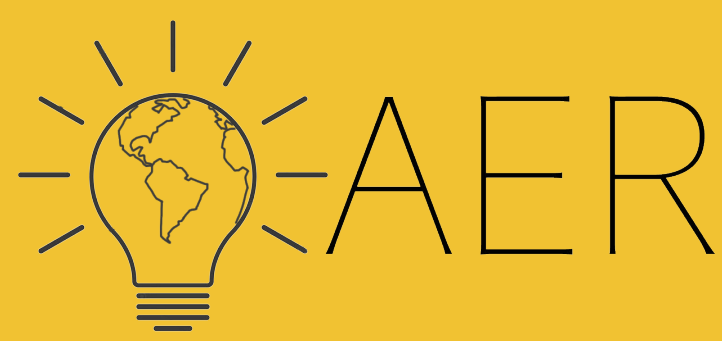




Can School Mobility Influence Psychological Growth in Adolescents?

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INTRODUCTION

School-mobility is the frequent movement of students moving between schools, often caused by residential moves, family instability, or school choice, rather than scheduled transitions. Although there is much research highlighting the many negative effects of school-mobility, this study highlights the positive effects as it explores how school mobility can influence psychological growth in adolescents.

RESEARCH METHODOLOGIES

- **Basic Research:** Learning about “Locus of Control”; how life outcomes are shaped by personal agency (internal locus control) vs. external forces (external locus control).
- **Survey Methodology:** Designed & distributed an online google forms (quantitative & qualitative) survey combining scaled, multiple-choice, & free-response questions to school-mobile & non-school mobile LBHS students.
- **Data Collection & Analysis:** Used coding methods to evaluate free-responses, confidence levels, school belonging, engagement, social skills, & safety & bullying.

DISCUSSION, ANALYSIS, AND EVALUATION

Mobile Students:

- **Negative effects:** In 8 out of 11 questions, school-mobile students responded more negatively than non-mobile students; they are **less likely to feel accepted, included, or able to form friendships easily**, suggesting that changing schools can disrupt **social development & sense of belonging**
- **Positive effects:** At the same time, school-mobile students show higher levels of **adaptability, confidence in new environments, and engagement in activities**. This suggests school-mobility can promote **personal growth and resilience**.
- Develop **stronger internal locus of control** in terms of **adaptability, personal identity, & pursuing interests** as they respond to new environments.

Non-Mobile Students:

- **Benefit** from a **stable environment** supporting **social belonging**, which may **reduce the need to actively adapt**, while still maintaining an **internal locus of control** in areas such as **academic motivation**.

Both Groups Benefit:

