

SCHOOL-RELATED SOCIAL SUPPORT AND PERCEIVED SCHOOL SATISFACTION AMONG ADOLESCENTS

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Abstract

School satisfaction is a major aspect of adolescents' quality of life. It is important in and of itself and adolescents have a right to feel good about themselves and the institutions in which they function. The main purpose of this study is to investigate the effect of school-related social support on perceived school satisfaction among adolescents. A total of 320 adolescents participated in this study. Regarding gender, the findings indicated that female students were higher in school satisfaction than that of male students. There was a significant gender difference for adolescents' perceived school satisfaction. And then, there was no significant difference in perceived school satisfaction by grade. The result pointed out that there was no significant gender and grade difference for adolescents' school-related social support. The results indicated that school-related social support by teachers and school-related social support by classmates were positively correlated with school satisfaction of adolescents. The results revealed that perceived school satisfaction was explained by school-related social support by teachers and classmates. The findings indicated that school-related social support by teachers was the most significant factor in predicting adolescents perceived school satisfaction of adolescents.

Keywords: School Satisfaction, School Related Social Support, Adolescents

Introduction

Schools represent one of the major life contexts of adolescents; how adolescents evaluate and experience their school life directly affects their global subjective well-being (Haraninet al. 2007; Takakura et al. 2010). In adolescents' school lives, teachers and classmates represent the people who most frequently interact with them (e.g., Danielsen et al. 2009; Malecki & Demaray 2003; Reeve et al., 2008). Therefore, adolescents' interactions with these people directly influence students' perceptions of their school lives (Danielsen et al., 2009; Tian et al., 2013).

The specific life satisfaction domains in adolescents include satisfaction with the school, family, and leisure. In Brazil, in general, young people present good levels of life satisfaction (Segabinazi et al., 2010), which corroborates the findings of the international literature (Huebner & McCullough, 2000; Huebner, Gilman, Reschly, & Hall, 2009). However, among the specific domains of life satisfaction for adolescents, the school has presented the lowest means in national and international studies (Huebner & McCullough, 2000; Segabinazi et al., 2010). Low satisfaction with school experiences has generated questions related to the schools' role in the school-related social support by teachers and classmates.

School satisfaction is related to the students' assessment of how they feel about that environment, considering the importance of the school, the school community and the interpersonal relationships experienced in this context (Huebner & McCullough, 2000). This measure, however, is complex and non-linear, since the student's perception of the school experience does not only derive from events and feelings related to the school itself. Other life experiences related to family, friends, leisure, and physical and mental health may affect this judgment. Previous studies have demonstrated the importance of contextual and individual variables (self-perceptions, individual resources) for a better comprehension of the satisfaction of

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students with their school experience. Among the existing empirical evidence, some of the key factors that correlate with school satisfaction are age and academic performance (Alves, Zappe, Patias, & Dell'Aglio, 2015), feelings of self-esteem (Karatzias, Power, Flemming, Lennan, & Swanson, 2002), support of teachers and peers, general and academic self-efficacy (Suldo, Bateman, & Gelley, 2014), expectations for the future (Alves et al., 2015) and school climate (Suldo, Thalji-Raitano, Gelley, & Hoy, 2013).

From the positive perspective, the evaluation of the schooling process (school results) should not only focus on variables related to academic success. It is important to consider more comprehensive outcomes, including non-academic results, such as students' perceptions regarding the quality of their school settings, as well as their psychological well-being (Huebner et al., 2009). Previous studies have shown that school experience and levels of satisfaction with the school influence overall satisfaction with life and well-being (Suldo et al., 2014). Therefore, it is important to seek to comprehend which factors promote school satisfaction for students.

School satisfaction itself includes the good relationship between teachers and their students at school. Perceived social support represents an important resource in their lives and is associated with a wide range of psychological outcomes (Aydin et al., 2016; Münzer et al., 2017). Among the most important settings in childhood and adolescence are schools and classrooms, where social interactions with teachers and classmates take place. School-related social support (i.e., social support from teachers and classmates) influences the perception of school lives directly (Danielsen et al., 2010).

