

# The Developmental Trajectory of School Rule Compliance and Successful Learning Activities

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## **Abstract**

*As children in Korean spend a lot of time in school, such as adhering to the rules at school and successfully performing their studies, has great influence on the satisfaction and happiness of the adolescent's life. The study to understand the developmental trajectory school rule compliance, successful learning activities. This study used the data of Korean Children Youth Panel Survey (KYPS) by National Youth Policy Institute. The data from 1th to 6th was used. The results can be seen that compliance with school rules and successful learning activities change linearly with statistical significance over time. Specially this study has revealed that adolescents who go through middle and high schools experience difficulty in learning activities as the grade level rises. For this reason, this study suggested that necessary appropriate intervention can helped learning activities of Korean youth to each grade level in middle school and high school.*

**Keywords:** *Development trajectory, KYPS, School rules compliance, Successful learning activities*

## **1. Introduction**

As children in Korea spend a lot of time in school, school adaptability, such as adhering to the rules at school and successfully performing their studies, has great influence on the satisfaction and happiness of the adolescent's life. [1][2] analyzing the factors that influence successful learning activities at school is a necessity in order to improve the quality of life for young people. Because of this, many studies have continued to focus on the learning activities of Korean adolescents [3][4].

However, previous studies have limitations. Most studies made were cross-sectional studies. As a result, there is a lack of empirical research on how learning activities change as grade levels increase, and what variables continuously influence them. Adolescence is a period of rapid physical and psychological changes, and the factors related to youth learning activities may have different effects at different periods [5]. It is, therefore, necessary to study how the learning activities change as the grade level increases, and what variables continuously influence them. Therefore, it is important to understand how school rule compliance, and learning activities change from first grade of middle school to third grade of high school. Study questions is follow.

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### **Article history:**

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Question 1: How school rule compliance change from first grade of middle school to third grade of high school?

Question 2: How learning activities change from first grade of middle school to third grade of high school?

## 2. Theoretical background

Adaptation and successful learning activities at school are continuous concepts that include compliance with school norms; and compliance with school rules as a pro-social behavior is an important variable in school adjustment [6]. However, excessive family rules may lower the happiness of the youth [7], and the excessive regulation and norms at school will likely lower their satisfaction.

Adolescents' academic activity is a very important factor in adapting to school life. Learning activities mainly include the contents of the whole curriculum throughout school life, and school rule compliance does not refer to only high academic achievement. Rather, learning activity adaptation refers to the change of various environments encountered in learning activities [8].

In this regard, it is more important to have a long-term learning habit from middle school to high school, instead of a short term learning ability. Learning activities are not only helpful for adolescents to adapt positively to their current school life [9], but it can also serve as motivation for students to actively participate in activities in the higher grade levels. In contrast, if a student experiences difficulty in learning activities at a certain point in time, he / she will be negative towards learning activities at a later point in time [10].

## 3. Research contents and methods

### 3.1. Subject

This study used the Korean Children & Youth Panel Survey collected by the National Youth Policy Institute for middle school students in Korea. To explore the change over a period of time, the sample used annual data from the 2010 survey data, which was the first grade (middle school) to the 2015 survey data, which was the third grade (sixth grade) of high school. The size of the panel sample is 2,351, and the number and ratio of students participating in the survey by order are shown in [Table 1].

Table 1. Number and percentage of research subjects by grade

	School rule compliance	Successful learning activities
	N(%)	N (%)
Mid-1	2,351(100.0)	2,351(100.0)
Mid-2	2,280(97.0)	2,280(97.0)
Mid-3	2,257(96.0)	2,257(96.0)
High-1	2,080(88.5)	2080(88.5)

High-2	2,052(87.3)	2,052(87.3)
Hight-3	2,014(85.7)	2,015(85.7)

### 3.2. Research instrument

#### 3.2.1. School rule compliance

As a result of the factor analysis of the five items measuring school rule compliance, five items were grouped into one factor and the average value of five items was used. As the score was scored on a 4-point scale, the larger the number, the better the school rule compliance. Factor analysis showed that the approximate chi-squared value was 1888.632 (df=10, p=.000), and the KMO test value of the standard formation appropriateness was .784 (p=.000). Therefore, two factors were extracted by extracting factors with an eigenvalue of 1 or more, and it was found that 46.45% of all variations were explained by two main components. The results of the rotated component matrix and the reliability are shown in [Table 2].

Table 2. Factor analysis and reliability of school rule compliance

Items	Components	Re-name	Reliability
	1		
I use school stuff like my own.	.768	School rule compliance	.798
I keep my turn in the bathroom and the food room.	.701		
When I discard trash or garbage, I throw it in the trash bin.	.696		
I walk quietly without running when I go through the corridors and stairs.	.659		
I work hard in activities such as duty and one role of each person etc.	.568		

#### 3.2.2. Learning activities

Successful learning activities used five items that measure learning activities from the School Adaptation scale. As a result of factor analysis, 5 items were grouped into one factor and the mean value of 5 items was used. Factor analysis showed that the approximate chi-squared value was 2107.981 (df=10, p=.000) and that the KMO test for standard formation appropriateness was .785 (p=.000). Therefore, two factors were extracted by extracting factors with an eigenvalue of 1 or more, and it was found that 47.85% of the total variations can be explained by two main components. The results and reliability of the rotated component matrix are shown in [Table 3].

