

The Impact of Adolescents' Parent, Teacher, and Peer Relationships on School Life Satisfaction: Focusing on the Mediating Effect of Delinquency Experience

¹In Kim, ²Seong-Chan Bae, ³Woong-Soo Kim

^{1,2,3}Dept. Social welfare, Hanil Univ., Korea
{[inkim65](mailto:inkim65@hanil.ac.kr), [bae007](mailto:bae007@hanil.ac.kr), [holyws](mailto:holyws@hanil.ac.kr)}@hanil.ac.kr

Abstract

Purpose: We investigated the impact of parent, teacher, and peer relationships on adolescent school life satisfaction and confirmed the mediating effects of delinquency experiences on this relationship in this study. The structural equation modeling technique was used to analyze survey data from 650 adolescents in the W area for this survey study. The following are the key findings: First, the more positive adolescents' relationships with their parents, teachers, and peers, the lower their delinquency and the greater their satisfaction with school life. The study also discovers that delinquency experiences have a mediating effect on the relationships between parents, teachers, and peers, as well as on adolescents' school life satisfaction. Based on these findings, we present convergent intervention and practice strategies for improving adolescent school life satisfaction.

Keywords: COVID-19, Adolescent Relationship, Delinquency, Satisfaction with School Life, Youth Welfare

1. INTRODUCTION

The recent outbreak of Covid-19 has resulted in a global pandemic that has thrown the world into disarray. Covid-19 will cause confusion and a variety of complex crises in the international community, which the international community must address collaboratively. Adolescents in our society may face a greater psychological crisis as a result of the social risks of Covid-19. There has been very little research on the psychological stress and deviation of adolescents at a time when daily life is difficult due to covid-19, so it is timely to conduct a study that identifies factors that affect actual school life.

Due to the expansion of online openings and telecommuting as a result of Covid-19, most schools are experiencing serious difficulties in adolescent care. Social distancing is also leading to the expansion of social capital through interactions with various social systems, difficulties in building relationships through positive interactions, and stress and crisis situations in everyday life [1]. Non-face-to-face classes in particular have become less interactive with schools, which serve as an important support system for adolescent protection and development [2]. As a result, adolescent school satisfaction is bound to suffer. Adolescents' adaptation to school life is aided by social capital, and the importance of members who influence teenagers cannot be overstated.

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Corresponding Author: bae007@hanil.ac.kr

Tel: +82-62-230-5675, Fax: +82-50-4370-4833

Dept. of Social welfare, Hanil Univ., Korea

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Relationships with parents, teachers, and peers are important in enhancing adolescent adaptation to school life, and it is necessary to build positive relationships through various interactions within the ecosystem environment surrounding adolescents [3]. According to existing research, the more positive the relationships between parents, teachers, and peers, the higher the level of satisfaction with school life. Parent-child relationships are the most fundamental of all human relationships, and they are important predictors of individual growth and development. Positive ties also foster intimacy and affection. Adolescents have been shown to be more adaptable to school life as they develop intimacy and affection for their parents [4, 5, 6].

Adolescents' trust in teachers improves school life satisfaction, and their praise, encouragement, and interest improve all aspects of adolescent growth and development. The foundation of education will be the development of trust between teachers and students. This is because it is difficult to expect educational results when trust between teachers and students is lacking [5, 6]. Unlike family relationships, adolescents are said to have emotional support, a sense of belonging, and stability in voluntary and interdependent friendly relationships. As a result, when they interact positively with their friends, they have a happy and satisfying school life [7].

On the contrary, if positive relationships between parents, teachers, and peers are not formed, school life satisfaction may suffer, and school maladjustment may lead to delinquency [8]. Experiences with delinquency have a negative impact on adolescents' psychosocial adaptation. Furthermore, the majority of delinquents' dissatisfaction with schools leads to dissatisfaction with their lives [9]. Delinquency has been shown to have a mediating effect on life satisfaction, with smartphone and game addiction occurring when parents and friends are negative, and life satisfaction being reduced due to delinquency [10]. Peer relationships also have an impact on teenagers' school lives. As a result, the stronger their attachment to friends, the lower their deviation, the higher their satisfaction with school life, and the lower their delinquency [11].

When the relationships between parents, teachers, peers, delinquency experiences, and school life satisfaction in adolescence are examined, it is found that the more children are overprotected by their parents, the more negative emotions they experience, and the more juvenile delinquency they have. Delinquency experience influences the relationship between parenting attitudes and school life adaptation, whereas adolescents who have close relationships with their parents commit fewer delinquencies and have higher school life adaptation [3]. When adolescents are not properly cared for and supported by their parents, depression, anxiety, and stress occur, which can lead to antisocial behavior. When close relationships with parents are formed, these results can reduce delinquency by creating a sense of psychological stability in adolescence, and they can also positively affect student life adaptation [12]. Adolescents are also influenced by less parental influence and more peer influence in their growth and development [13, 14], and peer groups have a strong influence on their delinquency [13, 14]. Teenagers, in particular, spend more time with their friends as their school days lengthen. Delinquency experiences in adolescence can lead to delinquency and have an impact on school maladjustment [15].

