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Article

The Influence of Gender and Age of Adolescents on The Formation of Perception About School During the COVID-19 Pandemic

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Abstract

After the onset of the COVID-19 pandemic, adolescents experienced changes in schools, which led to stress, tension, anxiety, insecurity, depression, because of which they also started avoiding school, etc. The research conducted here aimed to examine adolescents' perceptions regarding school during the pandemic concerning the gender and age of the respondents. The research was conducted in secondary and primary schools in the Republic of Serbia on a sample of 744 students. A standardized questionnaire called the Revised School Rejection Scale was used (Kearney, C., & Wendy Silverman, W. 1993). For the processing of all collected data, the software package for statistical data processing IBM SPSS Statistics 21 was adopted. Descriptive statistics and analysis of variance were used for the analysis. Based on the research, we were able to see the frequency with which the child experiences emotions and behaviors related to attending school, which are qualified in four dimensions: fear, socializing, avoiding, connecting with friends. The research results indicated that the gender and age of the respondents influenced the formation of perception about school during the pandemic. It is also important to emphasize that adolescents do not have a bad perception towards school.

Keywords

Perception about school, School Refusal Assessment, gender, age, adolescent, COVID-19

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The pandemic has affected about 1.6 billion students in over 200 countries (Cauberghe et al., 2021; Salmela Aro et al., 2021; Gruber et al., 2020). With the sudden appearance of the virus that appeared in China (Tang et al., 2021) and its ongoing spread to the whole world, there is a growing need to take care of students, as resulting stresses may lead to problems which directly affect students' success rate and their perception of school in general (Allen et al. al., 2020; Gallè et al., 2020). The success of relationships in all fields will positively affect the overall atmosphere in the school and the creation of a positive identity of the school in public (Relja, 2006).

All the new changes during the pandemic have led to significant changes in the lives of adolescents, which are largely reflected in their health, behavior, perception, etc. (Allen et al., 2020) and became strong determinants of their success. The success of a student in school depends on his motivation to learn. In order to be motivated, it is necessary to develop a positive perception of school. Positive perception of school and achievement depends on various school factors, among which the most often studied were the personal and professional characteristics of teachers, teaching quality, educational program (Vujačić & Stanišić, 2007; Reivid, 1998; Schneider, 1985; Scott, 1998). Some of the other factors that affect students are parents, friends, teachers, and the environment in general, and it is desirable to positively influence students because they will have more will to learn and consider school important, and therefore it is important to have a positive climate in school (Joksimović & Bogunović, 2005; Vujačić and Stanišić, 2007).

Researchers have reported that school affiliation is an important factor associated with positive aspects of adolescents' school experiences (Cemalcilar, 2010; Johnson, 2009; Jose et al., 2012; Uslu & Gizir, 2017). This concept has been studied under different names with different definitions, such as "school connectivity" (Fridenberg et al., 2009; Loukas et al., 2006; Meloro, 2005), "sense of community" (Vaters et al., 2009), "School climate", "student engagement" and "school bonding" (Uslu & Gizir, 2017; Vaters et al., 2010; Catalano et al., 2004). Shame can also affect academic success, especially in adolescence (Monroe, 2009). This needs to be prevented so that the student does not have a bad perception of school. Failure also can lead to adolescents refusing to go to school (Vaselić and Mihajlović, 2019). School burnout is another of the negative side-effects mentioned in the educational environment. In addition to that, school burnout can be considered a continuous phenomenon, ranging from mild school stress to major burnout, which can eventually lead to failure and absenteeism (Ildiz & Kılıc, 2020).

Different forms of peer violence can occur in schools. Some of the consequences are social exclusion, poor performance or dropping out of school, feelings of loneliness, sleep problems, behavioral disorders, anxiety-depressive syndromes, and even suicidal thoughts (Bauman et al., 2013; Kowalski & Limber, 2013; Lereya et al., 2015). According to UNESCO (2019) and López et al. (2021), approximately three out of ten students experience at least one act of violence per month. It is also one of the factors that can influence a student to have a bad perception of school and therefore avoid going there.

Schools have a responsibility to nurture and guide students (Monroe, 2009). Negative experiences, which can be singular or continuous, can lead them to refuse to go to school. It is believed that non-attendance occurs as a result of lenient or even non-adoption of parental boundaries from an early age or non-setting of boundaries by parents (Ljubomirović, 2018). The behavior of school rejection, defined as truancy and difficulty in leaving or staying in school, traditionally puts educators and psychologists in front of enigmatic and different, ultimate problems. Children of the neurotic type experience a higher rate of anxiety and fear of separation from the familiar environment, while children of the characterological type have more serious antisocial behaviors (Kearney & Silverman, 1993).

