



PSIWORLD 2013

Validation Study of School Inadaptability Questionnaire

Aurel Ion Clinciu*

Transilvania University of Brasov, Faculty of Psychology and Sciences of Education, Nicolae Balcescu 56, 500019 Brasov, Romania

Abstract

Purpose of study is to validate the School Inadaptability Questionnaire (SIQ, Clinciu, 2003) against an acknowledged psychometric instrument, namely NEO PI-R of Costa and McCrae. Secondly I want to point out more specifically the structure of the two factors measured through SIQ and to conceive two predictive hierarchic models which should cover the criterion variance as much as possible. Study' conclusion is that high school adjustment is well described at the crossroads of two factors. One implies unloading negative school emotions towards the inner side (School Neuroticism) while the other one implies unloading them towards the outer side (Rebelliousness).

© 2014 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and peer-review under responsibility of Romanian Society of Applied Experimental Psychology.

Keywords: Inadaptability, stress, high school students, gender, and age.

1. Introduction

School education covers the most important formative sequence in a person's life, lasting the entire childhood and adolescence. School brings constant pressure to bear upon students, the effects having to be analysed in terms of costs and benefits. The agreement is quasi-unanimous regarding the benefits which consist in personality structures, intellectual abilities and competencies that are necessary for social integration. But the costs, especially the psychological ones, are insufficiently analysed. Educational pressure brought by school in the formative process can be consistent with or out of line with each of its students. Hence there result symptoms specific to academic stress

* Corresponding author. Tel.: +40-268-318-149; fax: +40-268-470-190.

E-mail address: a_clinciu@yahoo.com.

(Gadzella, Madsen & Stacks, 1998) comprising anxiety, depression, hostility-aggressiveness, low efficiency and self-esteem, poor integration of self, doubled by rich organic symptoms. Therefore it is not surprising that Eysenck & Eysenck (1975) include in EPQ-Junior a multitude of items which are defining to Neuroticism, with direct reference to the student's activity, namely school learning. It is surprising that no author of instruments aiming at school adapting has wholly particularized this personality super-factor in school context. The explanation of this fact can be offered by Strelau (2000, p. 74): "In respect with to Neuroticism the relation to educational achievement is more equivocal, which suggests that the temperamental dimensions may influence learning efficiency depending on the teaching strategy used." Eysenck & Eysenck (1975) conclude that in middle school introverts show superior academic attainment to extraverts. If we analyse the structure of Eysenck's concept of Neuroticism: anxiety, depression, guilt feelings, low self-esteem, and tension, we notice that all its subcomponents are frequently evoked as elements associated to school inadaptability. Thus analysing the relation between personality and ability, Austin, Deary, Whiteman, Fowkes, Pedersen, Rabbitt, Bent, & McInnes (2002) clearly indicate that Neuroticism acts as a mediator of *g* on the outcome. In a study concerning social anxiety, Erath, Flanagan & Bierman (2007) reveal the correlations linking social anxiety with decreased peer-acceptance and increased peer victimization. Among the six big reasons of low achievement Reiss (2009) shows that a Neuroticism component is fear of failure (high need for acceptance), and another one is combativeness (high need for vengeance).

As Boenke (2008) shows, in adolescence, besides the school-pressure there is also a peer-pressure given in various degrees by the other students on each other student. It has "... a negative impact on school performance of students who are the victims of such verbal aggression" (p. 150). On the same lines Bryant, Schulenberg, Bachman, O'Malley, & Johnston (2000) point out the links existing between academic achievement, school misbehaviour and cigarette use from 8th to 12th grade. The role of negative emotions in producing aggressive behaviours during the first school cycle is also emphasized by Bohnert, Crnic & Lim (2003). They show that children "... with low ability to identify the causes of their negative emotions (emotional competence) exhibit a higher level of aggressive behaviour" (p. 79). The issue of school adaptability can be spoken about in terms of gender identity as well (masculine identity, Jackson, 1998), of academic stress (Gadzella, Masten & Stacks, 1998) or of instruments intended to academic environment adaptability (SACQ of Baker & Syrik, 1999).

Summarizing, the double pressure on students – the educational-formative one and the peers' one – can be unloaded in an unapparent way towards the student's inside, having as effects symptoms that are typical to Neuroticism (anxiety, depression, self-aggressiveness, impulsivity and vulnerability to stress) which lead to school neuroticism. Unloading can also be open and an outside one, concretized in hostile-aggressive, destructive, impulsive behaviours, namely through rebelliousness. If the former type of unloading is more characteristic to feminine gender as a group, the latter seems to be typical to boys, marking an open conflict between school values and the values the adolescents assume. Rebelliousness is emphasized by the peers' pressure which is the major reason of dropout with long-term important consequences. The purpose of this study was to validate School Inadaptability Questionnaire against a known instrument, NEO PI-R of Costa and McCrae (1992, 2010). Secondly we wanted to outline the inner structure of the two factors more clearly and to conceive hierarchical models which should predict the two components of SIQ as better as possible.

2. Materials and methods

2.1. Sample

The participants were 132 students (50 boys and 82 girls) from two 9th form classes and two 11th form classes of three high schools in Brasov. One of them is highly socially recognized, the other two have a medium recognition. Out of the three of them, one is technological; one is sciences type and one humanities high school. The girls' supra-representation in the sample is a current phenomenon for this school level. The heterogeneity conferred by including three types of high school in the sample increases the power of research generalisation despite its relatively reduced size.

Download English Version:

<https://daneshyari.com/en/article/1116016>

Download Persian Version:

<https://daneshyari.com/article/1116016>

[Daneshyari.com](https://daneshyari.com)