Data Article

Survey data showing the influences of school attachment among secondary school students in Albania

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**ARTICLE INFO**

*Article history:
Received 4 January 2021
Revised 8 March 2021
Accepted 9 March 2021
Available online 15 March 2021*

**Keywords:**
School attachment
Attachment behaviours
School psychology
School experiences

**ABSTRACT**

This data article provides datasheet summary of the investigation conducted to determine the levels of School Attachment among secondary school students in Albania based on a five scaled assessment: 1) Students feelings for school, 2) Students interest in learning, 3) Students attitudes towards peers, 4) Students attitudes towards teachers, and 5) Students perception of the school. The study primarily indicates validation of a self-report through a five-scaled assessment of School Attachment based on the data collected from high school students (N = 1506) with equal distribution of regions (N = 6; prefectures) by reaching more than 1% of the total target population. The reliability of the entire scale was $\alpha = 0.737$ with no mean difference between participant schools but with a mean difference of 1.55 in gender as secondary schools in Albania had more female students according to INSTAT. Data was gathered based on conclusive research design. Stratified and purposive sampling techniques were adopted. The research instrument was confirmed to have all the necessary psychometric values considered appropriate for the research. Some descriptive statistical analyses

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https://doi.org/10.1016/j.dib.2021.106949

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were carried out to further clarify the data and provide the necessary platform for further analyses.

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Specifications Table

| Subject | Developmental and Educational Psychology, Education |
|---------|-----------------------------------------------------|
| Specific subject area | School psychology and School Attachment |
| Type of data | Primary survey data, Tables |
| How data were acquired | Field survey – data was collected during class time, The questionnaire is provided as a supplementary file. |
| Data format | Raw, Analyzed, Filtered (descriptive and inferential statistics) |
| Parameters for data collection | The survey data were obtained from 1506 respondents of Albanian high school students. |
| Description of data collection | The data was collected through a questionnaire, which was delivered to high school students in Albania using purposive sampling techniques. |
| Data source location | Region: Europe Country: Albania |
| Data accessibility | The data is with the present article and Mendeley Repository Repository name: Mendeley Data Data identification number: DOI: 10.17632/rv3dtj7bgg.2 Direct URL to data: http://dx.doi.org/10.17632/rv3dtj7bgg.2 |

Value of the Data

- The data will be useful for researchers who want to compare the impact of school attachment with other world countries, among high school students or to contribute to further meta-analysis.
- The data will be valuable to researchers who want to examine the impact of school attachment among high school students.
- The analyzed data gives insight for educational stakeholders to be more aware of the importance of school attachment in the high school environment.
- The data can be used to examine if there is a significant relationship between the groups of variables or constructs.

1. Data Description

The data set presents an understanding of school attachment among high school students in Albania.

The overall target population of the present study was all public high school students in Albania. According to statistics given by INSTAT, the total number of pupils enrolled on upper secondary schools was 124,619 with 61,163 male and 63,456 female students. The accessible population was adolescents in grades 10th, 11th and 12th with adequate distribution of demographics in Albania \(N = 6\) prefectures out of 12). The survey involved 1506 Albanian students from six prefectures (Berat, Fier, Durres, Shkoder, Tirana, and Elbasan). The respondents were 830 (55.1%) female and 676 (44.9%) male (Table 1). Respondents were almost equally presenting each grade, 517 (34.3%) were from 10th grade, 469 (31.1%) from 11th grade and 520 (34.5%) from 12th grade (Table 1). One of the sociodemographic data collected was also the total household income before taxes in the past 12 months. The data shows that 662 (44%) respondents have
Table 1
Sociodemographic characteristics of the population (n = 1506).

| Gender       | Freq. (n) | %    |
|--------------|-----------|------|
| Total        | 1506      | 100  |
| Male         | 676       | 44.9 |
| Female       | 830       | 55.1 |

| Grade in high school | Freq. (n) | %    |
|----------------------|-----------|------|
| Grade 10             | 517       | 34.3 |
| Grade 11             | 469       | 31.1 |
| Grade 12             | 520       | 34.5 |

| Total household income before taxes in the past 12 months | Freq. (n) | %    |
|----------------------------------------------------------|-----------|------|
| Less than 5000 €                                        | 662       | 44   |
| 10,000 € to 14,999 €                                    | 302       | 20.1 |
| 15,000 € to 19,999 €                                    | 106       | 7    |
| 20,000 € to 24,999 €                                    | 74        | 4.9  |
| 25,000 € to 29,999 €                                    | 64        | 4.2  |
| 30,000 € to 39,999 €                                    | 42        | 2.8  |
| 40,000 € to 45,000 €                                    | 38        | 2.5  |
| More than 45,000 €                                      | 218       | 14.5 |

less than 5.000 € per year, 302 (20.1%) between 10.000 and 14.999 €, 106 (7%) respondents total income is between 15.000 and 19.999 € per year, and 218 (14.5%) more than 45.000 € in total per year (Table 1). Following files were used on Mendeley data repository: Categorized Survey: includes the survey questions used to collect data; Extra DataSets: All tables used in the article; SPSS data last version: Original data from SPSS; SPSS data raw (xlsx file): Original data .xlsx version; Survey last version_reds are reverse coded: Indicates Survey questions that were reverse coded.

The data included five groups of variables or constructs: 1) Five items measured students’ feeling about being in school. 2) Six items measured students’ interest in learning. 3) Five items measured students’ attitudes towards other students. 4) Six items measured students’ attitudes towards teachers. 5) Three items measured students’ perceptions of school. All items (except sociodemographic data) (Table 2) utilized a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with a neutral point 3 (neutral), which indicates the level of agreement or disagreement with the statement [1].