School rejection behavior is a serious problem that negatively interferes with students' personal, academic, and social development (Kearney & Graczyk, 2014). School rejection also includes adolescent families, and family characteristics are one of the four categories of risk factors for school rejection; others are individual, school, and community (Rosenthal et al., 2020; Maynard et al., 2018). The organization of work at school, extensive teaching content, and pressure from teachers and parents could cause stress. However, not all students will experience the same intensity of stress, nor will all students experience psychosomatic symptoms. This is dependent on the type, intensity, and duration of stressors (Vaselić and Mihajlović, 2019). About 90% of adolescents with school attendance problems meet the diagnostic criteria for a psychiatric disorder, mainly associated with anxiety (Ek & Eriksson, 2013). As a result, the development of instruments that measure the variables of maintaining school refusal behavior is important for early detection and subsequent intervention (González et al., 2018; García-Fernández et al., 2016).

Absence from school without a permit is a common problem in Western society, especially related to social, environmental, psychiatric conditions, anxiety symptoms, oppositional defiance disorder, or behavioral disorders. Long-term absence from school can negatively affect a young person's

development and outcomes in adulthood, including dropping out of school or unemployment, suggesting that effective early treatment should be a priority (Walter et al., 2018). In many industrialized countries (e.g., Germany), parents or guardians are obliged to ensure that their child attends school. In spite of this, some students still violate this obligation and miss school, which endangers their educational achievement and success, as well as their later careers and mental health. Some of the reasons why some students refuse to go to school are to stay at home with their parents or to partake in activities such as watching TV, hanging out with friends, or playing games (Donat et al., 2018; Heine et al., 2017; Valter et al., 2018).

The World Health Organization defines adolescence as a period of life that lasts from 10 to 19 years and includes biological, psychological, and social maturation (WHO, n.d.). From the point of view of the professional role of teachers, it was necessary to know the specifics of the adolescent period and ways of psychosocial functioning (Vaselić & Mihajlović, 2019). For this reason, there was a need to examine the students' perception of the school during the mentioned pandemic. The aim of this paper was to show how gender and age affected the formation of adolescents' perceptions of school. The data-gathering for this research was performed on primary school students (11-14 years) as well as secondary school students (15-18 years) and is included in this paper. The research aimed specifically at adolescents. According to Walter, adolescence is a key period of social development at the end of which individuals were expected to take on the social roles of adults (Walter et al., 2018).

The point of this research was to look at all the factors that affect the adolescents' perception of school, especially during the aforementioned pandemic. It is necessary to gauge the extent of their satisfaction or dissatisfaction with school, which in turn leads to success/failure. In particular, in this research, it is important to see how it manifests itself in adolescents, both by gender and by age. Based on the review of the literature and the analyzed shortcomings, the problem in this research, which referred to the perceptions of adolescents and their attitude towards school, as well as the role of parents, especially during the COVID-19 pandemic, was the essence of further research.

This study has also been done to fill a research gap. There is not much research that has paid attention to this topic, especially during the abovementioned pandemic. In that sense, this paper aimed to show how gender and age affected the formation of adolescents' perceptions about school. The subject of the research was presented through the following research question (RQ): Do the gender and age of the respondents influence the formation of perceptions about school during the COVID-19 pandemic? Based on the tested hypotheses and the answers to the research question, in further work, the gap in the literature was filled, and the guidelines were given for further action.

Methods

Research design

The research design was constructed on the basis of a defined research plan. First, a research problem was defined, which was based on understanding about the factors that influenced the formation of students' perceptions during the COVID 19 pandemic. Based on the research problem, hypotheses emerged in the research: Hypothesis 0 (H0): Gender and age of students affect the formation of perceptions about school during the COVID-19 pandemic. While the auxiliary hypotheses were: Hypothesis 1 (H1): The gender of students influences the formation of perceptions about school during the COVID-19 pandemic, and Hypothesis 2 (H2): The age of students influences the formation of perceptions about school during the COVID-19 pandemic. It can be noticed that the dependent variable is the scale of perceptions about the school and that the independent variables are the age and a half of the respondents. The type of study was empirical research and data collection was done by random sampling of adolescents through a survey.

