THE RELATIONSHIPS AMONG SOCIAL ENGAGEMENT ON WECHAT, SENSE OF IDENTIFICATION WITH SCHOOL AND LIFE SATISFACTION OF STUDENTS IN GUANGDONG PROVINCIAL ECONOMIC AND TRADE SECONDARY VOCATIONAL TECHNICAL SCHOOL, CHINA

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The Relationships Among Social Engagement On WeChat, Sense Of Identification With School And Life Satisfaction Of Students In Guangdong Provincial Economic And Trade Secondary Vocational Technical School In China (112pp.)

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ABSTRACT

The study aims to examine the relationships among the frequency of students' social engagement on WeChat, sense of identification with school, students' life satisfaction among students of Guangdong Provincial Economic and Trade Secondary Vocational Technical School. Two hundred students were selected using purposive sampling and convenience sampling method. The data were tabulated using Spearman Rank and Pearson Correlation were employed for data analyzing in SPSS. The findings as follow:

1. The frequency of students' social engagement on WeChat with in-school friends was positively correlated with students' sense of school identification and school belongingness, but were not correlated with life satisfaction at the significance level of 0.05.

2. There was non-significant correlation between social engagement on WeChat with in-school friends and perceived life satisfaction among the GPETSVTS

students.

3. There was significantly positive correlation between the samples' degree of identification with school and perceived life satisfaction in the medium level. In addition, sample's sense of school belongingness (r=.483**, p<0.01) and perceived value of school (r=.340**, p<0.01) were positively correlated with their life satisfaction in middle level.

4. Both of the students' sense of school identification and the frequency of students' social engagement on WeChat with in-school friends were predictors of students' satisfaction, but the students' sense of school identification has significant higher influence on life satisfaction than social engagement in WeChat.

Keywords: Social engagement, Identification with School, Life Satisfaction, WeChat, Secondary Vocational Technical School of China.

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BANGKOK UNIVERSITY FOUNDED 1962

TABLE OF CONTENTS

Page

ABSTRACT iv

ACKNOWLEDGEMENT vi

LIST OF TABLES x

LIST OF FIGURES xii

CHAPTER 1 INTRODUCTION 1

1.1 Rationale And Problem Statement 1

1.2 Objectives Of The Study 7

1.3 Research Questions 7

1.4 Significance Of The Study 8

1.5 Scope Of The Study 9

CHAPTER 2 LITERATURE REVIEW 11

2.1 The Implication Of Social Engagement On WeChat 13

2.2. Definition And Concept Of School Identification 16

2.3 Definition And Concept Of Life Satisfaction 19

2.4. The Relationship Between Students' Identification With School And Life Satisfaction 21

2.5. Students' Life Satisfaction 22

TABLE OF CONTENTS(Continued)

Page

CHAPTER 2 LITERATURE REVIEW(Continued)

2.6 Uses And Gratification Theory (U&G).....23

2.7 Assumption Of Social Information Process (Sip) Theory 26

2.8 Assumption Of Social Identity Theory 27

2.9 Hypothesis.....30

2.10 Theoretical Framework.....31

CHAPTER 3 METHODOLOGY 32

3.1 Research Design.....32

3.2 Population And Sample Selection.....33

3.3 Research Instrument.....33

3.4 Instrument Pretest 42

3.5 Data Collection Procedure 42

3.6 Data Analysis 43

3.7 Summary Of Demographic Data 44

CHAPTER 4 FINDINGS.....52

4.1 Findings of Descriptive Analysis.....52

4.2 Result of Hypotheses Testing.....55

4.3 Other Findings 63

TABLE OF CONTENTS(Continued)

Page

CHAPTER 5 DISCUSSION 64

5.1 Summary Of Descriptive Findings And Discussion 64

5.2 Hypotheses Summary And Discussion 70

5.3 Conclusion Of The Study 77

5.4 Limitations Of The Study 79

5.5 Recommendation For The Further Application 80

5.6 Recommendation For The Future Research 82

BIBLIOGRAPHY 83

APPENDIX 94

BIODATA 110

LICENSE AGREEMENT 111

LIST OF TABLES

Page

Table 3.1: Identification With School By Voelkl (1996).....38

Table 3.2: Mean Range Degree Of Students' Identification With School.....39

Table 3.3: Brief Multidimensional Students' Life Satisfaction.....40

Table 3.4: Mean Range Of Student Life Satisfaction 41

Table 3.5: cronbach' s Alpha Coefficient Of Reliability Test 42

Table 3.6: Summarized And Presented The Frequency And Percentage Of Demographic Profile Of The Sample. 46

Table 3.7: Frequency And Percentage Of Social Engagement On WeChat Of The Sample.....48

Table 3.8: Frequency And Percentage Of Level Of 200 Students' identification With School.....50

Table 3.9: Frequency And Percentage Of 200 Students' Life Satisfaction 51

Table 4.1: Mean And Standard Deviation Of Identification With School Of 200 Gpetsvts Students.....53

Table 4.2: Mean Range Degree Of Students' Identification With School 53

Table 4.3: The Mean And Standard Deviation Of 200 Gpetsvts Students' Life Satisfaction.....54

LIST OF TABLES (Continued)

Page

Table 4.4: Mean Range Of Student Life Satisfaction 54

Table 4.5: Criteria Of Interpretation The Size Of A Correlation Coefficient (Cohen, 1988; Sawilowsky, 2009).....55

Table 4.6:Spearman Rank Analysis Correlation Between Frequency Of Samples' Social Engagement On WeChat With In-School Friends And Perceived Identification With School 57

Table 4.7: Spearman Rank Analysis Correlation Between Social Engagement On WeChat With In-School Friends And Perceived Life Satisfaction. 58

Table 4.8: Pearson Correlation Analysis Correlation Between Degree Of Identification With School And Perceived Life Satisfaction.....58

Table 4.9: Pearson Correlation Analysis Correlation Between Degree Of Identification With School On WeChat And Perceived Life Satisfaction In Respect Dimension 59

Table 4.10: Multiple Regression Model Analysis On The Effects On Students' Life Satisfaction By Frequency Of Social Engagement On WeChat With In-School Friends Per A Day And Identification.....62

Table 4.11: Spearman Test For Spent Time On WeChat Their Life Satisfaction.....63

LIST OF FIGURES

Page

Figure 2.1:Theoretical Framework 31

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CHAPTER 1

INTRODUCTION

Chapter 1 presents an introduction to the study. The introduction of this study is divided in six parts as follows:

1. Rationale and Problem Statement
2. Objectives of the Study
3. Scope of the Study
4. Research Questions
5. Significance of the Study
6. Definition of Terms

1.1 Rationale and Problem Statement

In recent years, as social media have become an indispensable platform for communication. WeChat is the most active social media in China， it was launched as a messaging and communications App in 2011 by Chinese investment Tencent technic company, and it is the most popular social media that have biggest amount users in China. According the WeChat Usage Statistics, WeChat has more than 900 million users average logging daily in China, the young users reached up 45% of the sum (Iqbal, 2019). According Wang (2018) research, there have been found 51.02% of the

young adult students use WeChat for socializing. The average daily usage of WeChat was 66 minutes per one day, and 52% of users use WeChat more than two hours a day. WeChat is changing the lives of Chinese people, especially the younger generation. WeChat became to an essential communication tool, even more important than phone numbers. And people have high level dependence on WeChat which is a versatile, strong bond, semi-closed social media, that determines the high degree of overlap between online and offline activities.

Prohaska, Anderson & Binstock (2012) have identified that social engagement commonly referring one's participation in the activities of a social group. For the adolescent and youth adult students, school is the best important social group for them, the participation and interaction in the school community were mainly social engagement activities of adolescent and youth adult students. Most students participate school activities by WeChat, some of which happen directly on WeChat, and some are assisted by WeChat. In China, the adolescent and youth adult students communicate by chatting, moments, group chatting in WeChat among the daily life of school. The school administration also managed the students through WeChat multifunction, such as, Official account of WeChat, the class member WeChat Group, the School club member Group. WeChat provides a virtual platform for school life, that make easier for students to participate in school life. These activities on WeChat are strongly connected with reality, the social engagement of students on WeChat reflects their social engagement in reality. Junco's (2011) study in particular provided

the links to exactly what students are doing on social media and how those activities are related to how they engage in the real world. Interacting with friends and classmates on WeChat was the main reason why young students use WeChat (Mao, 2014). Therefore, nowadays adolescent and young adult students' social engagement mostly has been transfer to social media, the WeChat usage showed the degree of the social engagement.

The identification and life satisfaction were the high frequency study psychological outcome objective and related many aspects of student in psychological field. The identification has been to refer emotion attachment between of the persons that like children with parents, and also represented a tie between members of the group (Freud, 1922). According Voelkl (1997) research, identification with school was defined that was the bonding or attachment experiences by a student who was studying in this school. That concept included involving a sense of belonging and a valuing of school and school-related outcomes. The needs of belongingness have been found was a one motivation for leading the college student social engagement through social media (Kim, Wang & Oh, 2016). The present study intends to find the relationship between social engagement on WeChat and identification with school among Chinese adolescent and young adult students.

Diener (1994) defined life satisfaction as "a global judgment that people make when they consider their life as a whole". And the life satisfaction was considered one component of subjective well-being which describes how people

experience the quality of their lives and includes both emotional reactions and cognitive judgments (Diener, 1994). For fourth to investigate domain of adolescent student's life satisfaction, Huebner (1994) proposed life satisfaction to be a multidimensional concept that referring to the individual perceived satisfaction with family, friends, school, environment, and self, that named the Multidimensional Students' Life Satisfaction Scale (MSLSS). Higher social engagement has been found have benefits to increase well-being (Laura & Christine, 2006). Therefore, social engagement in WeChat have expected the potential to promote the student life satisfaction.

Uses and gratification theory (UGT) has been used to be formwork for studying the audiences' motivation and goals for using mass media (Katz.et al., 1974). Social media users have greater initiative for choosing one social media that can satisfy their need. This phenomenon has interpreted the use and satisfaction theory in clearly. Depending UGT, many researchers studied the relationship of social media usage with psychological outcomes, the college students' WeChat using have been found positively impact to life satisfaction, offline social support and social capital in university (Wu, 2014; Wen, 2016; Peng, 2018; Wang, 2019), and have significantly correlated with college students' quality of friendships (Peng, 2018). The social relationship has been found be one of major determinants of individuals' life satisfaction (Kahneman & Krueger, 2006). Also, many research found the school belongingness have the directly impact in life satisfaction (Seyitoğlu & Çevik, 2016;

Shaulskiy, 2016).

Those of studies about the WeChat usage and impacts conducted among the college age students, but the huge numbers student group in China who were Secondary Vocational Technical School students have been ignored. There have leaved a gap for this study.

The Secondary Vocational Technical School (SVTS) aims at cultivating skillful people and high-quality laborers after nine-year compulsory education. It is the core part of China's vocational education system which is largest Vocational Education and Training (VET) system in the world. Around 14,693 Secondary Vocational Technical Education Schools were recorded in China (Statista Pte Ltd, 2016), and there have about 15 million SVTS students in China (National Data, 2016). In demography, they have the same character with high school students, they enrolled around 15 years old and have 3 years for finish this period study. But in study and living situation, they have similarity with the college students. One SVTS usually have a few programs, the home classes establish according the programs that students choose. There have the faculty teachers for professional courses teaching, and home teacher to manage and instructed their behaviors, the school staffs are working for their regular living services. The majority of students are adolescence and residential of campus, they need more relatedness with school than college students. In WeChat report usage data just let under 18 years old in one group (2016), there have not more data to express the adolescent users, also a few studies about the life satisfaction

report of SVTS students.

