTIVE STATISTICS AND CORRELATIONS

Table 1: Descriptive statistics regarding Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	90	37.8	38.5	38.5
	Male	142	59.7	60.7	99.1
	No_value	2	.8	.9	100.0
	Total	234	98.3	100.0	
Missing	System	4	1.7		
Total		238	100.0		

In table 1 are presented the frequency distribution regarding Gender variable. It can be seen that 90 were female participants (38.5%) and 142 male participants (60.7%).

Table 2 Percentage distribution according to Gender variable.

	Gender	Cases				Total	
		Valid		Missing		N	Percent
		N	Percent	N	Percent		
Students Enjoyment of School	Female	81	90,0%	9	10,0%	90	100,0%
	Male	127	89,4%	15	10,6%	142	100,0%
	No_value	1	50,0%	1	50,0%	2	100,0%

In the Table 2 female students scored higher (90.0%) than male students (89.4%) regarding the variable Enjoyment of school.

Table 3 Some descriptive statistics according to Gender variable

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Enjoymentofschool	Female	81	39.6173	4.11269	.45697
	Male	127	36.6220	5.52042	.48986

In the table 3 Mean is 39.6173 for the females while the mean for male participants is 36.6220.

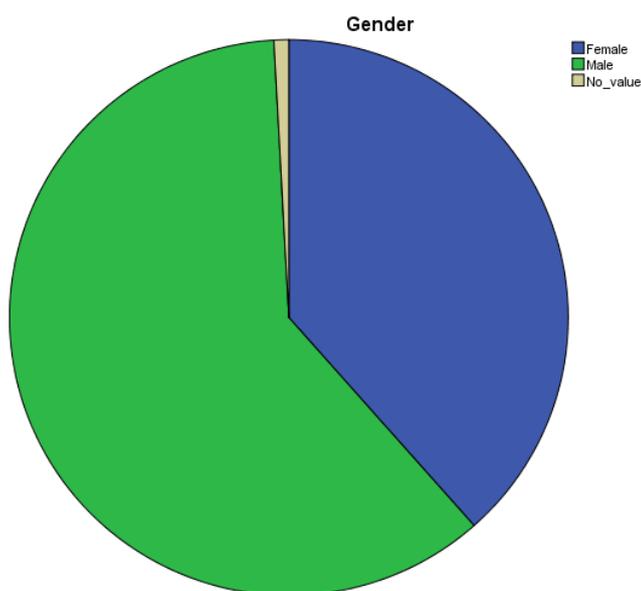


Figure 2 In this figure gender differences of student participants can be seen

In the figure Green represents Male students and Blue represents Female students. 60.7% of participants are male students and 38.5% are female students.

4.2.RELAIBILITY STATISTICS

Two-tailed Non-Parametric statistical tests were applied to analyze the data collected mostly used to process data collected from questionnaires.

Table 4 Tables a); b) the Alpha-Cronbach coefficient Scale: Students Enjoyment of School

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.704	.723	10

Case Processing Summary			
Cases	Valid	N	%
	Excluded ^a	212	89.1
	Total	26	10.9
		238	100.0

In the Tables 4 a and b can be seen the Alpha-Cronbach coefficient =.704. It is a measure of fidelity very close to 0.700 for the items from table

In table 5 can be seen the inter item correlation matrix elements for the 'Enjoyment of school' variable.

Table 5 Inter-item correlation matrix of the elements of 'Enjoyment of school' variable

	1. I like my school.	2. The school building is very nice.	3. There are enough facilities for education	4. The school atmosphere is comforting	5. The school is safe.	6. Break times are enough.	7. The food is nice.	8. Teachers are highly qualified	10. My classmates like me.	24. What do you think of the 'Educare' website system on the internet run by the school?
1. I like my school.	1.000	.227	.353	.620	.267	.074	.155	.360	.080	.376
2. The school building is very nice.	.227	1.000	.419	.230	.139	-.008	.192	.164	.113	.260
3. There are enough facilities for education	.353	.419	1.000	.384	.387	.070	.178	.334	.003	.318
4. The school atmosphere is comforting	.620	.230	.384	1.000	.346	.085	.203	.377	.203	.311
5. The school is safe.	.267	.139	.387	.346	1.000	.170	.241	.139	.054	.187
6. Break times are enough.	.074	-.008	.070	.085	.170	1.000	.234	.059	.046	.138
7. The food is nice.	.155	.192	.178	.203	.241	.234	1.000	.204	.059	.272
8. Teachers are highly qualified.	.360	.164	.334	.377	.139	.059	.204	1.000	.015	.334
10. My classmates like me.	.080	.113	.003	.203	.054	.046	.059	.015	1.000	-.042
24. What do you think of the 'Educare' website system on the internet run by the school?	.376	.260	.318	.311	.187	.138	.272	.334	-.042	1.000

