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[\[PDF \(265K\)\]](#) [\[References\]](#)**Views Concerning Domains of School Life and Psychological Adjustment in Junior High School Students: Distinguishing School Adaptation and Enjoyment of School Life**[Yuji Okada](#)¹⁾

1) Graduate School of Literature, Chuo University

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The purpose of this study was to distinguish school adaptation and enjoyment of school life, and to investigate the relationship between psychological adjustment and students' views concerning domains of their school life. A questionnaire was administered to 407 junior high school students, and data analysis showed the following results. Factor analysis supported the distinction of school adaptation and enjoyment of school life. Multiple regression analyses suggested that how students viewed their peer, as well as how girls viewed extracurricular activity and study, predicted school adaptation, whereas views concerning teachers and school rules predicted enjoyment of school life. However, views concerning the class predicted both adaptation and enjoyment of the students. The distinction of school adaptation and enjoyment of school life was discussed, and it was suggested that peer relationship, which predicted adaptation, was the domain that students were likely to feel anxiety to, whereas teachers and school rules, which predicted enjoyment, were the domains that students tended to feel antipathy to.

Keywords: [psychological adjustment](#), [adaptation](#), [enjoyment](#), [views on domains](#)[\[PDF \(265K\)\]](#) [\[References\]](#)Download Meta of Article [\[Help\]](#)[RIS](#)[BibTeX](#)

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