On another hand, unlikely development country, the culture of China academic has the lower approved of SVTS, the mainly reasons that parents and students were choosing SVTS were the government policy and financial support, not the inter-motivation (Stewart, 2015). There has the possibility of lower identification with school. For prevent the students withdraw and promote academic outcomes, the students' identification with SVTS is wealth to consider. For more connected with students the teachers and management of SVTS school would like used the WeChat to communication with students, let them fill more relatedness during the school life. The present study has the potential to provide the limited evidence to SVTS administration how to effective engaging students in WeChat.

Due to the following rationale, the research develops the following problem statements:

1. Is there a positive relationship between the students' social engagement on WeChat with the sense of identification with school in SVTS?

2. Is there a positive relationship between the students' social engagement on WeChat with the t life satisfaction in SVTS?

3. Is there a positive relationship between the sense of identification with school with the student life satisfaction in SVTS?

4. Are the students' social engagement on WeChat and the sense of identification with school are significant predictor of their life satisfaction in SVTS?

1.2 Objectives of the Study

This study focuses on students of Secondary Vocational Technical School (SVTS) social engagement on WeChat in Chinese. The social engagement on WeChat will influence the life satisfaction and identification with school of student of SVTS.

1. To examine the relationship between students' social engagement on WeChat with the students' sense of identification with school in SVTS.

2. To examine the relationship between students' social engagement on WeChat with students' life satisfaction in SVTS.

3. To examine the relationship between relationship between students' sense of identification with school and students' life satisfaction in SVTS.

4.To examine the students' social engagement on WeChat and the sense of identification with school are significant predictor of their life satisfaction in SVTS.

1.3 Research Questions

The research will examine three variables, which are the students' frequency of social engagement on WeChat, the students' identification with school, and students' life satisfaction. According to the purposes of study, the following research questions are formulated:

RQ1. What is the relationship between students' social engagement on WeChat with the students' sense of identification with school in SVTS?

RQ2. What is the relationship between students' social engagement on WeChat with students' life satisfaction in SVTS?

RQ3. What is the relationship between students' sense of identification with school and students' life satisfaction in SVTS?

RQ4. Are the students' social engagement on WeChat and the sense of identification with school significant predictor of their life satisfaction in SVTS What is the relationship between students' sense of identification with school and students' life satisfaction in SVTS?

1.4 Significance of the Study

The students of SVTS have been ignored in many researches which are the social media usage, psychological outcome. But they have mostly experienced the failure along 9 years of basic education in Chinese, their psychological situation need more concern. And they were first time leave the home to resident in campus, they have more time use WeChat to social engagement. Therefore, the present study has following Significance.

Understanding the SVTS students' social engagement on WeChat and impact on their psychological outcome have significance to SVTS school administration, teachers and the education affairs department. The findings will provide evidences to make efficient strategies of communication with students on social media that keep students health development in SVTS.

This research will increase knowledge about the implication of social engagement on WeChat, which will provide the date to student's psychological development for some related research.

This study has potential to provide limited adolescent WeChat usage data, that have the benefit to WeChat APP operator.

1.5 Scope of the Study

This is a quantitative research that use survey to examine the relationship between the SVTS student social engagement on WeChat, identification with school and life satisfaction. Two hundred students are the participants in the research who are studying in Guangdong Provincial Economic and Trade Secondary Vocational Technical School (GPETSVTS). After the survey, SPSS will be used to test the relationship between the 3 variables.

1.6 Definitions of Terms

(1) *WeChat* is social media APP that have most active and greatest amount users in China. It was released by Tencent Technic company in 2011, the initial purpose was to provide instant message communication to mobile phone users. Now, WeChat has full range of services to users, that is including communication, socializing, payment, entertainment, daily live service etc., involves many aspect of the user's life.

(2) *Social engagement* refers to an individual's degree of participation in a

community or society from Wikipedia. Prohaska, Anderson and Binstock (2012) noted that the social engagement is commonly used to refer to one's participation in the activities of a social group.

(3) *WeChat Chatting* is one mainly function of WeChat APP, through the *WeChat Chatting,* the users can send the text, pictures, video, audio and instant call, that included the one to one Chatting and Group Chatting.

(4) *WeChat Chatting Group* is one important social engagement channel which provide the multi-messages function for community interaction. In one WeChat group, they allowed WeChat users not more than 500 members and every one can send or received the massages that including texts, videos, pictures, voice massages, locations. One WeChat group have one group leader who set up this group, and the group leader has some managerial function such as moving the members out of the group and broadcasting.

(5) *The WeChat Moments* is called the “friends’ circles” in Chinese, that the which means users can share and get access to accepted WeChat friends' information, creating an intimate and private communicating circle within the users' choice of close friends. (Wikipedia, 2014). The moments information just to be received by the user’s WeChat friends who would be selected, and the friends who reading the moments can comment and point the “like” to interaction with users. The comments or “like” can be browsed by common friends.

(6) *Identification with school* is the bonding or attachment experiences by a

student who was studying in this school. That concept included involving a sense of belonging and a valuing of school and school-related outcomes (Voelkl,1997).

(7). *Student's Life satisfaction* is a multidimensional concept that referring to the individual who is studying in school perceived satisfaction with family, friends, school, environment, and self (Huebner ,1994).

(8) *Secondary Vocational Technical School* is one the core part of Chinese vocational education system. It aims at cultivating skillful people and high-quality laborers after nine-year compulsory education. The students of Secondary Vocational Technical School are around 15-18 years old.

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CHAPTER 2

LITERATURE REVIEW

This chapter aims to provide a synthesis of the past studies social engagement on WeChat, students identification with school, student school life satisfaction. The chapter explores the concepts, principles, and the related theories to develop the theoretical framework and hypothesis. The chapter summarizes the following topics:

2.1 The Implication of Social engagement on WeChat

2.2 Definition and concept of School Identification

2.3 Definition and Concept of Life Satisfaction

2.4 The Relationship between students' identification with school and life satisfaction.

2.5 Students' Life Satisfaction

2.6 Assumption of Uses and Gratification Theory (U&G)

2.7 Assumption of Social Information Process (SIP) Theory

2.8 Assumption of Social Identity Theory

2.9 Hypothesis

2.10 Theoretical Framework

The identification and life satisfaction were the high frequency study psychological outcome objective and related many aspects of student in psychological

field. While the advent social media, many studies have begun to focus on the impact of social media on user psychology outcome. Some studies have found positive effects and some have negative effects.

As the most active social media in China, WeChat has brought tremendous changes to users' lives, especially young people. Past research has found youngsters' frequency of using WeChat was high, and the use of WeChat has a great positive impact on students' well-being, sense of belongingness, and social capital. However, some studies have found that the use of social media will reduce life satisfaction. some studies have also been found that identification and life satisfaction were mutually influential.

2.1 The Implication of Social engagement on WeChat

Nowadays WeChat is an integrated multi-functional social media which have over one billion monthly active users. The average daily usage of WeChat was 66 minutes per one day, and 52% of users use WeChat more than two hours a day (2016), that far more than other social media. So the WeChat became to the best communication channel for Chinese people especially for young age user. But there have not data about students of Secondary Vocational Technical School(SVTS), in this study will limited survey the WeChat using situation.

WeChat is a very multifunction App and push user relationship at its maximum. According the WeChat functions, there have three aspects to be considered

represent the social engaging on WeChat, the interpersonal instant massaging chat, group chat, and moments interaction.

The personal interaction usually utilized instant message and moments on WeChat. The instant massage function includes the write message, use voice or broadcast messaging, video call and share links (WeChat Marketing, 2018). There have 38 billion messages sent on WeChat every day, and the data was increasing in years (2017). The instant messaging in WeChat was became to the best popular communicating channel replaced the phone call. According Mao's (2014) research showed the mainly reason of college students using WeChat was communicating with friends.

The WeChat group is one important social engagement channel which provide the multi-messages function for community interaction. In one WeChat group, there was allowed to have under 500 members and every one can send or received the massages that including texts, videos, pictures, voice massages, locations. One WeChat group have one group leader who set up this group, and the group leader has some manage function such as moving the members out of the group and broadcasting. WeChat users add to WeChat groups for many purposes which were family communication, working regular needs, keeping social relationship, entertainment, temporary needs and so on. For youth adult and adolescent students, they participated many school-related WeChat groups in passive and active way for daily activity in school life. Such as home class group, study discuss group, school

events group, after class group, good friends group. Therefore, the interaction of the WeChat group is the one way of social engagement on WeChat. Especially for secondary vocational students, WeChat group is a major manifestation of their social engagement in school life. Class groups, study groups, dormitory groups, extracurricular activities, and some temporary groups. The number of participating groups is related to their real life in the group, so in this study they will investigate the frequency of their use of WeChat groups as social engagement on WeChat one elements.

The WeChat Moments in Chinese call the “friends’ circles”, that the which means users can share and get access to accepted WeChat friends' information, creating an intimate and private communicating circle within the users' choice of close friends. (Wikipedia, 2014). Other words, at the moments, the contents can be the life status of user pictures, texts, videos, audios, and share the links of WeChat platform or other platform, website. The moments information just to be received by the user’s WeChat friends who be selected, and the friends who reading the moments can comment and point the “like” to interaction with users. Base on the strong-tie community and selective friend list, WeChat moments also became to one way the friends’ interactions, they point ‘like’ and comments to the WeChat moments to express care about each other, the comments or “like” can be browsed by common friends. There have 60% up user would browse and post on moments their lives (2017). So WeChat moments is one important channel of social engagement on

WeChat.

For the life circle of SVTS students, the great majority of WeChat friends are school friends， teachers， family members. In this study, the definition of social engagement on WeChat is the user interact with WeChat friends by the instant message (interpersonal chat and group chat), moments interaction.

2.2. Definition and Concept of School Identification

The identification has been to refer emotion attachment between of the persons that like children with parents, and also represented a tie between members of the group (Freud, 1922). Following, the Tajfel (1979) and Turner (1986) developed the social identity theory that interpreted social identification refers to individual's self-concept perceived the membership in related social groups. Then organizational identification conception was developed by Ashforth and Mael (1989), that committed to describe the relationship of individual member with his/her organizations which included the sense of belongingness and oneness. School is special organization for students who have half employee character and half customer character. So the identification with school has been studied independently, Finn (1989) and Voelk (1997) have defined the identification with school that was the bonding or attachment experiences by a student. The identification with school included involving a sense of belonging and a valuing of school and school-related outcomes. This definition has been used to many researches, especially among the adolescent age students. The

identification with school has been found related to the life satisfaction, academic outcomes, self-efficacy, cognitive engagement (Wilkins, 2016; Voelk,1997, Gentry & Owen, 1999). In the contrast, the lower identification with school related with student withdraw(Finn,1989). In this study, the concept of identification will follow the identification with school identified by Voelk (1997).

According Voelk's (1997) definition, that emphasizes students' emotional dependence of the school and their perception of the value of the school to the individual. Students believe that they are accepted by the school, and that the school is also part of him or her, and the school is valuable to them for a better future and the help their own growth.

For the SVTS students, they made the decision of which school and major, that depended the knowledge are mostly based on parents and publicity materials. After entering the school, these cognitions about school were slowly established in daily life. Interacting with relevant school personnel will also enhance their understanding of the school deeply, also building the belongingness. The needs of belongingness have been found leading student social engagement through social media (Kim, Wang &Oh, 2016). Therefore, the WeChat using may be to have relationship with the belongingness of SVTS students.

And they will mostly enter to the jobs that related their studied major, after they finish the 3 years studying in the SVTS. The perception of school value has import significance to their academic study, and after graduated development. Their

social media activity will reflect their attitude towards school life, such as publishing content about their school life in WeChat moments, the degree of activity in the School relevant WeChat group. Therefore, the SVTS students WeChat using may be to have reflect their perception of school related value.