Research sample

According to their age, the respondents were marked as adolescents and were classified into two basic categories: primary school students (11-14 years) and secondary school students (15-18 years). The sample of respondents represented 744 students, primary and secondary schools in the territory of the Republic of Serbia. Respondents attended higher primary and secondary school grades, such as gymnasium and vocational schools: economic, mechanical, technical, and agricultural schools. The sample by gender comprised 375 male and 369 female respondents. Respondents were selected using a random sampling technique.

Research instruments and procedure

For the purposes of the research, independent variables were marked through the Gender and Age of the respondents and presented as categorical variables. At the same time, an independent questionnaire called The School Refusal Assessment Scale-Revised (SRAS-R) developed by Christopher Kearney and Wendy Silverman (1993) was used as a dependent variable, as well. It is a psychological assessment tool designed to evaluate school refusal disorder symptoms in children and identify their reasons for avoiding school. This self-report inventory, which is also available in the parent response form, consists of 24 questions/items. These questions/items measure the frequency with which a child experiences emotions and behaviors related to school attendance, classified into four dimensions: PAS1 – Fear, PAS2 - Socializing, PAS3 – Avoidance, PAS4 - Relationship with friends. Items are represented linearly via the Likert scale from 0 ("never") to 6 ("always").

Empirical research was conducted through the aforementioned standardized, science-based questionnaire called The School Refusal Assessment Scale-Revised (SRAS-R). The SRAS-R questionnaire contained an introductory part, which presents the participants with the research goal and defines their consent for further processing and presentation of research results. In the beginning, the participants were informed by their professors about the goal of the research and that by further completing the survey, they agreed to publish their results, summarized with other results, anonymously for scientific research purposes. The questionnaires that have been used have so far been used in research and have thus been verified for scientific research purposes (Gaborov et al., 2021; Kearney & Silverman, 1993; Donat et al., 2018; Mohamed et al., 2020; Elsherbiny, 2017; González et al., 2018; González et al., 2019; Sanmartín et al. 2018).

Data analysis

The software package for statistical data processing IBM SPSS Statistics 21 was used to process all collected data. The analysis used for data processing was a descriptive analysis of the gender and age of respondents in relation to PAS dimensions. This analysis provided an insight into the general picture of the research that has been done. Analysis of variance (ANOVA) was used to determine the influence of gender and age of respondents on PAS (Perceptions about school).

Results

Gender of Respondents in Relation to Dimensions of PAS (Perceptions About School)

Table 1 presents the descriptive statistics of the gender of the respondents and the dimensions of PAS (Perceptions about school).

Table 1. Descriptive statistics of the gender of respondents and dimensions of PAS (Perceptions about school).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
PAS1 Fear	Female	3692	4.252	1.03621	.05394	2.3191	2.5313	.00	6.00
	Male	3752	3.896	1.00755	.05203	2.2873	2.4919	.00	6.00
	Total	7442	4.073	1.02133	.03744	2.3337	2.4808	.00	6.00
PAS2 Socializing	Female	3692	2.9621	1.05068	.05470	2.8545	3.0696	.00	6.00
	Male	3752	2.9608	.95516	.04932	2.8638	3.0578	.00	6.00
	Total	7442	2.9614	1.00300	.03677	2.8892	3.0336	.00	6.00
PAS3 Avoidance	Female	3692	2.4152	1.33359	.06942	2.2787	2.5517	.00	6.00
	Male	3752	2.3056	1.24735	.06441	2.1789	2.4323	.00	6.00
	Total	7442	2.3599	1.29114	.04734	2.2670	2.4529	.00	6.00
PAS4 Relationship with friends	Female	3692	2.8298	1.18114	.06149	2.7089	2.9507	.00	6.00
	Male	3752	2.7301	1.14131	.05894	2.6142	2.8460	.00	6.00
	Total	7442	2.7796	1.16152	.04258	2.6960	2.8632	.00	6.00

Based on [Table 1](#), which provides descriptive statistics of the gender of respondents and dimensions of PAS (Perceptions about school), it can be concluded that the number of respondents that makes $N = 744$ is uniform because females are represented by $N = 369$, and male by $N = 375$. Measures of the average manifestation of the observed dimensions differ slightly in male and female respondents. This discrepancy is in no case greater than 1. When looking at the average answers that confirm the perceptions about school that the respondents experience, the following can be concluded:

When looking at the individual dimensions, it can be seen that the responses are uniform between male and female respondents, but there are some slight differences. In the PAS1 Fear dimension, it is observed that female respondents are more susceptible to perceptions of fear about school. Female respondents are also those who are in the PAS2 Socializing dimension, more prone to the feelings they have when it comes to negative feelings about school-related to socializing. In the PAS3 Avoidance dimension, it is also female respondents who are more susceptible to avoiding socializing and school obligations. Female respondents also had more pronounced claims in the PAS4 Relationship with Friends dimension.

