

## School satisfaction and school engagement among students from Oradea

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***Abstract:***

*School is a social environment in which students' develop, learn the social skills necessary to their further social integration and shape their personality. Therefore the impact of schools and the attachment of students to school life are very important. A healthy relationship between students and their school has a positive effect on academic success and low implication in risk behaviors. The paper investigates some dimensions of school identity and their implication on performance and school failure.*

**Keywords:** *adolescents, school satisfaction, school engagement, school climate, school results*

### **School environment**

School represents more than an instructional-educational institution. Along with the educational process, throughout the school career the socialization process of students is also taking place. Regarding the shape of their personality, and their further social integration, the satisfaction with their school is a very important element. A student which has an unhealthy relationship with his school has a greater risk of school failure, and furthermore the risk of social exclusion. In this sense, schools have to empower this relationship in order for student to feel more connected to school life. Educational policies and school management should stress out those strategies and practices that respond to the student's needs of development and that support a high school satisfaction and engagement.

As an organization, school has its own personality. In this specific socio-psychological field (Neculau, 1992) the behavior of the actors is shaped by the characteristics of the environment. Students feel connected, participate to the dynamics of the field, and assimilate the specific norms and values. All these create and shape the school identity. School identity refers to a specific culture, school climate and the image in the community (Chioncel, 2007, see figure 1). Starting from Coleman's famous paper (1988), the role of school in the community, especially the social networks created in the school and around it, became special subjects discussed in the educational policies. School contributes to the construction of peer network, so school is a system of social relations (Crosnoe, 2007). School identity represents the way in which actors are involved in the educational process, the way in which they interact and assimilate the norm and values promoted by the school, elements that shape their behavior through academic career. In this sense it is strengthened the feeling of belonging, the positive orientation toward school and the social cohesion.

The analysis of school identity is important because it reflects the way in which school responds to the requirements of educational policies, but also responds to the need of actors involved in educational process. This analysis should involve the characteristics of social actors, the relationships between them and also the specific of social environment where these actors interact (Chioncel, 2007).