

School Climate, School Belonging, and Teacher-Student Relationships of Junior High Schools

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ABSTRACT

The purposes of this study are to explore students' perceptions of school climate, the sense of school belonging, and teacher-student relationships among junior high school students, to examine the difference on students' perceptions of school climate, the sense of school belonging, and teacher-student relationships by analyzing the background variables and the relationship among the three main variables, and to develop the multiple regression between criterion and predictors. Moreover, this study develops the structural equation model, which serves the purpose of illustrating the linear structural relationships among the relevant variables. This study used investigation method to test 18 junior high schools in Changhua county, including 520 students, imposed by the personal background, School Climate Scale, School Belonging Scale, and Teacher-student Relationship Scale. Some statistics methods were applied for the data analysis, using SPSS 12.0, and the good-of-fit of structural modeling and the relationships between dominant variables and observing data were investigated, using AMOS 5.0. The research results are that there were significant differences in gender, grade, numbers of classes concerning school climate, school belonging and teacher-student relationships. School climate, school belonging and teacher-student relationships are significantly correlated. And the data, from school climate and school belonging, can predict the teacher-student relationships well. There was a good fit measure result and the teacher-student relationships in junior high school students had significant effects on school climate and school belonging.

Keywords : school climate, school belonging, teacher-student relationship

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