



Disparities between Subjective Experiences of Students and Teachers' Perceptions on School Alienation among Junior High School Students in Taiwan

¹Yi-Jen Lu, ²Bei-Lu Tseng

¹National Yang Ming Chiao Tung University, Mental Health and Counseling Center/
Institute of Education

²National Kaohsiung Normal University, Department of Education

Abstract

School alienation is a significant issue in education, impacting students' well-being and academic performance. This study investigates the phenomenon of school alienation among junior high school students in Taiwan by examining their subjective life experiences and the observations of school teachers. In addition, the study explores the disparities between these two perspectives and identifies potential counseling strategies. Using a mixed-method approach involving qualitative interviews and focus group discussions, this investigation involved eight high-risk students from various regions of Taiwan. Through in-depth interviews, their subjective experiences related to school were explored, including academic challenges, peer relationships, teacher interactions, and social norms, providing valuable information for the development of research items. Furthermore, three focus group interviews were conducted with 13 teachers, including guidance teachers, homeroom teachers, and teachers with administrative experience. These interviews aimed to gain a comprehensive understanding of teachers' observations and perspectives on school alienation among students. By examining the disparities between students' subjective experiences and teachers' perceptions, this study sheds light on the multifaceted nature of school alienation. The findings contribute to the existing body of knowledge on school alienation among junior high school students in Taiwan. By identifying the disparities between students' experiences and teachers' perceptions, this study informs educators and counselors in developing effective strategies to address school alienation and provide support for students. The implications extend to educational practices, policy-making, and student well-being.

Keywords: counseling strategies, junior high school students, school alienation, subjective experiences, teachers' observations

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