- **Extracurricular involvement, Community experiences, & Relationships**

DATA AND FINIDNGS

Adaptable Self-Assurance

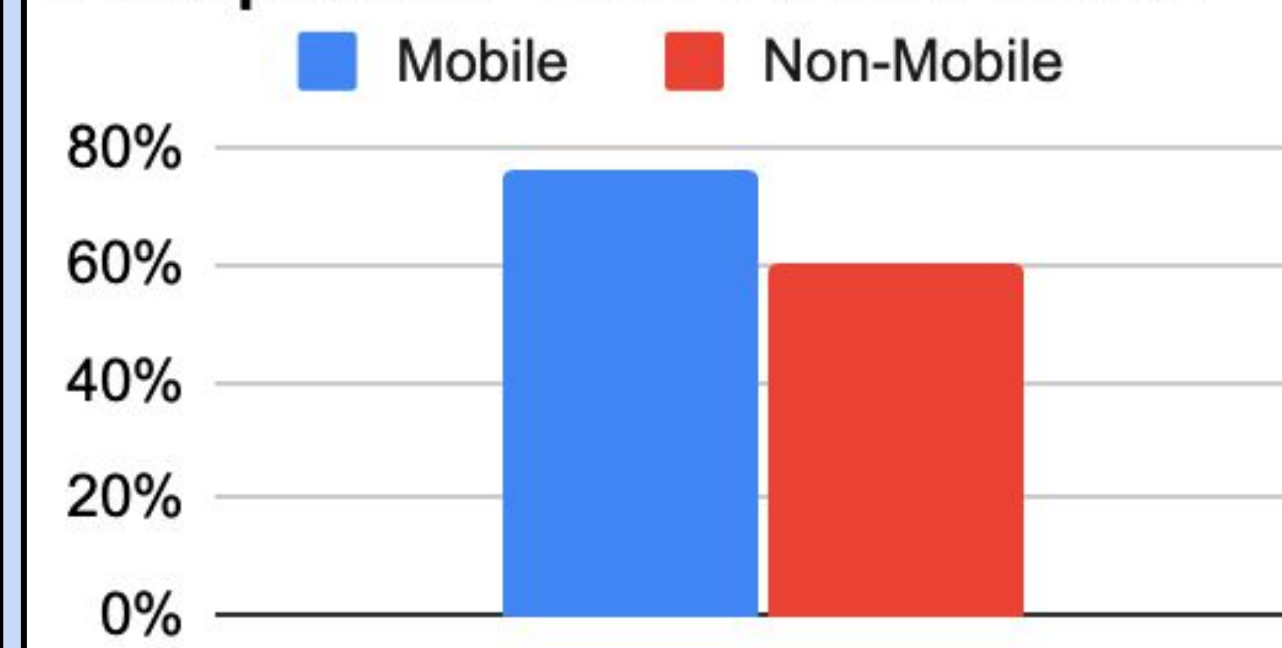


Figure #1

% of students who feel they can be themselves in a new environment

Non-Academically Stressed

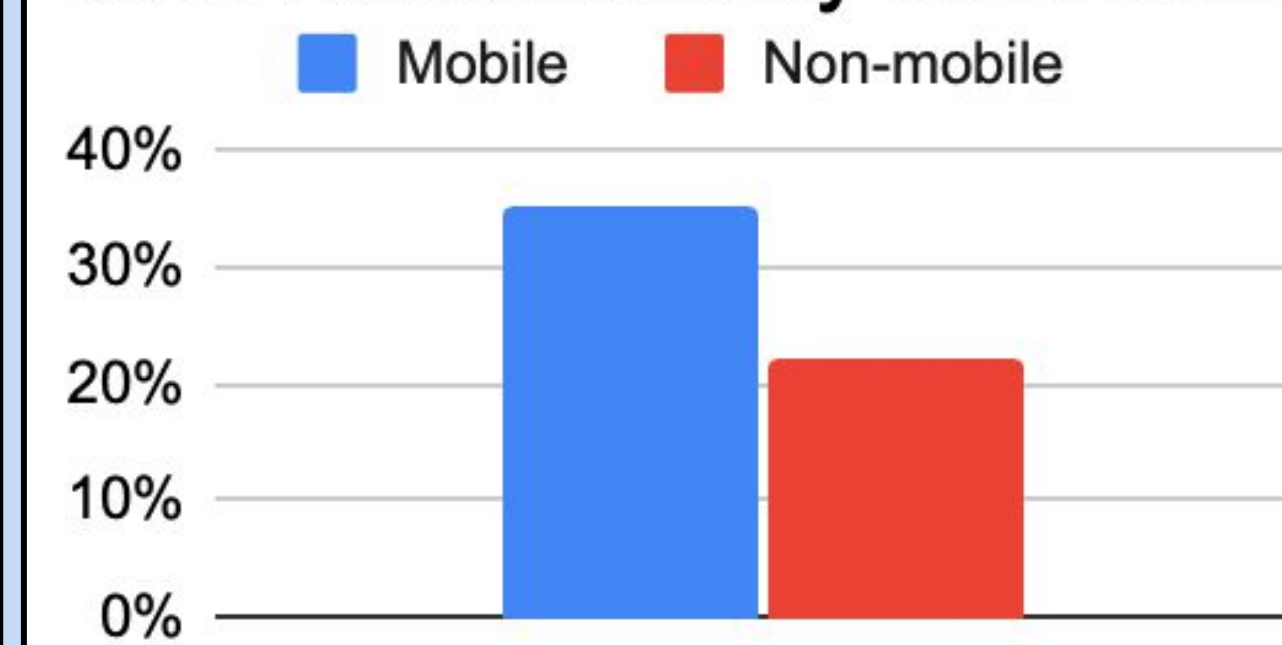


Figure #2

% of students who don't feel stressed in their academic work

School Club Participation

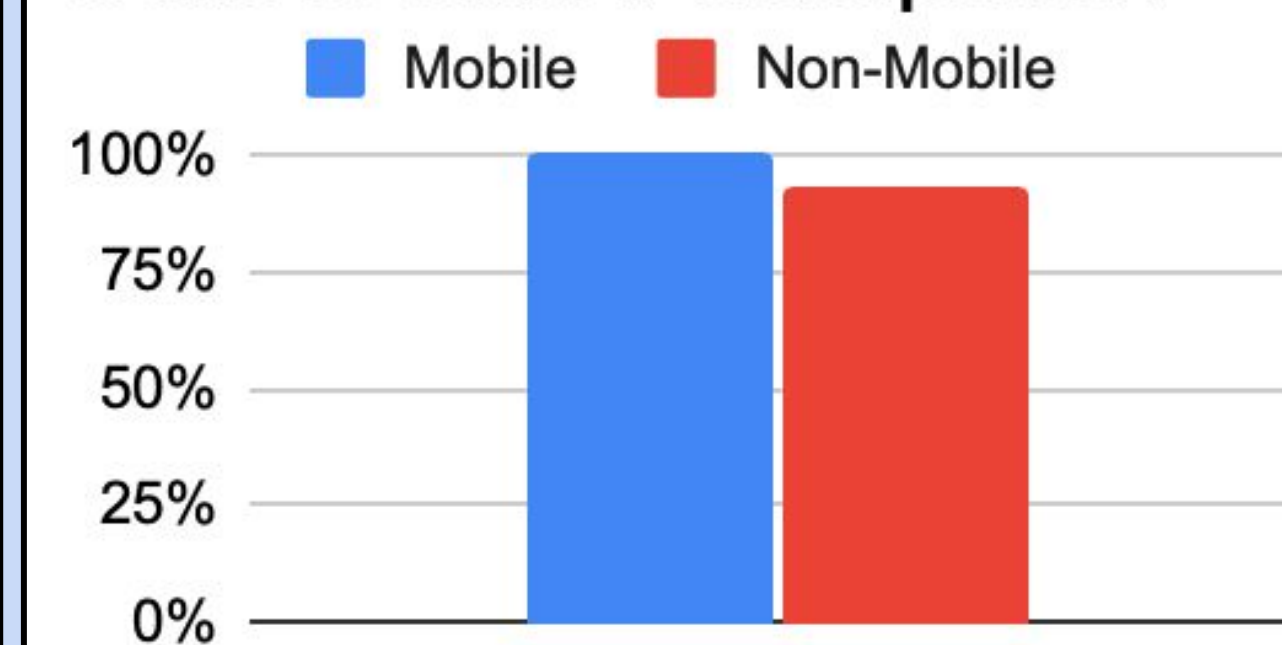


Figure #3

% of students who participate in at least one school club

Positive Effects Influencing Personal Growth in School

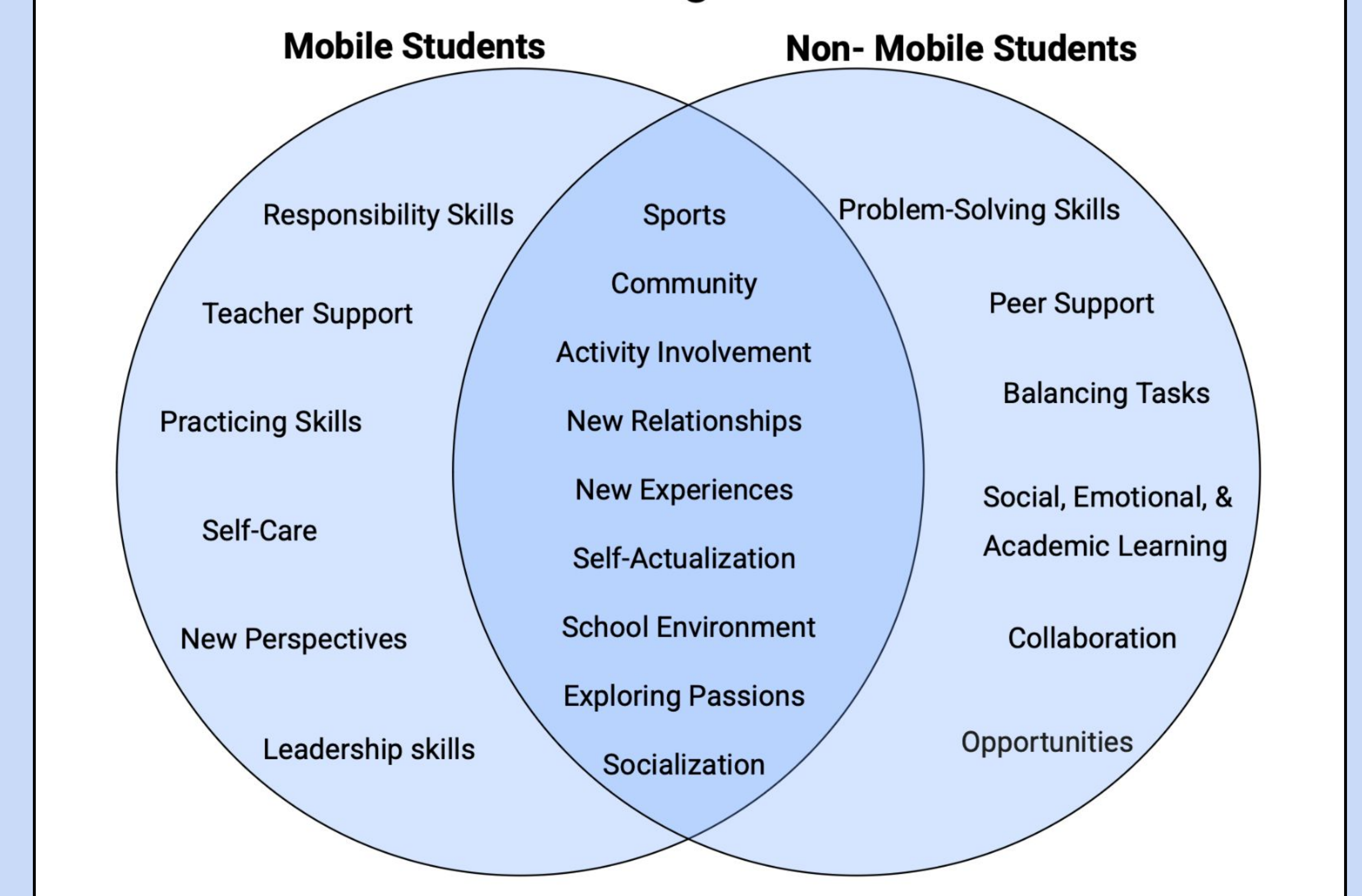


Figure #4

Comparison of free-response data from mobile & non-mobile groups

CONCLUSIONS, IMPLICATIONS, AND NEXT STEPS