WeChat provide one multifunctional channel for student social interaction. According the assumption Social Information Process (SIP) theory, *"online communicators are motivated to form impression of themselves to others"* (Walther,1994, p.237). Junco's (2011) study provided the links to exactly what students are doing on social media and how those activities are related to how they engage in the real world. Base on the SVTS students' life cycle, WeChat friends of students have high coincidence degree with reality friends. Their participated many activities of school and classroom through WeChat or in WeChat assisting. Higher frequency participation will produce more relatedness with meaningful school members (teachers, staffs, or peers), that matched the identification with school concept. And the previous studies were showed the positive correlations between the social media using and students many aspects outcomes which were social capital, sense of belonging, and study success among the college students (Ellison, 2007; Vistas, 2016; Sutherland, 2018). Facebook using intensity have the positive relationship with students' belongingness (Park & Lee ,2014). There have study confirmed that trust in teachers has a positive impact on identity (Mitchell, Kensler & Tschannen, 2016). The interaction of teachers with students in SVTS have most part

take place in WeChat, such as WeChat group, intent massage of WeChat. Therefore, the present study supposes to have the positive relationship between the social engagement on WeChat with the student identification with school in SVTS.

2.3 Definition and Concept of Life Satisfaction

Diener (1994) defined life satisfaction as "a global judgment that people make when they consider their life as a whole". Life satisfaction was a hot topic among the social scientists. For fourth to investigate domain of adolescent student's life satisfaction, Huebner (1994) proposed life satisfaction to be a multidimensional concept that referring to the individual perceived satisfaction with family, friends, school, environment, and self, that named the Multidimensional Students' Life Satisfaction Scale (MSLSS). Students' life satisfaction of school has been found positively related with academic performance, achievement and student engagement (Bono, 2011; Yuen, 2016; Heffner& Antaramian, 2016;). And be the one component of Subject well-being, the Students' Life Satisfaction of school was found have significantly related to school climate domains (include Academic Support, Positive Student-Teacher Relationships, School Connectedness, Order and Discipline, and Academic Satisfaction) (Zullig, Huebner, & Patton, 2011)。 Life satisfaction of school is important for adolescent students, especially the residential students, that has possibility impacting the elderly individuals' well-being (Rojo-Perez et al., 2001).

The relationship between social media using and life satisfaction has been

researched among the young users. The Facebook using have been found have the positive influence of the college students' life satisfaction (Doğan&Uğur ,2016). But another research shown the Facebook using have decline the life satisfaction (Kross et al. , 2013). For adolescents, there are have some research provided the evidence that the frequency of social media using have not directly impact to the life satisfaction, but the user who have higher frequency positive motivation of social media using shown the high life satisfaction scores (Hutcheson, 2016; Smeets, 2017). And the life satisfaction was considered one component of subjective well-being (Huebner 2004). Some studies have showed the positive relation between the social media using with subject well-being (Gerson, 2016). Lin (2016) discovered the relationship between Facebook using with the well-being have effected by other psychological elements such as the individual attachment style and the self- determination.

According the Uses and Gratification theory, the audiences have active for choosing media that purposed to satisfy some specific needs, such as cognitive, affective, personal integrative, social integrative and tension release (Katz, Blumler, & Gurvevith, 1973). The WeChat functions may satisfy those needs of user, the communication function was the mainly reason for using WeChat. WeChat using have been found positively impact to life satisfaction, offline social support and social capital in university (Peng, 2018; Wang, 2019; Wen, 2016;Wu, 2014).

Majority students of SVTS living in school campus during school days. So the satisfaction of school degree directly impacted the mental health of them. But this

topic has been ignored, just a few studies focused on the assessing Upper-secondary Vocational Education and lower satisfaction has been reported (Yi, 2018). There has a gap for present study. Therefore, in this study, the student social engagement on WeChat supposed to positively relating student life satisfaction of school.

2.4. The Relationship between students' identification with school and life satisfaction.

According Voelk's (1997) definition, the sense of belongingness and the value of the school related result were the two parts of the identification with school. According to Baumeister and Leary (1995) found that the belongingness is the fundamental of human motivation that relate most of the psychological outcomes, such as the emotion health, emotion adjustment and well-being. Many research found the school belongingness have the directly impact in life satisfaction (Seyitoğlu & Çevik, 2016; Shaulskiy, 2016). According Tian (2007) study, the school satisfaction was a one factor to predicted school belonging in the adolescents. Huffstetler (2006) has surveyed about 2000 college students found the sense of identity in relation to all aspects of life satisfaction. Face with the SVTS students who first time leaved parents to resident in school, sense of identification with school supposed more important for their life satisfaction than other same age students. Therefore, this study will try to find the relationship between the students' sense of identification with school and life satisfaction of school in SVTS.

2.5. Students' Life Satisfaction

The life satisfaction was a popular research of positive psychology perspective in recently years. The notion of life satisfaction has been proposed at 18th century for improve the life quality and influenced the developed the Welfare of Sate (Prasoon & Chaturvedi, 2016). Diener (1994) developed the Satisfaction with Life Scale (SWLS), which was suitable for groups of different ages, and reliability and validity indicators was good and the application was very wide, but that was not specifically for students. Huebner (1991) developed the Student's Life Satisfaction Scale (SLSS) based on SWLS. For fourth to investigate domain of student's life satisfaction, Huebner (1994) proposed life satisfaction to be a multidimensional concept that referring to the individual perceived satisfaction with family, friends, school, environment, and self, that named the Multidimensional Students' Life Satisfaction Scale (MSLSS).

Many studies focused on adult life satisfaction in decades, but in recently years, the life satisfaction of children and adolescents started interesting by researchers. A lot of those researches which crossed wide area used the Multidimensional Students' Life Satisfaction Scale (MSLSS) to measurement. After a few years Huebner & Gliman (2002) concluded and reported the MSLSS have the high Reliability and Validity, and recommended using in children' and adolescents' life satisfaction judgments (Huebner & Gliman, 2002). Antaramian, Huebner & Valois

(2008) measured MSLSS of adolescents with different family structures. It was found that the family structure only has impact on family life domain satisfaction and living environment, has no direct impact on other life satisfaction, other words, the student life satisfaction mostly depend the student school life experience. For widely and easily assess the students' life satisfaction, The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) was designed by Huebner (2006), the BMSLSS has been clearly indicated using in 8-18 years old student. And continued detected around the world among the many countries include China (Ye, Li & Li, 2014; Zeng, Ling & Huebner, 2018).

The students of SVTS are around the ages of 15 and 18, that is suitable for the measurement range of BMSLSS. Most of the students are resident in school campus, so the satisfaction of the living environment overlaps with the satisfaction of school life. Therefore, the BMSLSS Scale will use in this study to measure the students' life satisfaction.

2.6. Uses and Gratification Theory (U&G)

Uses and gratification theory (UGT) has been used to be formwork for studying the audiences' motivation and goals for using mass media (Katz, Blumler & Gurevitch,1974). Although the UGT is in experimental and have more criticism, but this theory has been utilized in many research, especially in media using with the psychological consequence of audiences.

In the new media circumstance the UGT also was adopted in many research, especially social media. That because of the social media was a strong interaction media and the users have the absolutely governing power to choice the social media applications for satisfied particular gratifications. The integrated technology adoption paradigm has been constructed by, basing on the UGT, that explained the interplay relations of new media, technology, social, audience and adoption, there emphasized the users' gratification will influence the adoption of the social media platform (Atkin, Hunt, & Lin, 2015). Thus, the UGT clearing explained the users actively election media according their needs.

Supporting UGT assumption, Tchernev& Solloway (2012) found the college student needs (emotional, cognitive, social, and habitual) have driven social media uses, but have been partly gratified by use social media. Past studies found that social media uses gratified the college students' social interaction and entertainment needs (Raacke & Bonds-Raacke, 2008; Phua, Jin, & Kim , 2017; Hasung& Jaehee, 2018). Twitter has been found gratifying college students' connection with others (Chen, 2011). WeChat is the one-all APP and have the biggest numbers user in China. According Ye (2015) study, college student using WeChat almost gratified their needs that including, social interaction, information search and psychological needs, and emphasizing the WeChat is important for using interaction with teachers and friends in school. The WeChat group function has highlighted increase belongingness of college. The student active selected WeChat for many needs purposes. Can WeChat

promote student identification? Can social engagement in WeChat increases their life satisfaction since past studies (Peng, 2018; Wang, 2019; Wen, 2016; Wu, 2014)? have suggested that social engagement can promote the emotional needs for students? WeChat provided the channel for faculty to provide more interaction with student and increase the connection between school and student, even achieve the education and administration purpose. The UGT provides the formwork for the present study.

Past researches have shown that social media using has a great impact on young students, including identification with school and life satisfaction, but most of the research is concentrated on college students (18-25 years old). In China. a large number of SVTS students, who have the same age as high school students, but have different learning and living environments, and there are very few studies on them. This leaves a gap for this study. That is important to examine identification with school and life satisfaction, because most of the SVTS students will go directly to work after graduating from secondary vocational schools, they need more help to build their mature psychological endurance. WeChat is important communication channels to promote the social engagement for the SVTS students. Past studies found that WeChat using impact the sense of belongingness and life satisfaction among the college students (Peng, 2018; Wang, 2019; Wen, 2016; Wu, 2014). Most of the studies focus on how WeChat using intensity impacted the psychological outcomes, but very limited studies in WeChat social engagement function perspective to investigation the impaction to psychological outcomes of users such as life satisfaction . And the

mostly studies conducted among the college students, but the huge numbers of SVTS students have very limited studies focus on. This is considered be the knowledge gap, this knowledge gap is very significant to educational institution and relevant practitioners. Finding on this study will limitedly provide some evidence to how use the WeChat engage the SVTS students in effective way to increase the students' positive emotions.

2.7 Assumption of Social Information Process (SIP) Theory

While the internet connected the whole world computers, the computer-mediated communication(CMC) has been paid an attention by the communication theorists.

Walther (1992) was the first scholar who introduced the Social Information Process (SIP) theory. Being one interpersonal communication theory, SIP theory explained the CMC is an opportunity to building and developing the interpersonal relationship that equal or better than the face-to-face (FtF) communication. There have three assumptions related the theory following Walther (1992; 1993; 2008):

"Computer-Mediated Communication provides unique opportunities to connect with people.

Online communicators are motivated to form (favorable) impressions of themselves to others.

Online interpersonal relationships require extended time and more

accumulated messages to develop equivalent levels of intimacy seen in FtF interpersonal relationships."

Those assumptions explained the interpersonal relationship developed in social medias accurately. Social medias are most popular channel for building the interpersonal relationship in the internet world. WeChat is a semi-closed social media, friends in WeChat have higher level trust each-others, and the multiple communication function of WeChat facilitate the interpersonal relationship development.

For students of SVTS, WeChat is the mainly channel for developing new relationship and maintaining the reality relationship. Especial for the students who resident in school campus. According the impressions management assumption, they will express their best sides among the communication process. Therefore, WeChat using situation was supposed to reflecting their relationship with friends and family and Self-satisfaction. Gülnar & Balcı (2012) discovered interpersonal communication behaviors have positive correlation with life satisfaction. To sum up， in this study suppose the SVTS students' social engagement on WeChat has correlate with their life satisfaction.

2.8 Assumption of Social Identity Theory

Social Identity Theory(SIT) was post by Tajfel & Turner (1978; 1979), Which described the individuals define self-concept with regard to some social groups

identification. Other words, individuals consider who they are based on which groups they belong to, the groups give individuals sense of belonging of social world that relate to the self-esteem. And then Tajfel & Turner(1979) proposed the three steps in the individuals' social identification process, which include social categorization, social identification, social comparison.

Social categorization, that is a process we categorize people into different groups for understanding them, and knowing which group we belong to, for examples, students, teachers. When the individuals knew the groups which they belong to, they can understand what behaviors adopt their identity. And individuals can have many different group memberships (David, 2015).

social identification, that is the process the individuals adopt their identity of group they belong to, and act in ways that we perceive members of that group act, also follow the norm of the group. While the process of the identification with the group, there have emotional significance to individuals, so individuals' self-esteem will depend on the groups they belong to (David, 2015).