Adolescence boosts self-esteem and prosocial competence by fostering positive peer relationships as well as positive parent-child relationships [16]. As a result, it can be seen that forming positive relationships and support systems with parents, teachers, and peers surrounding teenagers is very important during non-face-to-face classes. Prior research has confirmed that relationships with parents, teachers, and peers affect school life satisfaction, and delinquency experience has also been shown to affect school life satisfaction, but the relationship between them needs to be investigated further. As a result, this study investigates whether delinquency acts as a mediator between adolescents' parents, teachers, and peers and school life satisfaction.

2. MATERIALS AND METHODS

2.1 Research Target and Collecting Survey

The study polled 650 middle school students in Korea's W region. The final questionnaire had 623 copies, 41 of which were rejected due to errors. As a result, 582 were used in the final analysis. Following the completion of the questionnaire for systematic data collection, 30 teenagers were chosen to assess the validity, appropriateness, and comprehension of the survey through preliminary surveys. The survey was carried out following a visit to the school by the researcher, who explained the contents of the questionnaire to the teacher.

2.2 Research Methods

The Korea Children's Rights Index was used to administer 14 questions about the dependent adolescent life satisfaction scale (6 questions) and the independent parents, teachers, and peers [16]. The delinquency experience scale, which is a mediator, contains ten questions and was developed by modifying the scale of the Korean Children and Adolescent Panel Survey [17].

2.3 Data Analysis

The following analysis methods were used in this study to examine the mediating effects of delinquency experiences in parents, teachers, and peer relationships on adolescents' school life satisfaction. First, frequency analysis and descriptive statistical analysis were used to investigate the general characteristics of the respondents and the key variables. Second, we performed a confirmatory factor analysis to ensure that the observed variables used to construct the Latent Variable were valid. Third, the research model was analyzed as a structural equation model using confirmation factor analysis, and bootstrapping methods were used to validate the statistical significance of total effects and indirect effects. Confirmative factor analysis and structural model analysis were used to identify model fit and path coefficients, and the absolute fit index, Comprehensive Fit Index, and RMSEA were calculated. The goodness of fit index, which includes the CFI (Comparative Fit Index), TLI (Turker-Lewis Index), and RMSEA (Root Mean Square Error of Approximation), was used to determine the model's suitability. The data was analyzed using the SPSS 21.0 and Amos 21.0 programs.

3. RESULTS

3.1 Characteristics of the Subjects

In terms of gender, 51.7% of those polled were male students, which was slightly higher than female students (48.3%). For the majority of respondents, the family's economic and academic levels were found to be above average.

Table 1. Characteristics of the Subjects

Variables	Example	Number	Percentage
Sex	Male	301	51.7
	Female	281	48.3
Middle School	1	196	33.7
Grades cluster	2	206	35.4
	3	180	30.9

Economic Level	Very bad	14	2.4
	Bad	35	6.0
	Average	287	49.3
	Good	167	25.9
	Very good	79	13.6
Academic status	Very bad	15	2.6
	Bad	82	14.1
	Average	275	47.3
	Good	151	25.9
	Very good	59	10.1

3.2 Characteristics of Major Variables

The main characteristics of the variables for this study are shown below in Table 2. The overall average of the relationship between parents, teachers, and peer groups, which is an exogenous variable in this study, is 3.2510 (SD=.42291), a parameter for the presence or absence of delinquency experience, from the 582 cases. The mean was .0301 (SD =.11623). As a 4-point measure of relativity, the average for school life satisfaction, which is an endogenous variable, is 3.1558 (SD=.63114).

Table 2. Characteristics of Major Variables

Variable	Number	Min	Max	Mean	S.D
Relationships	582	1.72	4.00	3.2510	.42291
Experience of delinquency	582	.00	1.00	.0301	.11623
Satisfaction with school life	582	1.00	4.00	4.00	.63114

3.3 Analysis of structure model

This study investigated the extent to which there is a relationship between parents, teachers, and peer groups and whether juvenile delinquency experience plays a role as a parameter in school life satisfaction. The outcome is the same as in tables 3 and 4.

Table 3 displays the results of confirming the structural model's model fit. The absolute goodness of fit 2 (Chi-square) is required to be 81.750, and the p-value is less than .05, which both satisfies and exceeds the model's goodness-of-fit criterion, but it can satisfy the criterion as a fit for measuring model fit. The incremental fit indices CFI, NFI, TLI, and so on are suitable for values greater than .09, and the absolute fit indices, RMR and RMSEA values, are also suitable, as is the AGFI value, which is a good fit, confirming the overall level of model fit.