Within all dimensions, the lowest response was observed in the PAS3 Avoidance dimension (2.3056) in male subjects, and predictions show that responses may vary in the range of 2.1789 to 2.4323 in the future. The most positive response within all dimensions was observed in the PAS2 Socializing dimension (2.9621) in female respondents, and predictions show that responses may vary in the range of 2.8545 to 3.0696 in the future.

When the dimensions are observed, the most positive response is observed with the PAS2 Socializing dimension (2.9614), and predictions show that the responses may vary in the range of 2.8892 to 3.0336 in the future. The lowest average response was observed for the PAS3 Avoidance dimension (2.3599), and predictions show that responses may vary in the range of 2.2670 to 2.4529 in the future.

The influence of the gender of respondents on the dimensions of PAS (Perceptions about school) through ANOVA analysis of variance is shown in [Table 2](#).

Table 2. Influence of the Gender of respondents on PAS (Perceptions about school).

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
PAS1 Fear	Between Groups	.236	1	.236	.226	.635
	Within Groups	774.805	742	1.044		
	Total	775.041	743			
PAS2 Socializing	Between Groups	.000	1	.000	.000	.986
	Within Groups	747.463	742	1.007		
	Total	747.463	743			
PAS3 Avoidance	Between Groups	2.233	1	2.233	1.340	.247
	Within Groups	1236.373	742	1.666		
	Total	1238.606	743			
PAS4 Relationship with friends	Between Groups	1.848	1	1.848	1.370	.242
	Within Groups	1000.562	742	1.348		
	Total	1002.409	743			

One-factor analysis of variance investigated the influence of gender of the respondents on the expression of the dimensions of PAS (Perceptions about school). Respondents were divided into two categories: male and female. Summarizing the results from [Table 2](#), it can be concluded that the variance of the variable factor is not statistically significant for the stated factors, i.e., there is no difference in the perception of school-related feelings that students develop in relation to gender structure. It can be seen that no value is significant at the level of $Sig < 0.05$ (PAS1 Sig 0.635, PAS2 Sig 0.986, PAS3 Sig 0.247, PAS4 Sig 0.242).

Age of respondents in relation to PAS Dimensions (Perceptions about school)

An overview of the descriptive statistics of the respondents' gender and the dimensions of PAS (Perceptions about school) are shown in [Table 3](#).

Table 3. Overview of descriptive statistics of respondents' age and dimensions of PAS (Perceptions about school).

