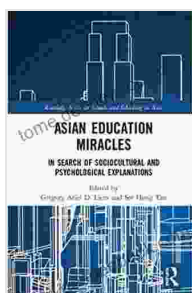# In Search of Sociocultural and Psychological Explanations for Student Behavior in School: A Review of the Research Literature

Student behavior in school is a complex phenomenon that is influenced by a wide range of factors, including the individual student's personality and temperament, the school environment, and the community in which the school is located. In this article, we review the research literature on the sociocultural and psychological factors that influence student behavior in school. We organize the review around a framework that divides these factors into three levels: the individual level, the school level, and the community level.

Asian Education Miracles: In Search of Sociocultural and Psychological Explanations (Routledge Series on Schools and Schooling in Asia) by Jenny Dolman

★★★★☆ 4.7 out of 5

Language	: English
File size	: 7431 KB
Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Word Wise	: Enabled
Print length	: 310 pages

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Individual Level Factors

Individual level factors are those that are specific to the individual student. These factors include the student's personality, temperament, and cognitive abilities. Research has shown that students who are more extroverted, optimistic, and conscientious tend to have better behavior in school than those who are more introverted, pessimistic, and impulsive. Students who have higher levels of cognitive ability also tend to have better behavior in school than those who have lower levels of cognitive ability.

In addition to personality and temperament, students' behavior in school can also be influenced by their cognitive abilities. Students who have difficulty with reading, writing, or math are more likely to experience academic frustration, which can lead to disruptive behavior. Students who have difficulty paying attention or controlling their impulses are also more likely to have behavior problems in school.

School Level Factors

School level factors are those that are specific to the school environment. These factors include the school climate, the quality of teaching, and the availability of resources. Research has shown that students who attend schools with positive school climates are more likely to have good behavior than those who attend schools with negative school climates. Students who have teachers who are supportive and engaging are also more likely to have good behavior than those who have teachers who are unsupportive and disengaged.

The availability of resources in a school can also influence student behavior. Students who have access to computers, libraries, and other resources are more likely to be successful in school and to have good behavior than those who do not have access to these resources.

Community Level Factors

Community level factors are those that are specific to the community in which the school is located. These factors include the poverty level, the crime rate, and the availability of social services. Research has shown that students who live in poverty are more likely to have behavior problems in school than those who live in more affluent communities. Students who live in communities with high crime rates are also more likely to have behavior problems in school than those who live in communities with low crime rates.

The availability of social services in a community can also influence student behavior. Students who have access to mental health services, after-school programs, and other social services are more likely to be successful in school and to have good behavior than those who do not have access to these services.

This review of the research literature on the sociocultural and psychological factors that influence student behavior in school has identified a number of important factors that contribute to student behavior. These factors include the individual student's personality, temperament, and cognitive abilities; the school climate, the quality of teaching, and the availability of resources; and the poverty level, the crime rate, and the availability of social services in the community in which the school is located.

This research has important implications for educators and policymakers. By understanding the factors that influence student behavior, educators and policymakers can develop more effective strategies for promoting positive behavior in schools.
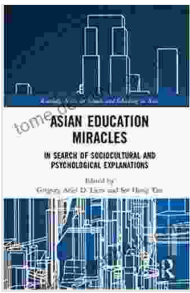
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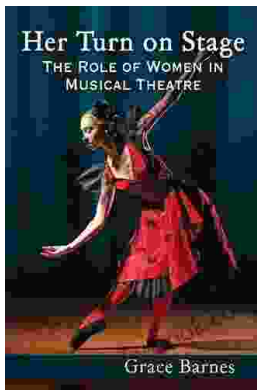
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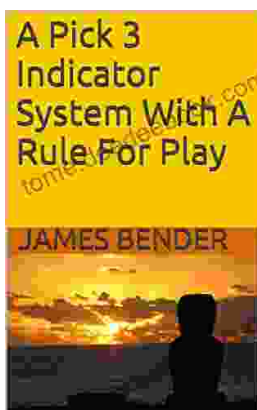
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