- **School mobility** doesn't create “better” or “worse” psychological outcomes, it changes *what kinds* of psychological skills adolescents develop; mobility reshapes how adolescents form **identity, relationships, & perceptions of control** within their environment.
- **Non-mobile** students are able build long-term relationships, develop trust within peer groups, & feel socially validated; **stability** plays an important role in **emotional security & social confidence** during adolescence.
- **School-mobile** students have a more complex form of development; mobility may force them to actively revamp their **identity & social position** each time they enter a new environment, where they may develop **resilience, independence, & a stronger internal ability to navigate change**.
- **Mobile Students** develop psychological strengths connected to **flexibility, self-awareness, & self-reliance**, however, these strengths could have developed as a result of **emotional strain & social instability**.
- Students **don't grow in isolation**; psychological growth is shaped by **peer & teacher relationships, school climate, & opportunities for involvement**; mobility alters this relationship by disrupting established social systems.
- LBHS school district could implement or increase **teacher check-ins, collaborative group activities, counselor group check-ins, & teaching about coping & adjustment strategies** to provide support & promote growth for mobile-students.
- A **limitation** of this study is that the data collected **cannot be considered “statistically significant”** through hypothesis testing since the sample size of mobile students participants is **less than 30 students**.

ACKNOWLEDGEMENTS

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*****QR CODE TO FULL PAPER:**