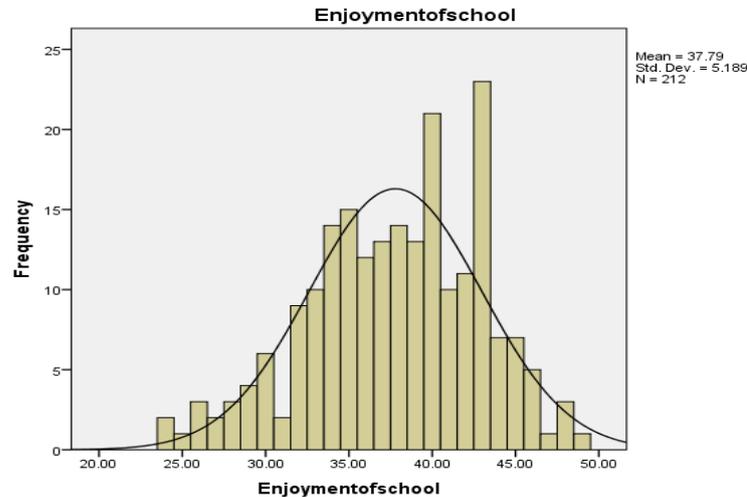


Figure 3 Graph showing the data distribution, Mean and Std. Deviation of 'Enjoyment of School' variable

Table 6. Mean, Median, Mode, and other . Descriptive Statistics of Enjoyment of School, Help variables

		Enjoyment of school	Help
N	Valid	212	209
	Missing	26	29
	Mean	37.7925	14.7703
	Std. Error of Mean	.35637	.23648
	Median	38.0000	14.0000
	Mode	43.00	14.00
	Std. Deviation	5.18879	3.41868
	Variance	26.924	11.687
	Skewness	-.367	.552
	Std. Error of Skewness	.167	.168
	Kurtosis	-.279	.006
	Std. Error of Kurtosis	.333	.335
	Range	25.00	18.00
	Minimum	24.00	6.00
	Maximum	49.00	24.00
	Sum	8012.00	3087.00

Table 7. The independent T-test value and statistical signification

		Independent Samples Test		
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Enjoyment of school	Equal variances assumed	4.195	206	.000
	Equal variances not assumed	4.471	200.989	.000

a. Test distribution is Normal.

b. Calculated from data.

c. Gender_2 = Male

In table 7 can be seen the Independent T-test value and statistically significance in order to test the study hypothesis: "There is a significant gender difference on students' dispositions, feelings, and thoughts for the enjoyment of

school.” As it can be seen in Table 7, the hypothesis has been confirmed ($t=4.195$; $p<.001$).

5. CONCLUSIONS

The purpose of this paper was to analyze gender differences for the ‘Enjoyment of school’ variable. According to the analyses of the data processed in the SPSS program, there is gender difference regarding the variable. It means that girls scored higher than boys for the enjoyment of school. In the table 6 can be seen the T-student test for mean differences in order to test the hypotheses. The hypothesis regarding the gender differences regarding the variable: Enjoyment of school has been confirmed. Equal variances assumed= 4.195 and Equal variances not assumed=4.471 ($p<0.05$).

In conclusion, if the result for the enjoyment of school varies according to the gender differences, then school staff, administration can organize or develop activities, methods oriented to the gender group which scored lower on enjoyment of school.

ACKNOWLEDGMENT

The present study is included in my Doctoral Thesis unpublished yet and it is a part of my work. I am gratefully to my colleagues from the Doctoral School and must mention that any errors are my own and should not tarnish the reputations of others.

REFERENCES

- Akyniyazov, M. (2016). Unpublished doctoral thesis, University of Bucharest, Faculty of Psychology and Educational Sciences, Department of Educational Sciences.
- Carroll, B. L. (2001). Children's perceived competence and enjoyment in physical education and physical activity outside school. *European Physical Education Review* 7 , 24-43.
- Gorard, S. S. (2011). How can we enhance enjoyment of secondary school? The student view. *British Educational Research Journal*, Vol. 37 , 671–690.
- Grastén, J. L.-P. (2012). Prediction of enjoyment in school physical education. *Journal of Sports Science and Medicine* , 260-269.
- Hagenauer G., H. T. (2010). Alienation from school. *International Journal of Educational Research*, 49(6) , 220-232.
- Hagenauer G., H. T. (2014). Early Adolescents' Enjoyment Experienced in Learning Situations at School and Its to Student Achievement. *Redfame Journal of Education and Training Studies Vol. 2, No. 2;* , 20-30.
- Manasia, L. (2015). Enjoyment of learning in upper secondary education. An exploratory research. *Procedia - Social and Behavioral Sciences* 180 , 639 – 646.
- P. Sammons, e. (2013, June 19). <http://eprints.bbk.ac.uk/id/eprint/7484>. Retrieved May 11, 2016, from <http://eprints.bbk.ac.uk/view/subjects/psyc.html>: <http://epppe.ioe.ac.uk/eppse3-14/eppse3-14pdfs/Final%20EPPSE%203-14%20Dispositions%2025%20Jan%202012.pdf>