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
PAS1 Fear	11 years	1422.2028	1.00805	.08459	2.0356	2.3701	.00	5.00
	12 years	1792.4380	.97099	.07258	2.2948	2.5812	.20	6.00
	13 years	1652.4442	1.01527	.07904	2.2882	2.6003	.50	6.00
	14 years	1702.6659	1.03273	.07921	2.5095	2.8222	.00	6.00
	15 years	24 2.1917	1.10174	.22489	1.7264	2.6569	.00	4.00
	16 years	18 2.1056	1.21388	.28611	1.5019	2.7092	.50	5.50
	17 years	20 2.3150	.69151	.15463	1.9914	2.6386	.80	3.30
	18 years	26 1.8654	.98669	.19351	1.4669	2.2639	.70	4.70
	Total	7442.4073	1.02133	.03744	2.3337	2.4808	.00	6.00
PAS2 Socializing	11 years	1422.7521	.99792	.08374	2.5866	2.9177	.00	5.00
	12 years	1792.9754	1.04611	.07819	2.8211	3.1297	.40	6.00
	13 years	1653.0273	.90879	.07075	2.8876	3.1670	.70	6.00
	14 years	1703.2712	.92867	.07123	3.1306	3.4118	.30	6.00
	15 years	24 2.6042	1.17083	.23900	2.1098	3.0986	.00	4.90
	16 years	18 2.8667	.80732	.19029	2.4652	3.2681	1.60	5.10
	17 years	20 2.4700	.79743	.17831	2.0968	2.8432	1.40	4.00
	18 years	26 2.3385	1.18223	.23185	1.8609	2.8160	.00	5.10
	Total	7442.9614	1.00300	.03677	2.8892	3.0336	.00	6.00
PAS3 Avoidance	11 years	1422.1197	1.34682	.11302	1.8963	2.3432	.00	5.20
	12 years	1792.4078	1.34805	.10076	2.2090	2.6067	.00	6.00
	13 years	1652.4291	1.24710	.09709	2.2374	2.6208	.00	6.00
	14 years	1702.6024	1.19009	.09128	2.4222	2.7825	.00	6.00
	15 years	24 2.2917	1.27311	.25987	1.7541	2.8293	.00	4.80
	16 years	18 2.1222	1.37565	.32424	1.4381	2.8063	.00	6.00
	17 years	20 2.0800	1.04509	.23369	1.5909	2.5691	.00	3.80
	18 years	26 1.7615	1.31699	.25828	1.2296	2.2935	.00	5.40
	Total	7442.3599	1.29114	.04734	2.2670	2.4529	.00	6.00
PAS4 Relationship with friends	11 years	1422.4761	1.13406	.09517	2.2879	2.6642	.00	6.00
	12 years	1792.9251	1.15748	.08651	2.7544	3.0959	.40	6.00
	13 years	1652.7976	1.10365	.08592	2.6279	2.9672	.00	6.00
	14 years	1703.0706	1.15751	.08878	2.8953	3.2458	.00	6.00
	15 years	24 2.3750	1.16963	.23875	1.8811	2.8689	.00	4.40
	16 years	18 2.5667	1.11514	.26284	2.0121	3.1212	.60	6.00
	17 years	20 2.4300	1.13560	.25393	1.8985	2.9615	.00	4.80
	18 years	26 2.2077	1.13628	.22284	1.7487	2.6666	.00	4.40
	Total	7442.7796	1.16152	.04258	2.6960	2.8632	.00	6.00

Based on [Table 3](#), which shows descriptive statistics Age of respondents (N = 744) and dimensions of PAS (Perceptions about school), it can also be noticed that the measures of the average manifestation of the observed dimensions deviated slightly in the respondents of different ages. This deviation was in no case greater than 1. When looking at the average answers that confirm the respondents' attitude about their perceptions about the school, the following can be concluded:

The most positive response was observed with the PAS2 Socializing dimension (2.9614), and predictions showed that responses may vary in the range of 2.8892 to 3.0336 in the future.

The lowest average response was observed for the PAS3 Avoidance dimension (2.3599), and predictions showed that responses may vary in the range of 2.2670 to 2.4529 in the future.

Within the dimensions, the most positive response was observed in the PAS2 dimension (3.2712) in 14-year-old respondents, and future responses may vary from 3.1306 to 3.4118, while the lowest average response was observed in the PAS3 Avoidance dimension (1, 7615) for 18-year-old respondents, and future answers may vary from 1.2296 to 2.2935.

When looking at the dimensions of PAS1 Fear, PAS2 Socializing PAS3 Avoidance, and PAS4 Relationship with friends, it can be noticed that 14-year-olds are most prone to fear, avoiding socializing and positive relationships with friends, and those 18 years old are the least susceptible.

The influence of the age of respondents on the dimensions of PAS (Perceptions about school) through analysis of variance is shown in [Table 4](#).

Table 4. Overview of the influence of the respondents' age on PAS (Perceptions about school).

		Sum of Squares	df	Mean Square	F	Sig.
PAS1 Fear	Between Groups	28.259	7	4,037	3,979	,000
	Within Groups	746.782	736	1,015		
	Total	775.041	743			
PAS2 Socializing	Between Groups	41.428	7	5,918	6,169	,000
	Within Groups	706.035	736	,959		
	Total	747.463	743			
PAS3 Avoidance	Between Groups	31.390	7	4,484	2,734	,008
	Within Groups	1207.216	736	1,640		
	Total	1238.606	743			
PAS4 Relationship with friends	Between Groups	47.017	7	6,717	5,174	,000
	Within Groups	955.393	736	1,298		
	Total	1002.409	743			

One-factor analysis of variance investigated the influence of the respondent's age on the expression of PAS dimensions (Perceptions about school). Respondents were divided into two basic categories: primary school students (11-14 years) and secondary school students (15-18 years). Summarizing the results from [Table 4](#), it can be concluded that the variance of the variable factor is statistically significant for all factors. It can be seen that the values that are significant at the level of Sig <0.05 (PAS1 Sig 0.000, PAS2 Sig 0.000, PAS3 Sig 0.008, PAS4 Sig 0.000).