High levels of school-related social support can have positive effects on students' adaptive and social skills, self-concept, internalizing, and externalizing behavior problems, and life satisfaction (Demaray & Malecki, 2002; Stewart & Suldo, 2011). School-related social support seems to be one of the most important resources in the positive development of children and adolescents (Janssen et al., 2004; Oppedal & Røysamb, 2004; Frankenberg et al., 2013). A study with 10 - 13-year-old Turkish and Moroccan immigrant students in the Netherlands showed that emotional support from teachers was positively associated with students' school adjustment (Vedder et al., 2005).

The 6th World Health Organization international survey (2000) examined the effect of school-related social support from teachers, classmates, and parents on students' life satisfaction that school satisfaction, scholastic competence, and general self-efficacy, respectively, mediated. It is based the analyses on data from a nationally representative sample of 13- and 15-year-old students. School satisfaction was more strongly related to girls' life satisfaction than to that of boys.

Previous studies suggest that some social climate variables are associated with school satisfaction. For example, the perceived quality of teacher-student relationships from both teacher and child perspectives predicts student school satisfaction (Baker, Davis, Dilly & Lacey, 2002). Larger aspects of school organization and structure, such as how schools organize time, curriculum, spacing, and the continuity of contact between teachers and students affect achievement outcomes (Baker et al., 2001). Children who had more friends and higher quality friendships scored higher on measures of life satisfaction (Huebner & Alderman, 1993), possibly because an increase in friendship provides more opportunities for social support. Students' peer groups also influence their school satisfaction. Students whose peers have positive attitudes toward school have more positive attitudes toward school themselves (Epstein, 1981)

Social support is the physical and emotional comfort given to others such as family, friends, co-workers and so on. It's the knowledge that some are part of a community of people who love and care for them, value and think well of them. In school life for children, it is necessary to be happy at school and get satisfaction in school life. The higher the perceived social support level,

the higher is positive coping tendencies and the lower is negative coping tendencies. If students cannot clearly identify types of social support sources, they are more inclined to adopt negative coping strategies.

Therefore, considering the school as a privileged space for the healthy development of adolescents, determinants and correlates of adolescent satisfaction in this important environment were sought. Thus, this study aimed to investigate school satisfaction in adolescents and to examine which dimensions of the school-related social support by teachers and classmates best explain their satisfaction with the school.

Purpose of the Study

The purpose of this study is to investigate the effect of school-related social support on perceived school satisfaction among adolescents. Next, this study is to explore the contribution of school-related social support by teachers and classmates to school satisfaction. Finally, to examine which factor has the most significant effect on adolescents' perceived school satisfaction among school-related social support by teachers and classmates.

The objectives of this study are:

- To examine adolescents' level of perceived school satisfaction,
- To examine adolescents' perceived school satisfaction by gender and grade,
- To investigate school-related social support (teachers and classmates) by gender and grade, and
- To explore the relationship between school-related social support and perceived school satisfaction among adolescents.

This study examined the following research questions;

- Is there any significant difference in adolescents' perceived school satisfaction by gender and grade?
- Is there any significant difference in school-related social support by gender and grade?
- Is there any significant relationship between school-related social support and perceived school satisfaction among adolescents?

Definitions of Key Terms

School-related social support. School-related social support refers to the social resources perceived to be available and used by students (Cohen et al., 2000).

School satisfaction. School satisfaction has been defined as "a cognitive-affective evaluation of overall satisfaction with one's school experience" (Huebner, Ash, & Laughlin, 2001).

Adolescents. The World Health Organization (WHO, 2019) defines an adolescent as any person between ages 10 and 19.

Review of Related Literature

School Satisfaction of Adolescents

Life satisfaction has been related to the individual's cognitive assessment of his/her life in different domains (Segabinazi, Giacomoni, Dias, Teixeira, & Moraes, 2010). The specific life satisfaction domains in adolescents include satisfaction with the school, family, and leisure. Past studies indicated that the gender influences the school satisfaction of children or adolescents (Chouhan et al., 2017).

Life satisfaction has been related to the individual's cognitive assessment of his/her life, in different domains (Segabinazi, Giacomoni, Dias, Teixeira, & Moraes, 2010). The specific life satisfaction domains in adolescents include satisfaction with the school, family, and leisure.

In Brazil, in general, young people present good levels of life satisfaction (Segabinazi et al., 2010), which corroborates the findings of the international literature (Huebner & McCullough, 2000; Huebner, Gilman, Reschly, & Hall, 2009). However, among the specific domains of life satisfaction for adolescents, the school has presented the lowest means in national and international studies (Huebner & McCullough, 2000; Segabinazi et al., 2010). Elliot and Healy (2001) defined students' satisfaction as a short-term attitude, resulting from an evaluation of a students' educational experiences.