Table 3. Factor analysis and reliability for successful learning activity items

Items	Components	Re-name	Reliability
	1		
I know what I learned in class.	.791	Successful	.722

I do not miss school homework.	.717	learning activities	
The school class is fun.	.684		
When there is something I do not know, I ask another person (parents, teachers, or friends).	.631		
I do something else in my study time.	.620		

### 3.3. Analysis method

Based on the changes in the mean of school rule compliance and successful learning activities on the six points, we examined the fit of the model to determine whether it is a changeless or linear change model. A latent growth modeling method (LGM) was applied to see the change in school rule compliance, and successful learning activities. To analyze the change model was used AMOS 22.0.

## 4. Research results

### 4.1. Mean of variables

[Table 4] shows the descriptive statistics of the main variables used in this study. All of middle school students and high school students had the highest ‘school rule compliance’ and had the lowest ‘successful learning activities’.

Table 4. Mean of variables

	School rule compliance	Successful learning activities
	M(SD)	M(SD)
Mid-1	2.76(.49)	2.73(.50)
Mid-2	2.79(.56)	2.73(.52)
Mid-3	2.86(.54)	2.74(.53)
High-1	2.94(.49)	2.78(.49)
High-2	3.00(.46)	2.75(.51)
High-3	3.03(.49)	2.72(.54)

### 4.2. Analysis of change in variables

[Table 5] shows the results of exploring how school-based rules and successful learning activities change over time. In order to apply the latent growth model that estimates the relevance of school rule compliance, and successful learning activities, appropriate change functions were determined for each factor in advance. Based on the changes in the mean of the six points in [Table 5], we examined the fit of the model to determine whether it is a changeless or linear change model.

The fit of the changeless models of all three variables was not good. On the other hand, the fit of the model was found to be satisfactory as a result of applying the data to the linear change model. Through this, it can be seen that the compliance with school rules, and successful learning activities change linearly with statistical significance over time. In addition, since the variance of the initial value and the rate of change are statistically significant in all three variables, individual differences exist in the initial values and the rate of change of the three variables. [Figure 1] is a graph of the linear change model of each variable.

Table 5. Analysis of change in each variable

		$\chi^2$	df	TLI	CFI	RMSEA	Initial value		Change rate	
							Mean	Variance	Mean	Variance
School rule compliance	change less	1048.537***	19	.632	.667	.152	2.900*** (.007)	.099*** (.004)		
	Linear	97.215***	16	.966	.974	.046	2.756*** (.009)	.130*** (.006)	.282*** (.012)	.133*** (.011)
Successful learning activities	change less	535.844***	19	.875	.886	.108	2.740*** (.008)	.128*** (.005)		
	Linear	150.712***	16	.961	.970	.060	2.739*** (.010)	.157*** (.007)	.001*** (.012)	.169*** (.011)

\*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$

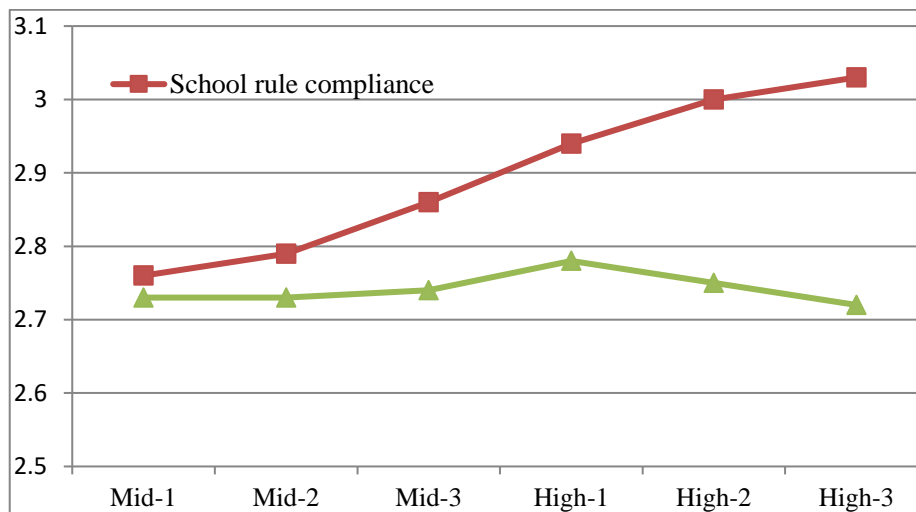


Figure 1. Change of school rule compliance and successful learning activities on six times

## 5. Conclusions and discussions

The study to understand the developmental trajectory of school rule compliance and successful learning activities. This study used the data of Korean Children Youth Panel Survey (KYPS) by National Youth Policy Institute. The data from 1th to 6th was used. The results can be seen that the compliance with school rules and successful learning activities change linearly with statistical significance over time. Specially this study has revealed that adolescents who go through middle and high schools experience difficulty in learning activities as the grade level rises. Some previous studies have revealed that adolescents who go through elementary, middle and high schools experience difficulty in learning activities as the grade level rises [11]. For this reason, this study suggested that necessary appropriate

intervention can help learning activities of Korean youth to each grade level in middle school and high school.

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