Social comparison, after individuals identified themselves as being member of a group, they will tend to compare own group against another group. For maintain their self-esteem, the group members will compare your group favorably against other ones (David, 2015).

For adolescent, school is the most important social group to which they belong. In the school, this group is divide into various small groups, such as classes,

majors, dormitories, study interest groups, and various clubs. The identification of these various groups will increase students' identification with the school. In SVTS, these groups will use WeChat groups as their usual communication tools. The activity of students in WeChat groups suppose related with identification of school. Therefore, this study supposes the social engagement on WeChat have the correlation the students' identification with school.

According the social identification assumption, the sense of identification of group related the self-esteem, self-esteem is one important element to life satisfaction among adolescent students (Moksnes& Espnes, 2013), that provide the theory support to the hypothesis about the relationship between the identification with school and life satisfaction.

For the accuracy of the comparison, the respondents in this study will select the students of the Guangdong Provincial Economic and Trade Secondary Vocational Technical School(GPETSVTS) as the samples. The reason is that samples can have the same living environment and background. The GPETSVTS is one of China's 1,000 model schools, the school has about 4,000 students and more than 10 majors. It is representative SVTS of China, this SVTS located GuangZhou, which is the third largest city in China and capital city of Guangdong province. Guangdong province is the major production base in China, the vocational education has leading level for support the need large numbers higher skill located needs. The graduates from secondary vocational schools kept employment rate in 97.91 percent in 2018 (Zheng,

2018). According Guangdong provincial Department of Education reported, there has 285,334 graduates from SVTS 2017 (Zheng, 2018).

Therefore, through the above comprehensive reasons, the assumptions are presented here:

2.9. Hypothesis

Hypothesis 1: The frequency of students' social engagement on WeChat with in-school friends is correlated with their identification with school in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Hypothesis 2: The frequency of students' social engagement on WeChat with in-school friends is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Hypothesis 3: The level of students' identification with school is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Hypothesis 4: The frequency of students' social engagement on WeChat with in-school friends and level of identification with school are significant predictor of life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

2.10 Theoretical Framework

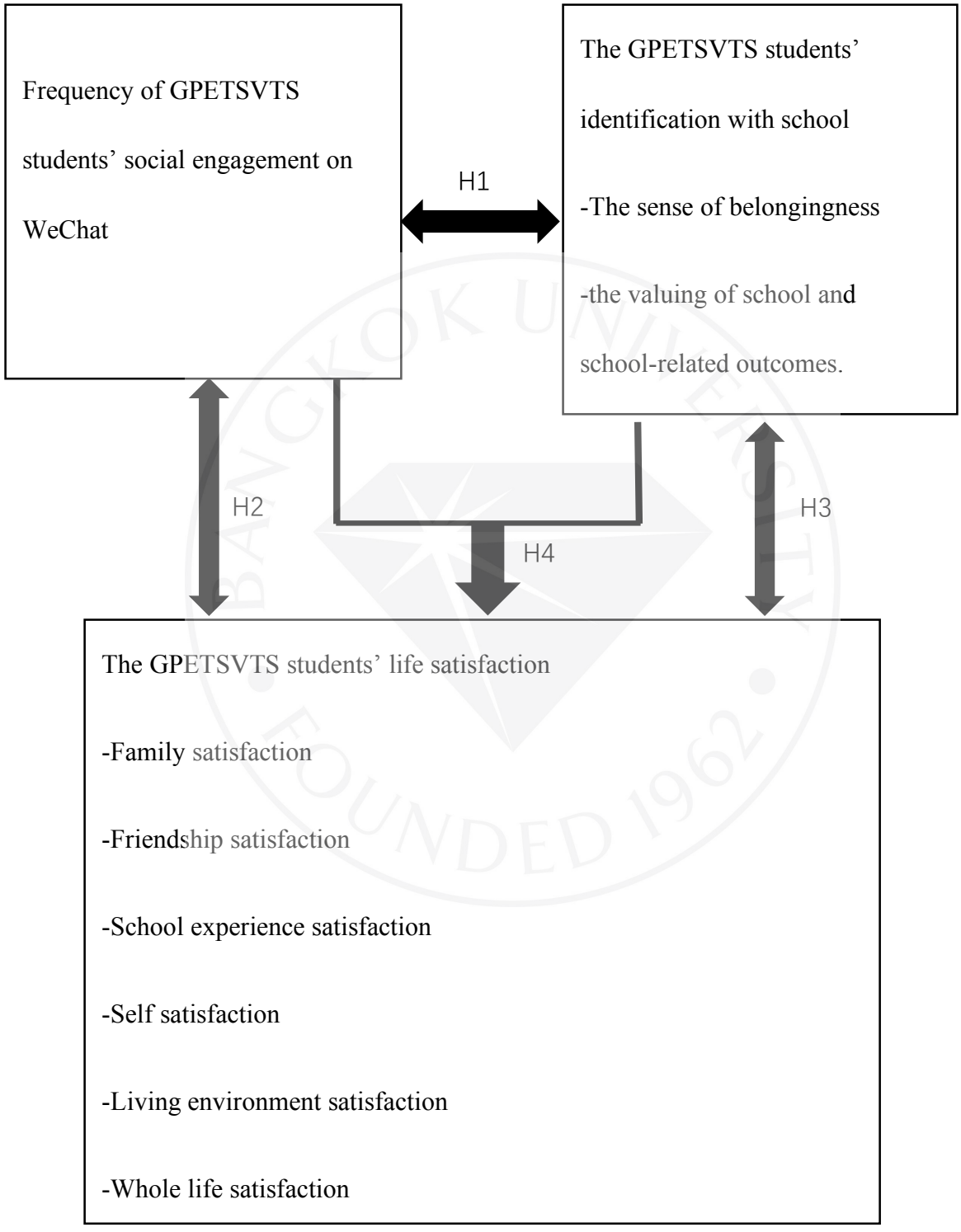

Figure 2.1: Theoretical Framework

CHAPTER 3

METHODOLOGY

This chapter summarized the research methodology to examine the relationship between frequency of students' social engagement on WeChat, identification with school, life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School (GPETSVTS). This chapter comprises of the following topics:

3.1 Research Design

3.2 Population and Sample Selection

3.3 Research Instrument

3.4 Instrument Pretest

3.5 Data Collection Procedure

3.6 Data analysis

3.6 Summary of Demographic Data

3.1 Research Design

The quantitative approach was used in this study, using questionnaire-to examine the relationship between frequency of students' social engagement on WeChat, identification with school, life satisfaction among 200 students GPETSVTS.

This survey consisted of 4 parts, including demographic data of the sample,

frequency of WeChat usage, identification with school, and life satisfaction.

3.2 Population and Sample Selection

The population of this survey were students aged 15years old to 18 years old who are currently studying Grade 1 and Grade 2 of Guangdong Provincial Economic and Trade Secondary Vocational Technical School (GPETSVTS), which has around 4,000 students and more than 10 majors and located Guangdong province in China, where there was an advanced vocational education and manufacturing and services industry. The population was selected using purposive sampling and convenience sampling. The sample should be Grade 1and Grade 2 students of GPETSVTS, they are 15-18 years old, and residing in the school campus.

The procedure for sampling include:

1. The population include Grade 1 and Grade 2 students of GPETSVTS.

2. Purposively distributed questionnaires based on 10% of the total number of Grade 1 and Grade 2. Two hundred respondents participated in the survey.

3. Collecting and analyzing the questionnaires.

Finally, 200 completed questionnaires were collected. And the Statistic Product and Service Solutions was used to compute the questionnaire data collection.

3.3 Research Instrument

The questionnaire included four parts, there were the personal demographic

information and social engagement on WeChat, sense of identification with school and life satisfaction.

Part 1: Personal demographic information

Please place a cross mark (✓) next the appropriate answer that can best represent your demographic profile.

1. Gender:

☐ 1. Male

☐ 2. Female

2. How old are you?

☐1. 15years and less than 15years

☐2. 16 years

☐3. 17 years

☐4. 18 years and bigger than 18years

3. Are you resident at school?

☐ 1.Yes

☐ 2. No

4. which grade

☐ 1. 1st year

☐ 2. 2nd year

5. Did you use WeChat?

☐1. Yes

☐2. No (I don't want)

Section 2: Student social engagement on WeChat

Instructions: Think about how you communicate with your friends on WeChat. Please indicate your frequency of interaction with your friends on WeChat, Place a check mark (✓) on the table.

1. On average, how long you spend time on WeChat a day?

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

2. On average, how long you spend time interact with friends on WeChat a day? (Including chat, group chat, moments interaction)

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

3. On average, how long you spend time interact with friends who related with school on WeChat a day? (Including chat, group chat, moments interaction)

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

4. On average, how often you use WeChat interaction with friends per a day?

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day

5. On average, how often you chat with friends on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

6. On average, how often you browse or chat in WeChat group on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

7. On average, how often you browse or comment WeChat moments on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

Section 3: Identification with School

This part will be measured through the instrument of Identification with School Scale by Voelkl (1996). This questionnaire included 4 items for surveying the sense of belonging and 5 items for surveying valuing of school and school-related outcomes. The variables used a 4-point Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). The past study showed Cronbach's alpha for overall score was 0.84; and 0.76 for the belonging; and 0.73for valuing subscales (Voelkl,1996). The specific questions showed in Table 3.1. And the mean range degree of students' identification with school showed in Table 3.2.

Table 3. 1: Identification with school by Voelkl (1996)

During the current school year, how you think about your school in following items?		1	2	3	4
1	I feel proud to be part of this school. (B)				
2	School is one of the most important things in my life. (V)				
3	Many of the things we learn in class are useless. (V)				
4	Most of my teachers really care about me. (V)				
5	Most of the time I would like to be any place other than in school. (B)				

(Continued)

Table 3.1 (Continued): Identification with school by Voelkl (1996)

During the current school year, how you think about your school in following items?		1	2	3	4
6	There are teachers or other adults in my school that I can talk to if I have a problem. (B)				
7	School is one of my favorite places to be. (B)				
8	People at school are interested in what I have to say. (B)				
9	School is often a waste of time. (V)				

B = Belonging; V = Value (Voelkl, 1997)

Table 3.2: Mean Range degree of Students' identification with school

Criteria	Meaning
2.67 – 4.00	High level
1.34 – 2.66	Medium level
1.00 – 1.33	Low level

Section 4: Satisfaction with Life Scale

In this study will use the Brief Multidimensional Students' Life Satisfaction

Scale (BMSLSS) (Seligson, Huebner & Valois, 2003), the BMSLSS a short form of the Multidimensional Students' Life Satisfaction Scale (MSLSS), was designed to assess the life satisfaction of children and adolescents (ages 8–18) that match this study simples ages. The BMSLSS contain six items representing six domains about students' life satisfaction that included family, friends, and school, self, living environment, and overall life satisfaction (e.g., ''I would describe my satisfaction with my family life/friendships/school experience/myself/where I live/my overall life as…''). Each item was rated on a seven-point scale (1 = terrible and 7 = delighted). The total scores ranged from 6 to 42, with higher scores indicating higher general life satisfaction. Previous research showed the Cronbach's a value of the BMSLSS was 0.854 for the Chinese sample. (Zeng et al., 2018). The students' life satisfaction will to sum all of the questionnaire 6 items, and ranged by the sum scores following:

The specific questions showed in Table 3.3, and the mean range of student life satisfaction shown on Table 3.4.