Table 3. Goodness of fit index

Model	X ² (df)	p-value	CFI	TLI	NFI	AGFI	RMR	RMSEA
Measured model	81.750	.000	.969	.957	.951	.955	.006	.052

Table 4 shows the findings of the study, which show that a strong relationship between parents and teacher peers in adolescents reduces the risk of delinquency (-.165, p<.01). The level of satisfaction with school life is

rising (.809, $p < .001$). In addition, flying has been shown to have a negative impact on school life satisfaction (-.120, $p < .01$).

Table 4. Result of measurement model analysis

Variable	Estimate	S.E	C.R
Relationships -> Experience of Delinquency	-.0921(-.165)	.034	-2.677**
Relationships -> Satisfaction with school life	1.660(.089)	.171	9.683***
Experience of Delinquency -> Satisfaction with school life	-.441(-.120)	.166	-2.647**

** $p < .01$, *** $p < .001$

Table 5 shows the results of an effectiveness analysis based on structural model analysis results. The bootstrapping method was used to conduct 1,000 re-votes to confirm the statistical significance of the direct and indirect effects. As a result, the direct effect of the degree of relationship between parents, teachers, and peer groups on school life satisfaction as a parameter of juvenile delinquency was .809, and the indirect effect was .829. The direct and indirect effects of juvenile delinquency were both statistically significant, confirming that the experience of juvenile delinquency had a partial mediating effect.

Table 5. Effect analysis

Channel	Direct effect	Direct effect	Direct effect
Relationships -> Experience of Delinquency-> Satisfaction with school life	.809***	.020**	.829

** $p < .01$, *** $p < .001$

4. DISCUSSION

The study's main findings and recommendations are as follows. First, parents, teachers, peer relationships, and delinquency experiences all have an impact on teenagers' school life satisfaction. The better the relationship between teenagers' parents, teachers, and peers, the less delinquency they experience and the more satisfied they are with their school life. Positive interactions between families, peers, and schools that affect adolescents are very important from an ecological system perspective, according to these findings. Positive parental support, in particular, is more important than family conflicts, as time spent with family members and conversations increase after Covid-19. Furthermore, schools should improve school life satisfaction through educational welfare programs in schools to restore the relationship between teachers and friends.

Second, this study confirmed the role of delinquency experience as a mediator of the effects of adolescent parent, teacher, and peer relationships on school life satisfaction. This can be interpreted as having a less negative influence on school life satisfaction among teenagers with no delinquency experience, but having a more negative influence on school life satisfaction due to relationship formation factors. As a result, counseling and education must be actively and continuously provided to juveniles from vulnerable families as well as juveniles with a experience of delinquency. The role of school social workers is critical in this regard. School social welfare topics include not only teenagers, but also parents, teachers, and communities that affect teenagers. While managing integrated cases in schools, school social welfare workers may volunteer and connect the home, school, and local communities centered on juveniles from an ecological system perspective. School social welfare projects should be implemented on a systematic basis in order to prevent and reduce juvenile delinquency and promote adolescent adaptation to school life. Furthermore, preventive projects such as education and public relations for direct and indirect interested parties such as juveniles, parents, teachers,

and so on, will be carried out on a continuous basis, primarily in schools and local communities. Furthermore, existing schools and communities should be given a life-cycle approach to screening and continuous intervention by utilizing infrastructure such as programs and centers aimed at these adolescents.

5. CONCLUSION

Since early 2020, Covid-19 has spread to Korea and other countries around the world, and the lives of many people around the world are changing as a result of the increased spread of Covid-19 and the amplification of the infected population. The influence of Covid-19 is also causing problems in adolescent home and school care and education. In this situation, social capital is important for increasing adolescent life satisfaction, and the role of members who influence adolescent is important. In response, using a structural equation model, this study assessed the impact of adolescent parents, teachers, and peers on adolescent school life satisfaction. According to the study, teenagers' parents, teachers, and peer relationships have a direct impact on their school life satisfaction, but only indirectly through mediating variables. As a result, the experience of delinquency has a partial mediating effect.

There are several limitations to this study. First and foremost, because middle school students were chosen as subjects of study for this study, significant limitations on generalization of research results are imposed, and care must be taken in interpreting research results. Furthermore, there was a limitation in that it could not account for all of the various variables that influence teenagers' school life satisfaction. These limitations should be investigated further in the future through ongoing research to see if there are any differences depending on the school level of teenagers, as well as how personal or social factors that mediate school life satisfaction differ depending on the school level. It is necessary to provide more convergent suggestions for the development of adolescent welfare programs or the provision of services in the future using this approach.

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