School-Related Social Support by Teachers

Students require more support from teachers in elementary school (Chu et al. 2010; DuBois et al. 1992; Malecki and Demaray 2006), while they gain more social support from peers during the middle and high school years (Helsen et al. 2000; Jenkins et al. 2002; Lipschitz-Elhawi and Itzhaky 2005; Marsh et al. 2006). Teachers are often established as significant others in students' lives (Brophy 1981) who are the adults in school that know and care most about students.

Social support is one of the most powerful contextual factors contributing to individuals' general subjective well-being (Chou, 1999; Diener & Seligman, 2002; Gallagher & Vella-Brodrick, 2008; Kong, Zhao, & You, 2013; Natvig, Albrektsen, & Qvarnström, 2003). Teachers are often established as 'significant others' in students' lives (Brophy, 1981). Empirical research demonstrates that teacher support is essential to students' school satisfaction (Hamre & Pianta, 2001, 2006; Reddy, Rhodes, & Mulhall, 2003; Rosenfeld, Richman, & Bowen, 2000).

School-Related Social Support by Classmates

Social support represents an important resource in their lives and is associated with a wide range of psychological outcomes (Aydin et al., 2016; Münzer et al., 2017). Malecki and Demaray defined social support as 'an individual's perceptions of general support or specific supportive behaviors (available or enacted upon) from people in their social network, which enhances their functioning and/or may buffer them from adverse outcomes' (Malecki and Demaray, 2002).

Nickerson and Nagle (2004) also found relationships with friends exerted a greater impact on students' global life satisfaction. Elliot and Healy (2001) defined friendships and relationships in the school community are the most important factors in a happy school, and positive and supportive relationships in school promote students' motivation and interest in school.

School-Related Social Support and Perceived School Satisfaction

High levels of school-related social support can have positive effects on students' adaptive and social skills, self-concept, internalizing, and externalizing behavior problems, and life satisfaction (Demaray and Malecki, 2002; Stewart and Suldo, 2011). Low levels of support from classmates are associated with higher levels of depression and social anxiety, lower levels of self-esteem (Wit et al., 2011), and higher risk of emotional and conduct problems (Noam et al., 2014). School satisfaction can be promoted with emphasis on the teacher-student relationship (Coelho et al., 2019). Teacher support had significant contribution to school satisfaction (Cici, 2006).

Method

This study was to investigate perceived school satisfaction and school-related social support among adolescents. The cross-sectional survey was used in this study.

Participants of the Study

A total of 320 adolescents from four schools of Bago and Yangon Region participated in this study (160 students from Grade 10 and 160 students from Grade 11). The characteristics of the chosen number of participants are presented (see Table 1).

Table 1 Characteristics of the Chosen Number of Participants

Characteristics	Yangon Region		Bago Region		Total
	School 1	School 2	School 3	School 4	
Gender					
Male	40	40	40	40	160
Female	40	40	40	40	160
Total	80	80	80	80	320
Grade					
Grade 10	40	40	40	40	160
Grade 11	40	40	40	40	160
Total	80	80	80	80	320

Measures

School Satisfaction. To assess adolescents' perceived school satisfaction, Perceived School Satisfaction Scale (May Cho Min, 2012) was used in this study. This measure was adapted from the Multidimensional Students' Life Satisfaction Scale (MSLSS) (Huebner et al., 1998). The measure consisted of 12 items. The participants have to answer four-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree). The Cronbach's alpha of the Perceived School Satisfaction Scale was 0.984, having high reliability. The sample items were presented as follows:

- I look forward to going to school.
- School is interesting.
- I am satisfied with what I am learning at school.

School-related Social Support by Teachers. To assess adolescents' school-related social support, Child and Adolescent Social Support Scale (CASSS) provided by Sun et al. (2005) were used in this study. It consisted of 12 items with six-point scale (1= Never, 2 = Almost never, 3 = Some of the time, 4 = Most of the time, 5 = Almost always, 6 = Always). The Cronbach's alpha of Child and Adolescent Social Support Scale (Teachers) was 0.884, having high reliability. The sample items were presented as follows:

- My teacher(s) cares about me.
- My teacher(s) treats me fairly.
- My teacher(s) makes it okay to ask questions.