Table 3.3: Brief Multidimensional Students' Life Satisfaction

Items	I would describe my satisfaction with	1	2	3	4	5	6	7
1	My family life							
2	Friendships							

(Continued)

Table 3.3 (Continued) : Brief Multidimensional Students' Life Satisfaction

Items	I would describe my satisfaction with	1	2	3	4	5	6	7
3	School experience							
4	Myself							
5	Where I live							
6	My overall life as…							

Table 3.4: Mean Range of Student Life Satisfaction

The level of statement	Meaning	Score	Criteria
Extremely High	Extremely satisfied	7	6.10- 7.00
High	Satisfied	6	5.10-6.00
Slightly High	Slightly Satisfied	5	4.10 -5.00
Moderate	Neutral	4	4.00
Slightly Low	Slightly Dissatisfied	3	3.00 -3.90
Low	Dissatisfied	2	2.00-2.90
Extremely Low	Extremely Dissatisfied	1	1.00-1.90

3.4 Instrument Pretest

All items on the questionnaire were translated first into Chinese by 3 graduate students who have mastered both Chinese and English. Next, the items were back translated into the original language by an English teacher of GPETSVTS. And then, the 50 students of GPETSVTS participated in the pretest of the questionnaire to check the reliability of the questionnaire. The specific questions showed in Table 3.5.

Table 3.5: Cronbach's Alpha Coefficient of Reliability Test

	Cronbach's Alpha	Number of items
Social engagement on WeChat	.853	7
Identification with school	.823	9
Student Life Satisfaction	.846	6

The results are acceptable because Cronbach's Alpha (the level of reliability) is bigger than 0.7 level set of the reliability test. With the other words, the overall scales and each dimension of the level of reliability test are possibly acceptable

3.5 Data Collection Procedure

After all items on the questionnaire were designed, then English questionnaire was translated into Chinese by 3 graduate students who have mastered both Chinese and English. Next, the items were back translated into the original language by an English teacher of GPETSVTS. The 50 questionnaires were analyzed

and passed the reliability test, the researcher adjusted the feedbacks about the translation problems. Then, the questionnaire was distributed to 200 students of the GPETSVTS, that included 77 students who were purposively selected from Grade 1, and 123 students who were purposively selected from Grade 2 using convenience sampling method. Then take 5 days the 200 questionnaires were returned and 100% responds.

3.6 Data analysis

Hypothesis 1: The frequency of students' social engagement on WeChat with in-school friends is correlated with their identification with school in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Independent variable: The frequency of students' social engagement on WeChat with in-school friends (Ordinal scale)

Dependent variable: The students' identification with school (Likert scale)

Statistics analysis: Spearman Rank Correlation Coefficient

Hypothesis 2: The frequency of students' social engagement on WeChat with in-school friends is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Independent variable: The frequency of students' social engagement on WeChat with in-school friends (Ordinal scale)

Dependent variable: The students' life satisfaction (Likert scale)

Statistics analysis: Spearman Rank Correlation Coefficient

Hypothesis 3: The level of students' identification with school is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Independent variable: The students' identification with school (Likert scale)

Dependent variable: The students' life satisfaction (Likert scale)

Statistics analysis: Pearson Correlation Coefficient

Hypothesis 4: The frequency of students' social engagement on WeChat with in-school friends and Identification with school are significant predictor of life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

Independent variable:

The frequency of students' social engagement on WeChat with in-school friends (Ordinal scale)

The students' identification with school (Likert scale)

Dependent variable: The students' life satisfaction (Likert scale)

Statistics analysis: Regression Analysis

3.7 Summary of Demographic Data

This part focuses on the demographic information of the 200 students

responding to the questionnaire questions, including gender, age, level of grades, resident situation. Table 3.5 summarized and presented the frequency and percentage of demographic profile of the sample.

As shown in Table 3.6, the descriptive analysis on the demographic profile of the sample revealed that 69.5 percent of the samples are female (n= 139) and 30.5 % of the samples are female (n =61). And, more than fifty percent of responder is 16 years old (54.5%, n=109,), followed by those aged 15 years old and 17 years old samples almost have some numbers (46 23%, n=44 22%) and just one student is 18 years old. That 38.5% sample are Grade 1 students (n=77) and 61.5% sample are Grade 2 students (n=123). Majority of the respondents are 98% (n =196) are residents in school campus (98%, n=196) while only 2 percent are non-residence (n= 4). All of sample have use WeChat (100%,n=200).

Table 3.6: Summarized and presented the frequency and percentage of demographic profile of the sample.

Item	Frequency	Percentage
1. Gender		
Male	139	69.5
Female	61	30.5
Total	200	100.0
2. Age		
15years and less than 15years	46	23.0
16 years	109	54.5
17 years	44	22.0
18 years and bigger than 18years	1	5.0
Total	200	100.0
3.Grades		
Grade 1	77	38.5

(Continued)

Table 3.6 (Continued): Summarized and presented the frequency and percentage of demographic profile of the sample.

Item	Frequency	Percentage
Grade 2	123	61.5
Total	200	100.0
4. Resident in school campus		
Resident in school	196	98
Non-resident	4	2
Total	200	100.0
5. WeChat Using		
Yes	200	100
No	0	0.0
Total	200	100.0

When analyzing WeChat usage of the 200 students responding to the questionnaire questions for social engagement on WeChat, the findings in shown in Table 3.7, showed that 60 samples using WeChat most frequently (more than 4 hours per one day) interacting with friends (30%, n= 60), but 55 respondents answered that

they rarely (less than one hour per a day) using WeChat for social engagement who use WeChat (27.5% , n=55,), followed by 20 percent students who claimed they sometimes (about 1 hour per a day) who using WeChat for interaction with friends (19.5%, n=39), often use WeChat (about 2 hours) (17%, n=34,) and frequently (about 3 hours) (6%, n=12), respectively.

As shown in Table 3.7, 40% sample were rarely using WeChat for interaction with friends who related with school per a day (40%, n=80), and-20 percent sample have most frequently interacted with in-school friends on WeChat, they spent more than 4 hours per a day (20.5%, n=41), followed by there have almost same numbers sample who using WeChat same times (18.5%, n=37) and often (17%, n=34). There only have 13 responds frequently social engage on WeChat, who interacted with in-school friends about 3 hours per a day (6.5%, n=13). The findings revealed the students of GPETSVTS have high percentage spent long time on WeChat, but the frequency of the WeChat using shown diversification.

Table 3.7: Frequency and percentage of social engagement on WeChat of the sample

Item	Frequency	Percentage
On average, how often you use WeChat interaction with friends per a day?		
1. Rarely (Less than 1hour per day)	55	27.5

(Continued)

Table 3.7(Continued): Frequency and percentage of social engagement on WeChat of the sample

Item	Frequency	Percentage
2. Sometimes (About one hour per day)	39	19.5
3. Often (About 2 hours per day)	34	17
4. Frequently (About 3 hours per a day)	12	6
5. Most Frequently (More than 4 hours per day)	60	30
Total	200	100
On average, how often you use WeChat interaction with friends Who related with school per a day?		
1. Rarely (Less than 1hour per day)	80	40
2. Sometimes (About one hour per day)	37	18.5
3. Often (About 2 hours per day)	29	14.5
4. Frequently (About 3 hours per a day)	13	6.5
5. Most Frequently (More than 4 hours per day)	41	20.5
Total	200	100

As shown in Table 3.8, majority of sample had high identification with school w high level (75%, n=150), followed by those who had medium level of identification (25%, n=50), and no sample claimed that had low identification with school.

Table 3.8: Frequency and Percentage of level of 200 students' identification with school

Identification with school levels	Frequency	Percentage%
High level	150	75%
Medium level	50	25%
Low level	0	0%
Total	200	100

As shown in Table 3.9, the findings revealed that majority of the respondents were slightly satisfied (36%, n = 72), followed by those who were satisfied (36%, n = 59), extremely satisfied with their lives (14%, n=28), respectively. While other respondent replied that they had neutral life satisfaction level (11%, n=22), followed by those who feel slightly dissatisfied of life (7%, n=14), dissatisfied (2%, n= 4), feel extremely dissatisfied (0.5%, n = 1) sample, respectively.

Table 3.9: Frequency and Percentage of 200 students' life satisfaction

Meaning	Frequency	Percentage%
Extremely satisfied	28	14%
Satisfied	59	29.5%
Slightly Satisfied	72	36.%
Neutral	22	11%
Slightly Dissatisfied	14	7%
Dissatisfied	4	2%
Extremely Dissatisfied	1	0.5%
Total	200	100%

CHAPTER 4

FINDINGS

This chapter summarized the descriptive findings and hypothesis findings which were collected from 200 students studying in Guangdong Provincial Economic and Trade Secondary Vocational Technical School (GPETSVTS). The SPSS software was used in this study, and Spearman Rank, Pearson Correlation and Multiple Regression Model were used to test the hypotheses. The following items show in this Chapter:

4.1 Findings of Descriptive Analysis

4.2. Result of Hypotheses Testing

4.1 Findings of Descriptive Analysis

As shown Table 4.1, descriptive finding revealed that GPETSVTS students had high level of identification with school (Mean = 2.856, SD = 0.370). When examining each dimension of school identification, GPETSVTS students had high sense of belongingness (Mean = 2.874, SD = 0.467), and had high value of school (Mean = 2.833, SD = 0.338), the means also shown the high level.

Table 4.1: Mean and standard deviation of identification with school of 200 GPETSVTS students

	Mean	SD	Interpretation
Sense of belongingness	2.874	0.467	High level
Value of school	2.833	0.338	High level
Total	2.853	0.403	High level
Identification with school	2.856	0.370	High level

Table 4.2: Mean Range degree of Students' identification with school

Criteria	Interpretation
2.67 – 4.00	High level
1.34 – 2.66	Medium level
1.00 – 1.33	Low level

As shown Table 4.3, descriptive finding revealed that GPETSVTS students had slightly high level of life satisfaction (Mean = 5.048, SD=1.060). And, they had high level of family life satisfaction" (Mean = 5.335, SD = 1.233), followed by slightly high level of satisfaction toward school experience (Mean = 5.095, SD = 1.197), friendship (Mean = 5.085, SD = 1.263), where they live (Mean = 4.950, SD =

1.263), overall life (Mean = 4.960, SD = 1.472), themselves (Mean = 4.865, SD = 1.472), respectively.

Table 4.3: The Mean and standard deviation of 200 GPETSVTS students' life satisfaction.

	Mean	SD	Description
Family life	5.335	1.233	High
Friendships	5.085	1.263	Slightly high
School experience	5.095	1.197	Slightly high
Myself	4.865	1.472	Slightly high
Where I live	4.950	1.263	Slightly high
Overall life as	4.960	1.299	Slightly high
Total	5.048	1.288	Slightly high
Life satisfaction with school	5.048	1.060	Slightly high

Table 4.4: Mean Range of Student Life Satisfaction

Level of statement	Score	Criteria
Extremely High	7	6.15- 7.00

(Continued)

Table 4.4(Continued): Mean Range of Student Life Satisfaction

Level of statement	Score	Criteria
High	6	5.29-6.14
Slightly High	5	4.43 -5.28
Moderate	4	3.57- 4.42
Slightly Low	3	2.71 -3.56
Low	2	1.86 -2.71
Extremely Low	1	1.00-1.85

4.2 Result of Hypotheses Testing

For interpret the correlation coefficient, the following table will be used as criteria for interpretation. The finding will use the criteria suggested by Cohen (1988) as the criteria for explanation the correlation between the independent and dependent variables.

