

Psychological Sense of School Membership and Coping Ability as Predictors of Multidimensional Life Satisfaction among School Children

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Abstract : Children in the developing countries have complex social, economic, political and environmental contexts that create a wide range of challenges for school children to surmount as they journey through school from childhood to adolescent. Many of these children have little or no personal resources and social support to confront these challenges. This study employed a descriptive research design of survey type to investigate the psychological sense of school membership and coping skills as they relate to the multidimensional life satisfaction of the school children. The sample consists of 835 school children with the age range of 7-11 years who were randomly selected from twenty schools in Ondo state, Nigeria. The instrument for data collection was a questionnaire consisting of 4 sections A, B, C and D. Section A contained items on the children's bio-data (Age, School, father's and mother's educational qualifications), section B is the Multidimensional Children Life Satisfaction Questionnaire (MCLSQ) with a 20 item Likert type scale. The response format range from Never= 1 to Almost always =4. The (MCLSQ) was designed to provide profile of children satisfaction with important domains of (school, family and friends). Section C is the Psychological Sense of School Membership Questionnaire (PSSMQ) with 18 items having response format ranging from Not at true=1 to completely true=5. While section D is the Self-Report Coping Questionnaire (SRCQ) which has 16 items with response ranging from Never =1 to Always=5. The instrument has a test-retest reliability coefficient of $r = 0.87$ while the sectional reliabilities for MCLSQ, PSSMQ and SRCQ are 0.86, 0.92 and 0.89 respectively. The results indicated that self-report coping skill was significantly correlated with multidimensional life satisfaction ($r=0.592; p<0.05$). However, the correlation between multidimensional life satisfaction and psychological sense of school membership was not significant ($r=0.038; p>0.05$). The regression analysis indicated that the contribution of mother's education and father's education to psychological sense of school member of the children were 0.923, Adjusted R² is 0.440 and 0.730 and Adjusted R² is 0.446. The results also indicate that contribution of gender to psychological sense of school for male and female has $R = 0.782$, Adjusted R² = 0.478 and $R = 0.998$, Adjusted R² = 0.932 respectively. In conclusion, mother's education qualification was found to contribute more to children psychological sense of membership and multidimensional life satisfaction than father's. The girl child was also found to have more sense of belonging to the school setting than boy child. The counselling implications and recommendations among others were geared towards positive emotional gender sensitivity with regards to the male folk. Education stakeholders are also encouraged to make the school environment more conducive and gender friendly.

Keywords : multidimensional life satisfaction, psychological sense of school, coping skills, counselling implications

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