School-related Social Support by Classmates. To examine the extent to which students felt that their needs for social support, information and feedback were met by friends, Child and Adolescent Social Support Scale (CASSS) provided by Sun et al. (2005) was used in this study. It

consisted of 12 items with six-point scale (1= Never, 2 = Almost never, 3 = some of the time, 4 = most of the time, 5 = Almost always, 6 = Always). The Cronbach's alpha of Child and Adolescent Social Support Scale (Classmates) was 0.804, having high reliability. The sample items were presented as follows:

- My classmates treat me nicely.
- My classmates like most of my ideas and opinions.
- My classmates pay attention to me.

Instrumentation and Procedure

This study explored adolescents' perceived school satisfaction and school-related social support. The literature and previous studies of perceived school satisfaction, school-related social support by teachers and classmates were reviewed. Next, all the instruments used in the study were adapted to Myanmar Language version. To iron out problems before sending the questionnaire to the schools, pilot study was done. Finally, by using the self-reported survey questionnaire, the required data were collected in December, 2022. The participants from four schools of Bago and Yangon Region were distributed the self-reported survey questionnaire in the second and third week of December, 2022. With the help of headmasters and teachers of the target schools, the researcher requested the respondents to participate in the questionnaire response voluntarily with informed consent.

Results

Adolescents' Perceived School Satisfaction

By using the descriptive procedure with the data obtained from survey questionnaire, adolescents' school satisfaction was estimated. Descriptive statistics revealed that the mean and standard deviation of school satisfaction for the whole sample was 36.58 and 5.61.

Level of Adolescents' Perceived School Satisfaction

Based on descriptive statistics of school satisfaction, adolescents in this study were identified into three groups: 15% of adolescents who scores one standard deviation above the sample mean were considered as a high group; 71% of adolescents with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group; and the remaining students of 14% who scored one standard deviation lower than the sample mean were identified as low group. The visual presentation of three different groups of perceived school satisfaction was shown in Figure 1.

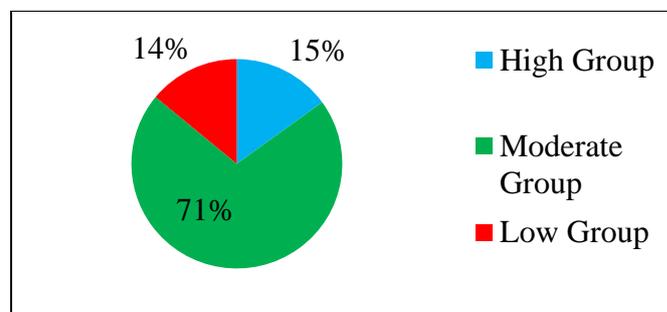


Figure 1 Three Different Groups of Adolescents' Perceived School Satisfaction

Comparison of Adolescents' Perceived School Satisfaction by Gender

According to the descriptive statistics, the means and standard deviations of adolescents' perceived school satisfaction for both male and female students were reported in Figure 2. To make

more detailed investigation on the gender difference of adolescents' perceived school satisfaction, independent samples *t*-test was conducted (see Table 2).

Table 2 Means, Standard Deviations, and Results of Independent Samples *t*-test of Adolescents' Perceived School Satisfaction by Gender

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School Satisfaction	Male	160	35.54	6.04	-3.361**	306.411	.001
	Female	160	37.62	4.96			

Note. ***p* < 0.01

The result of independent samples *t*-test stated that there was a significant gender difference for adolescents' perceived school satisfaction, *t* (306.411) = -3.361, *p* = .001. To be exact, inspection of the two group means indicated that the mean score of school satisfaction for female adolescents (*M* = 37.62) was significantly higher than that of male adolescents (*M* = 35.54).