Table 4.5: Criteria of interpretation the size of a correlation coefficient (Cohen, 1988; Sawilowsky, 2009)

Size of correlation	Interpretation
0.00-0.09 (0.00 to -.09)	Very low positive(negative) correlation

(Continued)

Table 4.5(Continued): Criteria of interpretation the size of a correlation coefficient

Size of correlation	Interpretation
0.10-0.29 (-.10 to -.29)	Low positive(negative) correlation
0.30-0.49 (-.30 to -.49)	Middle positive (negative) correlation
0.50-0.80 (-.50 to -.80)	High positive (negative) correlation
0.80-1.00 (-.80 to-1.00)	Very high positive (negative) correlation

Hypothesis 1: The frequency of students' social engagement on WeChat with in-school friends is correlated with their identification with school in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

For test the **Hypothesis 1,** Spearman Rank has been used, the result displayed on the Table 4.6, the Spearman Rank analysis statistical data showed that there were positively correlation between social engagement on WeChat with in-school friends and the perception of identification with school among GPETSVTS students ($r = .141^*$, $p < 0.05$). **Hypothesis 1 was supported.**

As shown on Table 4.6, the statistical data revealed that the significant low positive correlation between frequency of samples' social engagement on WeChat with in-school friends and the level of their identification with school ($r = .141^*$, $p < 0.05$), When analyzing the correlation between the social engagement in WeChat with

in-school friends and each dimension of identification with school, the finding found that had a significant low positive correlation with sense of school belongingness ($r = 0.146^*$, $p<0.05$), but has not significant correlation with perceived value of school related outcomes ($r = 0.09$, $p > 0.05$).

Table 4.6: Spearman Rank analysis correlation between frequency of samples' social engagement on WeChat with in-school friends and perceived identification with school

	Identification		Sense of belongingness		Value of School	
	Correlation Coefficient	Sig.	Correlation Coefficient	Sig.	Correlation Coefficient	Sig.
Frequency of Social Engagement	.141*	0.047	.146*	0.04	0.09	0.205

* Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2: The frequency of students' social engagement on WeChat with in-school friends is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

As shown on Table 4.7, Spearman Rank analysis was employed and found that there has non-significant correlation between social engagement on WeChat with in-school friends and perceived life satisfaction among the GPETSVTS students (r=-

0,29, p > 0.05), Hypothesis 2 was not supported.

Table 4.7: Spearman Rank analysis correlation between Social Engagement on WeChat with in-school friends and perceived life satisfaction.

		Life Satisfaction
(WeChat) of Social Engagement	Correlation Coefficient	-0.29
	Sig. (2-tailed)	0.685

Hypothesis 3: The level of students' identification with school is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

As shown Table 4.8, the Pearson Correlation analysis data revealed that there was significantly positive correlation between the samples' degree of identification with school and perceived life satisfaction in the medium level (r=.476**, p<0.01). **Hypothesis 3 was supported.**

Table 4.8: Pearson Correlation analysis correlation between degree of identification with school and perceived life satisfaction

		Life Satisfaction
Identification with school	Pearson Correlation	.476**
	Sig. (2-tailed)	0.000

** Correlation is significant at the 0.01 level (2-tailed).

When analyzing the correlation between each dimension of identification

with school and life satisfaction, the Pearson Correlation indicated that sample's sense of school belongingness (r=.483**, p<0.01) and perceived value of school (r=.340**, p<0.01) were positively correlated with their life satisfaction in middle level.

When analyzing the correlation between each dimension of samples' life satisfaction and degree of identification with school, the findings found that all dimensions were positively correlated with school identification in the medium level, ranking friendships satisfaction as the highest correlation (r=.434**, p<0.01), followed by living environment satisfaction (r=.430**, p<0.01), overall life (r=.447**, p<0.01), school experience satisfaction (r=.391**, p<0.01), and satisfaction with self (r=.346**, p<0.01) respectively.

Table 4.9: Pearson Correlation analysis correlation between degree of identification with school on WeChat and perceived life satisfaction in respect dimension

		Belongingness	Value of school related	Identification with school
Life satisfaction	Pearson Correlation	.483**	.340**	.476**
	Sig. (2-tailed)	0.000	0.000	0.000
Family life	Pearson Correlation	.293**	.250**	.307**
	Sig. (2-tailed)	0.001	0.000	0.000

(Continued)

Table 4.9(Continued): Pearson Correlation analysis correlation between degree of identification with school on WeChat and perceived life satisfaction in respect dimension

		Belongingness	Value of school related	Identification with school
Friendships	Pearson Correlation	.451**	.292**	.434**
	Sig. (2-tailed)	0.000	0.000	0.000
School experience	Pearson Correlation	.411**	.254**	.391**
	Sig. (2-tailed)	0.000	0.000	0.000
Self	Pearson Correlation	.381**	.194**	.346**
	Sig. (2-tailed)	0.000	0.006	0.000
Living environment	Pearson Correlation	.423**	.327**	.430**
	Sig. (2-tailed)	0.000	0.000	0.000
Overall life	Pearson Correlation	.424**	.371**	.447**
	Sig. (2-tailed)	0.000	0.000	0.000

** Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4: The frequency of students' social engagement on WeChat with in-school friends and identification with school are significant predictors of life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

For testing Hypothesis 4, Regression Linear analysis was employed. As shown on Table 4.10, the frequency of students' social engagement on WeChat with in-school friends and identification with school are significant predictor of life satisfaction among GPETSVTS students ($F_{(197,2)}= 30.205^{**}$, $p< 0.05$). When testing the coefficients of two independent factors separately, the students' identification with school was significant positive predictor of their life satisfaction among GPETSVTS students (Beta = 0.49, $p<0.01$), but students' frequency of social engagement on WeChat with in-school friends was not significant predictor of their life satisfaction (Beta=-0.062, $p>0.01$). Therefore, Hypothesis 4 was partially supported. The findings suggested that students' perceived identification with school was a significant predictor which has higher influence on life satisfaction than the frequency of students' social engagement on WeChat with in-school friends.

Table 4.10: Multiple Regression Model analysis on the effects on students' life satisfaction by frequency of social engagement on WeChat with in-school friends per a day and identification

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.512	2	26.256	30.205	.000[b]
	Residual	171.243	197	0.869		
	Total	223.755	199			

a Dependent Variable: life satisfaction

b Predictors: (Constant), Frequency of social engagement on WeChat with in-school friends, identification with school

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.194	0.514		2.321	0.021
	Identification with school	1.404	0.181	0.49	7.769	0.00
	Frequency of Social engagement on WeChat	-0.062	0.043	-0.091	-1.442	0.151

Dependent Variable: life satisfaction

For testing the hypotheses, the data of the 200 sample who are GPETSVTS students have been analyzed by SPSS, the Spearman Rank correlation coefficient revealed the hypothesis 1 was supported and hypothesis 2 was not support. Pearson Correlation analysis data revealed hypothesis 3 was supported, Multiple Regression Model analysis was used for testing hypothesis 4, that reveal hypothesis 4 was limited supported.

Other findings

As result shown in Table 4.11, Spearman Test showed that sample's spent time on WeChat was negatively correlated with their life satisfaction in a low level ($r=-0.153^*$, $p<0.05$).

Table 4.11: Spearman test for spent time on WeChat their life satisfaction

		Life Satisfaction
Spent time on WeChat	Correlation Coefficient	-.153*
	Sig. (2-tailed)	0.03

CHAPTER 5

DISCUSSION

This chapter will present the summary and discussion about the descriptive findings and hypotheses test results findings in this survey research along with the theoretical explanation. This chapter aims to summarize and do discussion on the implications of quantitative findings of hypotheses1, hypotheses2, hypotheses3 and hypotheses4, as well as summarize the limitations of this study and offer recommendations for the research and recommendation for the further application.

5.1 Summary of Descriptive Findings and Discussion

5.2 Hypotheses Summary and Discussion

5.3 Conclusion of study

5.4 Limitations of the Study

5.5 Recommendation for the Further Application

5.6 Recommendation for the Research

5.1 Summary of Descriptive Findings and Discussion

WeChat has been used by schools to increases the bond between the youth users and school since school administrators found that found 51.02% of the young adult students use WeChat for socializing (Wang, 2018). WeChat is changing the lives of

Chinese people, especially the younger generation. WeChat became to an essential communication tool, even more important than mobile phone. Hence, this study will analyze how social engagement in WeChat among young Chinese students affected their psychological outcomes, such as sense of school identification and life satisfaction.

The 200 sample data were collected who are students of Guangdong Provincial Economic and Trade Secondary Vocational Technical School(GPETSVTS), The descriptive findings indicated that majority of the sample were female male (69.5%, n= 139), followed by samples female (30.5%, n= 61), that include Grade 1 students (61.5%, n=123) and Grade 2 students (38.5%, n=77), respectively. Except 4 students, the 196 sample were residence in school campus (98%, n=196).

All of the respondents used WeChat every day, almost half number of students have most frequently (more than 4 hours per a day) used WeChat (49.5%, n=99), followed often (about 2 hours per a day) used WeChat (17%, n=34), sometimes (about 1 hour per a day) used WeChat (12%, n=24) and frequently (about 3 hours per a day) used WeChat (11%, n=22), respectively.

As descriptive findings indicated, there have 60 samples using WeChat most frequently (more than 4 hours per one day) interacting with friends (30%, n=60), but 55 responds rarely (less than one hour per a day) using WeChat for social engagement who use WeChat (27.5%, n=55), followed by 20 percent students who claimed they

sometimes (about 1 hour per a day) using WeChat for interaction with friends (19.5%, n=39), often using WeChat (about 2 hours per a day) (17%, n=34), and frequently (about 3 hours per a day) (6%, n=12), respectively.

But there have 40% participants barely (less than one hour per a day) using WeChat for social engagement with in-school friend (40%, n=80), following around 20% respondents most frequently using WeChat (more than 4 hours per a day)for social engagement with in-school friend (20.5%, n=41), sometimes (about 1 hour per a day) using WeChat for social engagement with in-school friend (18.5%, n=37), often (about 2 hours per a day) (17%, n=34) and frequently (about 3 hours per a day) (6.5%, n=13), respectively.

The level of students' identification with school degree descriptive findings of 200 sample data revealed the high level (Mean=2.856, SD=0.370) school identification of GPETSVTS students, and comparing the level of students' school identification between Grade 1students (Mean=2.854, SD=0.336) and Grade 2 students (Mean=2.856, SD=0.392) have not obviously differ.

When analyzing the factors of school identification that mean of samples' sense of belongingness (Mean=2.874, SD=0.467), and perception value of school (Mean=2.833, SD=0.338) shown the high level. But when comparing the mean of samples' sense of belongingness between Grade 1(Mean=2.925, SD=0.406) students and Grade 2(Mean=2.842, SD=0.501), that revealed Grade 1 students' sense of belongingness level higher than Grade 2 students. And comparing the mean of

samples' perception value of school between Grade 1(Mean=2.766, SD=0.318) students and Grade 2(Mean=2.874, SD=0.345), that revealed Grade 2 students' perception value of school than Grade 1 students.

Analyzing mean of descriptive findings of the life satisfaction date of sample, that shown sample have satisfied their life in lightly higher degree (mean=5.048, SD=1.060), comparing each dimension of life satisfaction, the mean of family life satisfaction degree (mean=5.335, SD=1.223) was the highest than others, the mean of themselves satisfaction degree was lowest (mean=4.865, SD=1.472). And comparing the mean of life satisfaction between Grade 1 students and Grade 2 students, that revealed Grade 1(mean=5.147, SD=0.970) students have higher life satisfaction than grade 2 (mean=4.986, SD=1.112) students.

All participants used WeChat every day, almost half number of students have used WeChat in most frequently usage, using WeChat more than 4 hours per a day, that revealed half students of GPETSVTS have the high usage of WeChat, and majority students using WeChat more than 2 hours per a day, that obviously higher than WeChat (2016) data report. This finding implicated the WeChat usage of the GPETSVTS students were exceeded the average level usage of Chinese user. But only 30% students claimed that they most frequently used WeChat for the social engagement, and 40% students rarely social engagement on WeChat with in-school friends, this results revealed that GPETSVTS students using WeChat proportion for socialization which is lower than college students that were discovered by (Mao,

2017), which found that interaction with friends is a major factor in using WeChat among undergraduate students. The main reason for this results might be that SVTS students have lower social needs than college students, because of the youth age and small social circle of GPETSVTS students, also they have less number of WeChat friends. As some as Pang's (2016) founding that pass time (included pleasant, rest, fun and relax) was the mainly factor to predict the WeChat usage of College students, and Lien& Cao (2014) explored entertainment was the initial factor of predictor of WeChat usage among youth user. GPETSVTS students who living far away from city center, the entertainment purpose might be one reason for their high WeChat usage, such as games, shopping, and WeChat public number, all of those functions might be increased the WeChat usage of GPETSVTS students. High percentage students were barely social engagement with in-school friends, that implication the students might to have spent more time to social engaging with out-school friends on WeChat.