Discussion

Results show that the Gender of the respondents does not have a significant influence on the PAS (Perceptions about school). Perceptions about the school that students experience are not related to Gender, i.e., the Gender of the children does not affect how the children feel. These results refuted the auxiliary hypothesis H1: Gender of students affects the formation of perceptions about school during the pandemic COVID-19.

Results also show that the age of the respondents has a significant impact on all dimensions of PAS (Perceptions about school). These influences are very strong in all dimensions. The perceptions about the school that students experience is directly related to the age of students. The age of the students' influences what perceptions about the school they will create and experience, which confirms the auxiliary hypothesis H2: The age of the students influences the formation of perceptions about the school during the COVID-19 pandemic. Based on the summarized results, which show that gender has no influence and that the age of adolescents has an influence on the formation of perceptions about school during the COVID-19 pandemic, it is partially confirmed Hypothesis 0 (H0): Gender and age of students affect the formation of perceptions about school during the COVID-19 pandemic.

The results presented are supported by many studies which have been based on the Revised School Rejection Scale (SRAS-R) (Kearney & Silverman, 1993; Donat et al., 2018; Mohamed et al., 2020; Elsherbiny, 2017, González et al., 2018; González et al., 2019; Sanmartín et al. 2018). Kearney and Spear (2014) used the mentioned scale in their research on a sample of 2,678 Chilean adolescents ages 13 to 17 years. An important result of this study is that significant differences were found between gender and age. Multigroup confirmatory and multiple indicators (MGCFA) revealed measurement and structural invariance of SRAS-R by gender and age, but boys scored significantly higher than girls in the second (ESE) and fourth (PTR) factors of SRAS-R. A similar study conducted by Lowe (2015) showed that the oldest group, aged 16 to 17, achieved a significantly higher score in school rejection behavior (SRB) based on the first (ANA) and second (ESE) factors of SRAS-R from the youngest group. Several studies indicate that SRB is more intense and problematic during adolescence than in childhood, so it is necessary to begin an evaluation of this problem in the earlier educational phases (Ingles et al., 2015; Gonzalez et al., 2018). The presented studies confirm that the age of adolescents influences the perception regarding school. While according to Kearney and Spear (2014), it can be observed that the gender of the respondents has an impact, which is a different result from that shown in this study.

In this paper, the factors of gender and age of adolescents were examined, as well as those that have an impact on the perception regarding school, and some other factors have been pointed out in previous research. A study by Rosenthal et al. (2020) concludes that parental influence and control play an important role in this. A study conducted on Canadian adolescents during a pandemic revealed a certain dose of depression and feelings of loneliness due to specific living conditions (Ellis et al., 2020). Students who love school and are confident in their abilities are more engaged in all school activities, which means that they have a good perception of school. Satisfaction with school is one of the most important aspects of quality of life during childhood and adolescence. It is defined as subjective and cognitive respect for the perceptual quality of life in school. Between 40% and 60% of adolescents show signs of school dissatisfaction as apathy, not trying, or not paying the necessary attention to the preparation of school assignments. Adolescents who do not feel committed to school are more likely to experience academic failure, withdrawal, and negative psychosocial effects (Li & Lerner, 2013; Gutierrez et al., 2017).

Conclusion, Recommendations, and Implications

The analysis of the research results concluded that the gender and age of the respondents influenced the formation of perceptions about school during the COVID-19 pandemic. The results showed that the gender of students does not affect the formation of perceptions about school during a pandemic, while the age of the respondents greatly influences the formation of perceptions. Given that there was a gap in the literature, where there was not enough research on a given topic, this research thus filled that gap and completed the picture of these influences. We believe that such an analysis has filled the gap in the literature and given scientific and social significance to research. Since this research was based on examining only the mentioned influences, it can be stated as a basic limitation of the research. Future research directions aim to examine the impact of parental control, i.e., how parents influence the child and how to direct him to go in the right direction during personality development. It would also be good to investigate the extent to which the environment affects adolescent personality development.

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