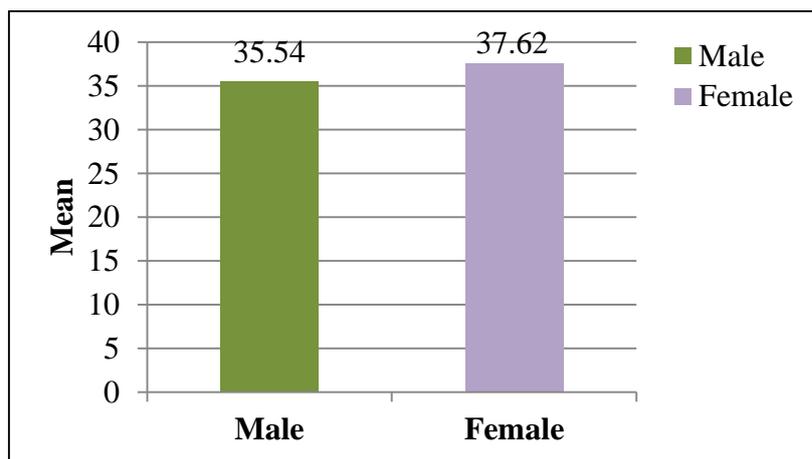


Figure 2 Mean Comparison for Adolescents' Perceived School Satisfaction by Gender

Comparison of Adolescents' Perceived School Satisfaction by Grade

According to the descriptive statistics, the means and standard deviations of school satisfaction for both Grade 10 and Grade 11 adolescents were reported in Table 3. To make more detailed investigation on the grade difference of adolescents' perceived school satisfaction, independent samples *t*-test was conducted (see Table 3). The result of independent samples *t*-test started that there was no significant grade difference of adolescents' perceived school satisfaction, *t* (318) = -1.800, *p* = 0.073.

Table 3 Means, Standard Deviations and Results of Independent Sample *t*-test of Adolescents' Perceived School Satisfaction by Grade

Variable	Grade	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School Satisfaction	Grade 10	160	36.02	5.91	-1.800	318	0.073
	Grade 11	160	37.14	5.26			

Adolescents' School-related Social Support (Teachers and Classmates)

By using the descriptive procedure with the data obtained from Child and Adolescent Social Support Scale (Malecki et al., 2000), the adolescents' school-related social support by teachers and classmates was estimated. The mean score of school-related social support by teachers was higher than that of school-related social support by classmates (see Table 4).

Table 4 Means and Standard Deviations of Adolescents’ School-related Social Support (Teachers and Classmates)

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
School-related Social Support by Teachers	320	49.07	11.20	12	72
School-related Social Support by Classmates	320	46.30	12.61	12	72

School-related Social Support Level of Adolescents

Based on descriptive statistics of school-related social support by teachers, adolescents in this study were identified into three groups; 14.7% of adolescents who scores one standard deviation above the sample mean were considered as high group; 70.9% of adolescents with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group; and the remaining adolescents of 14.4% were identified as low group (see Figure 3).

According to the descriptive statistics of school-related social support by classmates, adolescents in this study were identified into three groups; 15.6% of adolescents with scores one standard deviation above the sample mean were considered as high group; 70% of adolescents with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group; and the remaining adolescents of 14.4% were identified as low group (see Figure 4).

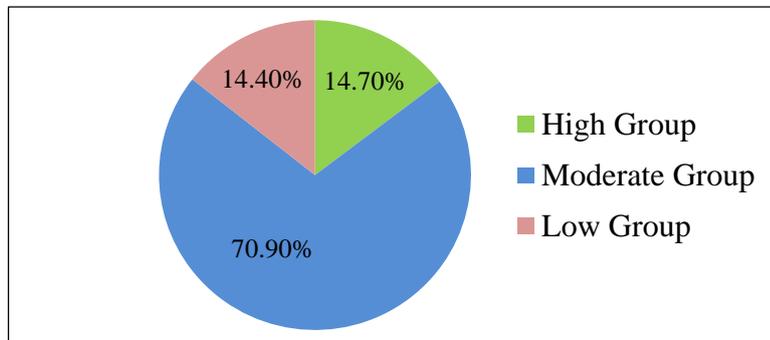


Figure 3 Three different Groups of Adolescents’ School-related Social Support by Teacher