The descriptive findings about identification revealed that both Grade 1 and Grade 2 GPETSVTS students have high level of identification with school. This study is the initial for reported sense of school identification of SVTS students by Voelk's (1997) scale. Considering the context of the positioning of secondary vocational technical education in China, this finding implicated the acceptance degree of secondary vocational technical education was promoted, because the majority SVTS students have passive selected the secondary vocational technical education, because they didn't pass the normal high school admission test or family finance situation.

The finding revealed that there a difference in the identification among students in Grade 1 and Grade 2 students in relations to their sense of school belongingness and perceived value of school. These findings might be due to the following reasons. Students' perceived value of school mainly came from the experience of professional courses, as well as the benefits that schools bring to students. Grade 1 students have the number of professional courses less than Grade 2 students, and they were studying in the basic courses, so their perception of school value is relatively lower than that of Grade 2 students. As students get older, Grade 2 students' emotional dependence on school will be lower than Grade 1 students. The descriptive findings about level of life satisfaction revealed the students have satisfied of their life, and the different grades have different life satisfaction depending upon the years of enrollment and the courses they enrolled. This result coincided with Tian's (2008) research which found that the high level life satisfaction was founded among adolescents of south province of China. The majority of respondents of the present study came from south of China there were economically developed area. The relatively low self-satisfaction of GPETSVTS students implicated lower self-confidence has popularly existed among the students of GPETSVTS. This might be related to the current enrollment status of secondary vocational students in China. After nine-year compulsory education, students who do not have satisfactory results in high school entrance examinations, or those with poor family financial conditions will choose to enter secondary vocational technical education, because of the

admission score of secondary vocational was lower than high schools, also secondary vocational technical education belongs to the scope of national tuition subsidy. Most of SVTS students have experience of failure in basic education, that caused they were not very confident of their learning abilities and future development prospects.

5.2 Hypotheses Summary and Discussion

Hypothesis 1: The frequency of students' social engagement on WeChat with in-school friends is correlated with their identification with school in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

For test the **Hypothesis 1 the** Spearman Rank analysis revealed that **Hypothesis 1 was supported.** The findings found that there has a significant low positive correlation between students' social engagement on WeChat with in-school friends and the perception of identification with school among GPETSVTS students (r=.141*, p<0.05). In respectively, the students' social engagement on WeChat with in-school friends have low positive relationship with their sense of belongingness (r=0.146*, p<0.05), but has not relationship with perceived value of school (r=0.09, p>0.05). These results were supported by the assumption of social information process (SIP) theory and the social identity theory. The assumption of Social information process posited that *Computer-Mediated Communication provides unique opportunities to connect with people*, and *Online communicators are motivated to*

form (favorable) impressions of themselves to others (Walther, 1992; 1993; 2008). In addiction, the assumption of Social Identity theory posited, while the process of the identification with the group, there have emotional significance to individuals, so individuals' self-esteem will depend on the groups they belong to (David, 2015) .The present study revealed the interaction on WeChat have a significant influence on the sense of identification and sense of belongingness among the group. The social engagement on the social media also influence the relations among the users. Although limited study found the direct relationship between social engagement on WeChat and identification with school, but the Facebook use intensity has been discovered relating with the belongingness (Park & Lee, 2014), that was coincidence with present study.

The results of **Hypothesis 1** might be due to the following reasons. Student-to-student communication, student-teacher communication strengthens students' awareness of the school and emotional exchanges, that increased strong bond between the school and the students, let students identified themselves are party of school. According to the school's management structure, the class home teacher and the living management teacher are the people who communicated with the students on WeChat more frequently than other staff of school. The objective of communication on WeChat are to improve management efficiency and give students a sense of belonging. This result shown home teacher and living management teacher of GPETSVTS continuously interact with students to achieve their work goals via

WeChat. But their communication contents might to less involved on the value of professional courses, benefits of the school bring to students, so the students' social engagement on WeChat with in- school friends was not correlated with their perceived value of school.

Hypothesis 2: The frequency of students' social engagement on WeChat with in-school friends is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

For test the **Hypothesis 2,** Spearman Rank analysis was employed and found that there was non-significant correlation between social engagement on WeChat with in-school friends and perceived life satisfaction among the GPETSVTS students ($r=-0,29$, $p > 0.05$), Hypothesis 2 was not supported. These findings were coincided with Pang's (2018) study which were participated by 500 Chinese college students which found that WeChat usage did not directly influenced life satisfaction. Applying UGT assumption, Tchernev& Solloway (2012) found the college student needs (emotional, cognitive, social, and habitual) have driven social media uses, but have been partly gratified by use social media. Past studies found that social media uses gratified the college students' social interaction and entertainment needs (Raacke & Bonds-Raacke, 2008; Phua, Jin, & Kim , 2017; Hasung& Jaehee, 2018). According Ye (2015) study, college student using WeChat almost gratified their needs that including, social interaction, information search, and psychological needs, and emphasizing the WeChat is important for using interaction with teachers and friends in school.

However, the finding found that GPETSVTS students used WeChat for promoting social interaction with teachers and friends, generating higher school identification but not with life satisfaction. Life satisfaction refers to multidimensional concept that referring to the individual who is studying in school perceived satisfaction with family, friends, school, environment, and self their life satisfaction. Thus, this result found that life satisfaction of GPETSVTS students might be affected by other family-related factors not just related in-school experiences which were family satisfaction, or self-satisfaction. These might to be the reasons of the Hypothesis 2 was not supported. The finding suggested that social engagement on WeChat cannot to directly promote the life satisfaction of students, however, WeChat significantly promote the social interaction and connection among GPETSVTS students.

However, when examining the relationship between students' WeChat using time per a day and their life satisfaction, the findings revealed a significant lower negative correlation between two variables ($r=-0.153^{*}$, $p<0.05$), including satisfaction of school experience ($r=-.184^{**}$, $p<0.01$), living environment ($r=-.204^{**}$, $p<0.01$) and friendship ($r=-0.156^{*}$, $p<0.05$). And, because most samples (98%, n=196) are residents in school campus, therefore, those findings indicated the students' WeChat using time have weakly negative related to satisfaction of in-school life. The finding suggested that the more student use WeChat, they will less satisfied with their school experience, living environment, and friendship, or vice versa the less they use WeChat, the more they are satisfied with their school experience, living environment,

and friend. That reasons might be GPETSVTS students used WeChat to escape from the reality school life. This findings provided some suggestion to administration, the administrator can use WeChat for Course teaching, extracurricular activities, life management, increasing more interesting interaction activities to attracting students attention.

Hypothesis 3: The level of students' identification with school is correlated with their life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

The Pearson Correlation analysis data revealed that there was significantly positive correlation between the samples' degree of identification with school and perceived life satisfaction in the medium level (r=.476**, p<0.01). **Hypothesis 3 was supported,** and the factors including students' sense of belongingness and perceived value of school were significant correlated with their life satisfaction. The findings suggested the students who have identification will have higher life satisfaction and vice versa. **Hypothesis 3** was supported by the Social Identity Theory, which posited that when individuals identified themselves as being member of a group, they will tend to compare own group against another group. For maintain their self-esteem, the group members will compare your group favorably against other ones (David, 2015). The result was consisted with some previous studies such as Tian' (2014) and Huffstetler' (2006) studies which found that the students' sense of school belongingness is the important factor to predictor of life satisfaction. That findings

found that the sense of bonding or attachment experiences with school were important for students' healthy mental state in GPETSVTS. That is possible promoting students' life satisfaction by improving their sense of school belongingness and perceived value of school. Voelkl (1997) defined *identification with school* as the bonding or attachment experiences by a student who was studying in this school. That concept included involving a sense of belonging and a valuing of school and school-related outcomes. These finding coincided with several studies. According to Baumeister and Leary (1995) found that the belongingness is the fundamental of human motivation that relate most of the psychological outcomes, such as the emotion health, emotion adjustment and well-being. Many research found the school belongingness have the directly impact in life satisfaction (Seyitoğlu & Çevik, 2016; Shaulskiy, 2016). According Tian (2007) study, the school satisfaction was a one factor to predicted school belonging in the adolescents. Huffstetler (2006) has surveyed about 2000 college students found the sense of identity in relation to all aspects of life satisfaction. The findings confirmed if students identified with their school they would tend to higher life satisfaction, because school is the first place where they learnt to identity with others and make them accept the relationship with other people such family, friends, and the social environment.

And each dimensions of variables also were test by Spearman Rank, each dimensions shown significant positive correlations. Among them, School identification and friendship satisfaction ($r=.434^{**}$, $p<0.01$) and living environment

satisfaction (r=.430**, p<0.01) have higher correlations than others. The findings suggested that the relationship between students and classmates or teachers was an important factor for school identification, and the improvement of living environment will also help students to increase their perceived identification with school in GPETSVTS

Hypothesis 4: The frequency of students' social engagement on WeChat with in-school friends and identification with school are significant predictors of life satisfaction in Guangdong Provincial Economic and Trade Secondary Vocational Technical School.

For testing Hypothesis 4, Regression Linear analysis was employed. The frequency of students' social engagement on WeChat with in-school friends and identification with school are significant predictor of life satisfaction among GPETSVTS students ($F_{(197,2)}$= 30.205**, p< 0.05). But when testing the coefficients of two independent factors separately, the level of identification with school was significant positive predictor of life satisfaction, but the frequency of students' social engagement on WeChat with in-school friends was not predictor of life satisfaction. Hypothesis 4 was partially supported. The results of Hypothesis 4 revealed the students' social engagement on WeChat with in-school friends cannot work alone to influence their life satisfaction, but when it works in parallel with the level of identification with school has the weekly power to effected the life satisfaction.

The reasons of this result might be the following items, firstly, the students' social engagement on WeChat with in-school friends improve the sense of school belongingness that might to indirect increase their life satisfaction, and as Wen et al.(2016) found, using WeChat to do the user interesting things that impact life satisfaction positively. But excessive using WeChat also have risk to influence sleeping quality (Demirci, Akgönül& Akpinar, 2015) and forming addiction ((Montag, 2018), that have potential to reduce level of life satisfaction. Therefore, the frequency of students' social engagement on WeChat with in-school friends was not a stable factor to predict their life satisfaction. And the students' sense of school identification has been found the significant positive correlation with their life satisfaction among GPETSVTS students by Hypothesis 3 in this study. This results suggested the administration of GPETSVTS interaction on WeChat just assisted the face to face communication, but cannot replacement.

5.3 Conclusion of the study

This study contributes to understanding the GPETSVTS students' higher

WeChat usage, high level of sense of identification with school and the lightly high degree of life satisfaction. Depending the Use and Satisfaction, Social Information Process and Social Identity theories, the present study attempted to found the correlations between social engagement on WeChat, identification with school and life satisfaction among students of GPETSVTS. The hypothesis 1 and hypothesis 3 were supported by the date analysis, hypothesis 3 was not supported and hypothesis 4 was partly supported. Thus, the frequency of students' social engagement on WeChat with in-school friends was significantly influence their sense of school identification, but not life satisfaction; students have higher level sense of school identification will have higher degree of life satisfaction. Both of the frequency of students' social engagement on WeChat with in-school friends and students' sense of school identification level can predict degree of students' life satisfaction, but students' sense of school identification level more powerful and has the significant positively impact.

Additionally, the time spent on WeChat was indeed inversely related to life satisfaction among students of GPETSVTS. This match the hot point research which the social media bring the happy life or not, and gave some warning message to relevant management for concern possibility of social media addiction or escaping from reality among secondary vocational students.