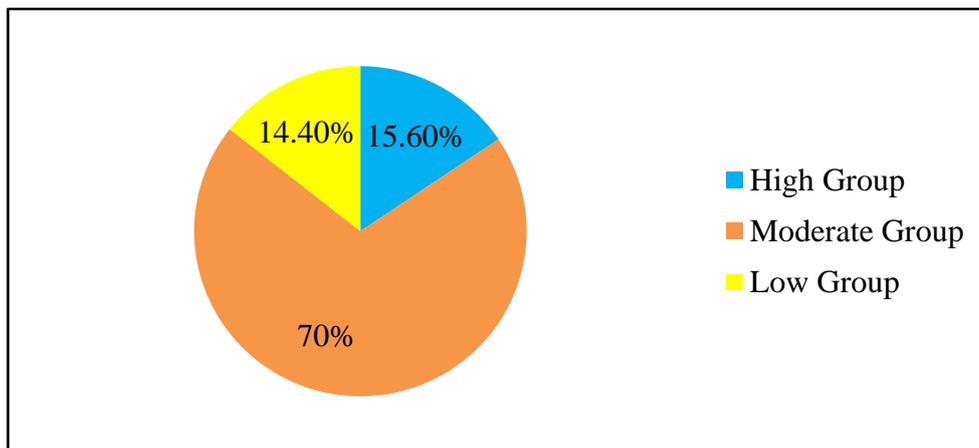


Figure 4 Three different Groups of Adolescents’ School-related Social Support by Classmates

Comparison of Adolescents' School-related Social Support by Gender

According to the descriptive statistics, the means and standard deviations of adolescents' school-related social support (teachers and classmates) for both male and female adolescents were reported in Table 5. To make more detailed investigation on the gender difference of adolescents' school-related social support (Teachers and Classmates), independent samples *t*-test was conducted. The results of independent samples *t*-test stated that there was no significant gender difference for adolescents' school-related social support.

Table 5 Means, Standard Deviations and Results of Independent Samples *t*-test of Adolescents' School-related social Support (Teachers and Classmates) by Gender

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School-related Social Support by Teachers	Male	160	48.17	11.96	-1.445	318	0.149
	Female	160	49.98	10.34			
School-related Social Support by Classmates	Male	160	46.04	12.29	-0.376	318	0.707
	Female	160	46.57	12.96			

Comparison of Adolescents' School-related Social Support by Grade

According to the descriptive statistics, the means and standard deviations of school-related social support for both Grade 10 and Grade 11 adolescents were reported in Table 8. The results revealed that the mean score of Grade 10 adolescents was higher in school-related social support by teachers than that of Grade 11 adolescents, whereas the mean score of Grade 10 adolescents was higher in school-related social support by classmates than that of Grade 11 adolescents.

To make more detailed investigation on the grade difference of students' school-related social support, independent samples *t*-test was conducted (see Table 6). The results of independent samples *t*-test stated that there was no significant grade difference for students' school-related social support.

Table 6 Means, Standard Deviations, and Results of Independent Samples *t*-test of Adolescents' School-related Social Support (Teachers and Classmates) by Grade

Variable	Grade	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School-related Social Support by Teachers	Grade 10	160	49.30	11.25	0.364	318	0.716
	Grade 11	160	48.84	11.18			
School-related Social Support by Classmates	Grade 10	160	47.48	11.78	1.676	318	0.095
	Grade 11	160	45.13	13.31			

Relationship Between School-related Social Support and Perceived School Satisfaction of Adolescents

Regarding the relationship between school-related social support and perceived school satisfaction of adolescents, Pearson product-moment correlation was conducted. The correlation between school-related social support and perceived school satisfaction of adolescents was presented in Table 7. The results indicated that school-related social support by teachers and school-related social support by classmates were positively correlated with school satisfaction of adolescents.

Table 7 Correlation Between School-related Social Support and Perceived School Satisfaction of Adolescents

Variables	Perceived School Satisfaction	School-related Social Support by Teachers	School-related Social Support by Classmates
School-related Social Support by Teachers	1.000	0.423***	0.391***
School-related Social Support by Classmates		1.000	0.214***
Perceived School Satisfaction			1.000

Note. ***p < 0.001

The Effect of School-related Social Support on Adolescents’ Perceived School Satisfaction

To identify the model for predicting perceived school satisfaction of adolescents, multiple regression was used. Table 8 shows the intercept, unstandardized regression coefficient and standardized regression coefficient for the model.