This study focus on the secondary technical vocational school (SVTS) students who were seldom involved to the research about social media using. The results provided some limited theoretical implications for WeChat apply to the

teaching and management works of SVTS. As the social function of WeChat gradually weakens in the overall function, if we want to improve the school's management work and students' psychological state through WeChat, there have a few approaches, such as enriching the content of communication, combining on WeChat and offline activities and teaching through WeChat, that also might to allows students stick to school-related content on WeChat to preventing WeChat Game addiction.

5.4 Limitations of the Study

Although the present study has contributed the knowledge gap, but there have some limitations need to discuss.

The questionnaires have distributed by the home teachers, although there have mentioned this study just the academic research survey on the questionnaires, but this questionnaire distribution method might be effect the honest of responders' responds.

The GPETSVTS has about 20 majors, but this survey didn't consider the sample's major difference, that might be influence responders' representative.

GPETSVTS is one advantage demonstration secondary vocational school, the result of this study has reflected this school situation, but cannot represent to adapted the other secondary vocational school.

5.5 Recommendation for the Further Application

1, The finding about positive correlation between frequency of students' social engagement on WeChat with in-school friends and school identification in GPETSVTS, that gave some suggestion to the management of GPETSVTS, the WeChat or other social media might use to be the efficient channel for engagement students for promoting the sense of belongingness and identification. For teachers or staffs, the chatting with students, interacting on moments and keep WeChat group activity are good methods for communicating with students.

But the frequency of students' social engagement on WeChat with in-school friends has not related their perceived the value of school, that result suggested the managerial department can creative more interaction content that about demonstrates school value, such as building some study WeChat groups with professional teachers leading, talking more about their career prospects on WeChat chat, and the teachers' moment increase showing more advantage of the school.

2. The frequency of students' social engagement on WeChat with in-school friends has no significant correlation with their life satisfaction, that suggest to the school managerial work should have to more concern the outline activity for facility students' psychological positive status, such as to organized more out class activities, sports competitions and carnivals for created more opportunity to students engaged reality social interaction within School.

But the using WeChat time length have negatively related the life satisfaction of students, depending this finding, the relevant deportment need to concern the students WeChat using for other purpose, such as the games. The management can provide more positive information or activities through WeChat channel, that will lead the students absorb more positive energy from WeChat using. This study also discovered relatively low self-satisfaction, this result suggested to teachers and managerial staffs provide more encouragement and support signals to students through on-line and off-line communication.

3, The positive relation between the students' sense of identification with school with the life satisfaction provide the implication to the parents and school management teachers, parents can work with schools to improve students' school identification and life satisfaction. Creating high quality relationship climate and promoting the accommodation in school are good options to improve students sense of school identification. Encourage style education methods are recommended to using to facility self-affirmation that have benefit to students' life satisfaction and sense of school identification.

4, Depending the finding of hypothesis 4, that suggest to school managerial department can flexible use WeChat platform to promote the relationship between school members to achieve the purpose of improving the happy life of students. For examples, using WeChat in some social activities and sports competition for online support, or using WeChat as an auxiliary teaching tool, use WeChat group to establish

students' hobby groups.

5.6 Recommendation for the future Research

This study just surveyed among GPETSVTS, thus investigating other secondary vocational technical school is recommended. Depending the finding of the positive correlation the time of students spending on WeChat for interaction with in-school friends with school identification in GPETSVTS, the further research can focus on the effects on school identification by specific situation about the interaction on WeChat among the in-school friends, such as the interaction with classmate, or teachers, or staffs.

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APPENDIX

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APPENDIX 1

QUESTIONNAIRE IN ENGLISH

This survey is a partially fulfillment for the course Independent Study, which is a curriculum in the Master's Degree in Global Communication, Bangkok University. This survey aims to the influence of Student WeChat Engagement to Identification and Life Satisfaction with secondary vocational school in China. Please choose the answer that can best represent your opinion. Your responses will remain anonymous. Thank you in advance for your time and effort. Your answers will be treated confidentially and will be used for educational purpose only. There are four sections in this survey as follows:

Part 1, personal demographic information

Please place a cross mark (✓) next the appropriate answer that can best represent your demographic profile.

1. Gender:

☐ 1. Male

☐ 2. Female

2. How old are you?

☐1. 15years and less than 15years

☐2. 16 years

☐3. 17 years

☐4. 18 years and bigger than 18years

3. Are you resident at school?

☐ 1.Yes

☐ 2. No

4. which grade

☐ 1. 1st year

☐ 2. 2nd year

5. Did you use WeChat?

☐1. Yes

☐2. No (I don’t want)

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Section 2: Student social engagement on WeChat

Instructions: Think about how you communicate with your friends on WeChat. Please indicate your frequency of interaction with your friends on WeChat, Place a check mark (✓) on the table.

1. On average, how long you spend time on WeChat a day?

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

2. On average, how long you spend time interact with friends on WeChat a day? (Including chat, group chat, moments interaction)

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

3. On average, how long you spend time interact with friends who related with school on WeChat a day? (Including chat, group chat, moments interaction)

☐1. Rarely (Less than 1hour per day)

☐2. Sometimes (About one hour per day)

☐3. Often (About 2 hours per day)

☐4. Frequently (About 3 hours per a day)

☐5. Most Frequently (More than 4 hours per day)

4. On average, how often you use WeChat interaction with friends per a day?

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day

5. On average, how often you chat with friends on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

6. On average, how often you browse or chat in WeChat group on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

7. On average, how often you browse or comment WeChat moments on WeChat a day.

☐1. Rarely (less than 5 times per day)

☐2. Sometimes (6-20 times per day)

☐3. Often (21-35 times per day)

☐4. Frequently (35-50 times per day)

☐5. Most Frequently (more than 51 times per day)

Section 3: Identification with school

Instructions: During the current school year, how you think about your school in following items? Place a check mark (✓) on the table for indicate your agree or disagree. Please be open and honest in your responding. The 4-point scale is as follows

1 = Strongly disagree

2 = disagree

3 = agree

4 = Strongly agree

During the current school year, how you think about your school in following items?		1	2	3	4
1	I feel proud *to be* part of *this* school.				
2	School is one of the most important things in my life.				

3	Many of the things we learn in class are useless.				
4	Most of my teachers really care about me.				
5	Most of the time I would like to be any place other than in school.				
6	There are teachers or other adults in my school that I can talk to if I have a problem.				
7	School is one of my favorite places to be.				
8	People at school are interested in what I have to say.				
9	School is often a waste of time.				

Section 4: Satisfaction with Life Scale

Please place an 'X' in the one box that best indicates how satisfied or dissatisfied you CURRENTLY are with each item below.

Instructions: During the current school year, how you think about your life in following items?

Below are six statements about your life satisfaction. Using the 1–7 scale

below, indicate your feelings with each item by placing Place a check mark (✓) on the table. Please be open and honest in your responding. The 7-point scale is as follows:

1= Terrible

2= Unhappy

3= Mostly dissatisfied

4= Mixed (about equally satisfied and unsatisfied)

5= Mostly satisfied

6= Pleased

7= Delighted

Items	I would describe my satisfaction with	1	2	3	4	5	6	7
1	my family life							
2	friendships							
3	school experience							
4	myself							

5	where I live							
6	my overall life as…							

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APPENDIX 2

QUESTIONNAIRE IN CHINESE

此问卷是曼谷大学硕士学位全球沟通的独立研究课题。此问卷用于调查在微信社交与学校认同感、生活满意度之间的关系。请如实回答下列问题,选出最能代表你个人情况的答案。请如实回答下列问题,选出最能代表你个人情况的答案。答案没有正确或错误之分,所以请尽可能的诚实回答。您的答案会保持匿名。提前感谢您参与此次调查。

*您的答案只用于此次研究，请放心填写。

第一部分：基本信息

根据实际情况，选择最符合您的答案，并且在您的选择前面画(✓)。

1. 性别:

☐ 1. 男

☐ 2. 女

2. 您的年龄是：

☐1. 15 岁或者 15 岁以下

☐2. 16 岁

☐3. 17 岁

☐4. 18 岁或者 18 岁以上

3. 您是住校生吗？

☐ 1.是

☐ 2.不是

4 您现在是哪一个年级?

☐ 1. 一年级

☐ 2. 二年级

5. 您使用微信吗？:

☐ 1.有

☐ 2. 没有

第二部分：微信使用方面

此部分调查您微信的使用情况。根据你平时使用微信的情况回答下列问题，在你的选择上面画(✓)。

1. 您平均每天使用微信的时长是?

☐1. 每天 60 分钟以内

☐2. 每天大约 1 小时

☐3. 每天大约 2 小时

☐4. 每天大约 3 小时

☐5. 每天 4 小时以上

2. 您平均每天使用微信与朋友互动（包括聊天，群聊，查看与回复朋友圈）的时间是?

☐1. 每天 60 分钟以内

☐2. 每天大约 1 小时

☐3. 每天大约 2 小时

☐4. 每天大约 3 小时

☐5. 每天 4 小时以上

3. 您平均每天使用微信与校内的朋友（包括老师，同学，工作人员）互动（包括聊天，群聊，查看与回复朋友圈）的时间是?

☐1. 每天 60 分钟以内

☐2. 每天大约 1 小时

☐3. 每天大约 2 小时

☐4. 每天大约 3 小时

☐5. 每天 4 小时以上

4. 您平均每天使用微信的频率是？

☐1. 几乎不（每天 5 次以下）

☐2. 很少（每天 6-20 次）

☐3. 有时（每天 21-35 次）

☐4. 经常（每天 35-50 次）

☐5. 总是（每天 51 次以上）

5. 您平均每天使用微信与朋友聊天的频率是？.

☐1. 几乎不（每天 5 次以下）

☐2. 很少（每天 6-20 次）

☐3. 有时（每天 21-35 次）

☐4. 经常（每天 35-50 次）

☐5. 总是（每天 51 次以上）

6. 您平均每天使用查看或者回复微信群频率是？.

☐1. 几乎不（每天 5 次以下）

☐2. 很少（每天 6-20 次）

☐3. 有时（每天 21-35 次）

☐4. 经常（每天 35-50 次）

☐5. 总是（每天 51 次以上）

7. 您平均每天使用查看或者回复朋友圈频率是？.

☐1. 几乎不（每天 5 次以下）

☐2. 很少（每天 6-20 次）

☐3. 有时（每天 21-35 次）

☐4. 经常（每天 35-50 次）

☐5. 总是（每天 51 次以上）

第三部分：学校认同感

在当前学年中，您对以下各项的看法如何？您可能同意或不同意的以下的项目。 在 1-4 量度的方格中通过放置【✓】来表明您对每个项目的想法。

1 =非常不同意

2 =不同意

3 =同意

4 =非常同意

在当前学年中，您对以下各项的看法如何？		1	2	3	4
1	我为成为这所学校的一员而感到自豪。				
2	学校是我生活中中最重要的部分之一。				
3	我们在课堂上学到的很多东西都是无用的.				
4	我的大多数老师是关心我的.				
5	大多数时候，我想去学校以外的其他地方.				
6	如果我有问题，我可以与学校老师或生活老师交谈。				
7	学校是我最喜欢的地方之一.				
8	学校里的人都很有趣.				
9	上学常常是浪费时间.				

第三部分：生活幸福感

关于您的生活满意度，您如何描述待下列项目？在 1-7 量度的方格中通过放置

【✓】来表明您对每个项目的想法。7 点量表如下：

1 =很可怕

2 =非常不满意

3 =大部分都不满意

4 =满意与不满意的部分差不多

5 =大部分都满意

6 =非常满意

7 =很幸福欣喜的

条目	我会这样描述我的满意程度度关于	1	2	3	4	5	6	7
1	我的家庭生活							
2	朋友关系							
3	学校体验							
4	我自己							
5	我住的环境							
6	我的整个生活							

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