Table 8 Multiple Regression Analysis for Predicting Adolescents’ Perceived School Satisfaction from School-related Social Support

Variables	<i>B</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
Perceived School Satisfaction	26.379			.394	.155	.150	29.150***
School-related Social Support by Teachers	.183	.366	6.418***				
School-related Social Support by Classmates	.026	.059	1.031				

Note. *** *p* < 0.001, *B* = Unstandardized Coefficient, β = Standardized Coefficient

The results revealed that perceived school satisfaction was explained by school-related social support by teachers and classmates. Multiple regression analysis revealed that the model significantly explained school satisfaction of adolescents, *F* = 29.150, *p* < 0.001 and *R* for the model was 0.394 and explained for 15% of the variance in school satisfaction. By applying multiple regression analysis presented above, the resultant model for school satisfaction can be defined as in the following equation.

$$\text{School Satisfaction} = 26.379 + 0.183SSTr$$

Note. *SSTr* = School-related Social Support by Teachers

The findings indicated that school-related social support by teachers was the most significant predictor in predicting adolescents’ perceived school satisfaction ($\beta = 0.366, p < 0.001$). The results indicated that school-related social support by teachers was the predictor of school satisfaction (see Figure 5).

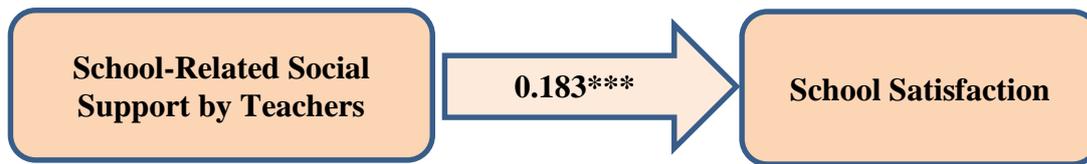


Figure 5 Predictive Power of School-related Social Support by Teachers on School Satisfaction of Adolescents

Discussion

In this study, it was found that the mean score of school satisfaction for female adolescents was significantly higher than that of male adolescents. This finding was consistent with previous studies (Chouhan et al., 2017; Epstein, 1981; May Cho Min, 2012; Medley, 1980; Okun et al., 1990). This study revealed that there was no significant difference of adolescents' school satisfaction by grade. The result was inconsistent with previous study of Cici (2006) stating that younger students reported significantly higher levels of school satisfaction. However, the result was consistent with previous studies (e.g., Okun & Weir, 1990) indicating that grade level was unrelated with school satisfaction.

Regarding school-related social support, there was no significant gender and grade difference of school-related social support by teachers and classmates. Moreover, the results indicated that school-related social support by teachers and classmates were positively correlated with school satisfaction of adolescents. Schools and classrooms are among the most important settings in childhood and adolescence, where social interactions with teachers and classmates take place. School-related social support (i.e., social support from teachers and classmates) influences the perception of school lives directly. Students' perceived school-related social support was found to be associated with their short- and long-term school satisfaction (Jiang et al., 2013; Liu et al., 2016). Thus, adolescent levels of school satisfaction are important to understand, monitor, and consider in the development, implementation, and evaluation of their school experiences.

This study indicated that school-related social support by teachers was a significant predictor of adolescents' school satisfaction. The finding was consistent with previous studies (e.g., Coelho & Dell'Aglio, 2019) that investments in improving students' school satisfaction can be promoted with emphasis on the teacher-student relationship. Teachers are often established as significant others in students' lives (Brophy 1981) who are the adults in school that know and care most about students. This result is congruent with past studies conducted by Hamre and Pianta (2001) in which teacher support is essential to students' school satisfaction. Moreover, previous study indicated that teacher support had significant contribution to school satisfaction (Cici, 2006). Therefore, school satisfaction can be promoted with emphasis on the teacher-student relationship.

It is needed to have transparency between teachers and adolescents; and between their classmates. Having a good behavior in adolescents is essential because it starts with positive communication and a warm relationship. Practical tips such as taking time to actively listen, set clear rules about behavior, encourage self-reflection, and try to be a positive role model, help the adolescents put a positive approach to behavior into action. Above the tips make the adolescents to satisfy at school.

Limitations of the Study and Future Research

In this study, there were only four schools from Bago and Yangon Region. Future research may investigate the effect of school-related social support on perceived school satisfaction among adolescents from other regions and states. The results may not represent all adolescents in Myanmar. This study examined only late adolescents from Grade 10 and Grade 11 students. Future

research needs to examine early adolescents. Future research should be investigated whether stability or changes in social support from teachers and classmates contribute to changes in school satisfaction.

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