Since “personalization is an important element in increasing the response rate” [2], an introduction was added to the questionnaire, written in a more personal style to motivate and engage the respondents to participate honestly and sincerely. The ethical norms of voluntary participation, anonymity and confidentiality [3] of participants in this survey were maintained.

2. Experimental Design, Materials and Methods

The research adopted a descriptive and self-report survey design to measure the impact of students’ perception on school attachment among public high school students in Albania. The descriptive survey design approach was used to measure how attitudes towards teachers and students, interest in learning and feeling about being in school impact on their attachment to school. The accessible population and the determined sample size were reached through the permission of “Ministry of Education and Sport” in Albania. Since the target population was all public high school students in Albania, the sampling frame was created to obtain generalized data. Through the approval of the “Ministry of Education and Sport” in Albania the sampling frame was created and accordingly the regions and schools were chosen in regard to the demographic map of Albania.
| Item | Feeling about being in school | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|------|-------------------------------|-------------------|----------|---------|-------|----------------|
| 1    | I Like School                 | 59 3.9            | 45 3.0   | 229 15.2 | 649 43.1 | 524 34.8       |
| 2    | Most mornings I look forward to going to school | 95 6.3 | 187 12.4 | 323 21.4 | 568 37.7 | 333 22.1       |
| 3    | I am proud to be at this school | 51 3.4 | 71 4.7   | 240 15.9 | 568 37.7 | 576 38.2       |
| 4    | I don’t feel safe in my school | 83 5.5 | 120 8    | 234 15.5 | 597 39.6 | 472 31.3       |
| 5    | I can be myself at school     | 44 2.9            | 85 5.6   | 226 15   | 617 41  | 534 35.5       |
| 6    | Interest in learning         |                   |          |         |       |                |
| 7    | Doing well in school is important to me | 6 6.3 | 10 2.3  | 109 7.2 | 507 33.7 | 842 55.9       |
| 8    | I care if my homework is done correctly | 4 2.8 | 59 3.9  | 163 10.8 | 550 36.5 | 692 45.9       |
| 9    | Most of my classes are important | 50 3.3 | 88 5.8  | 155 10.3 | 592 39.3 | 621 41.2       |
| 10   | I agree that school is boring | 139 9.2           | 185 12.3 | 445 29.5 | 500 33.2 | 237 15.7       |
| 11   | My grades matter to me a lot  | 38 2.8            | 25 1.2   | 36 2.3  | 97 6.4 | 842 55.9       |
|      | I believe it is important to work hard at school | 84 5.6 | 97 6.4  | 164 10.9 | 514 34.1 | 647 43         |
| 12   | Attitudes towards other students |               |          |         |       |                |
| 13   | My classmates often annoy me  | 101 6.7           | 190 12.6 | 296 19.7 | 507 33.7 | 412 27.4       |
| 14   | I get along well with the other students in school | 4 2.8 | 71 4.7  | 238 15.8 | 694 46.1 | 461 30.6       |
| 15   | I rarely feel lonely at school | 50 3.3           | 67 4.4   | 456 30.3 | 642 42.6 | 291 19.3       |
| 16   | I have many friends at school | 388 25.8          | 391 26   | 255 16.9 | 302 20.1 | 170 11.3       |
| 17   | Attitudes towards other teachers |               |          |         |       |                |
| 18   | I don’t care what my teachers think of me | 200 13.3         | 141 9.4  | 255 16.9 | 462 30.7 | 448 29.7       |
| 19   | I get along with most of my teachers | 4 2.8 | 70 4.6  | 187 12.4 | 675 44.8 | 532 35.3       |
| 20   | I want to be respected by my teachers | 16 1.1           | 18 1.2   | 88 5.8  | 457 30.3 | 927 61.6       |
| 21   | I usually like my teachers    | 4 2.7            | 75 5     | 284 18.9 | 631 41.9 | 476 31.6       |
| 22   | My teachers care a lot about me | 8 5.9            | 159 10.6 | 517 34.3 | 476 31.6 | 265 17.6       |
| 23   | Students’ perception of school |               |          |         |       |                |
| 24   | The rules at my school are applied fairly | 98 6.5           | 132 8.8  | 335 22.2 | 516 34.3 | 425 28.2       |
Table 3
Correlations between the groups of variables.

|                              | Feel about School | Interest in Learning | Attitude to Students | Attitude to Teachers | Students’ Perception of School |
|------------------------------|-------------------|----------------------|----------------------|----------------------|--------------------------------|
| Pearson Correlation          | .512**            | .279**               | .546**               | .491**               | .512**                         |
| Sig. (2-tailed)              | .000              | .000                 | .000                 | .000                 | .000                           |
| N                            | 1506              | 1506                 | 1506                 | 1506                 | 1506                           |
| Correlation                  | .526**            | .235**               | .481**               | .344**               |                                |
| Sig. (2-tailed)              | .000              | .000                 | .000                 | .000                 |                                |
| N                            | 1506              | 1506                 | 1506                 | 1506                 |                                |
| Attitude to Students         | .279**            | .235**               | 1                    | .294**               | .226**                         |
| Pearson Correlation          | .000              | .000                 | .000                 | .000                 |                                |
| Sig. (2-tailed)              | 1506              | 1506                 | 1506                 | 1506                 |                                |
| Correlation                  | .546**            | .481**               | .294**               | 1                    | .512**                         |
| Sig. (2-tailed)              | .000              | .000                 | .000                 | .000                 |                                |
| N                            | 1506              | 1506                 | 1506                 | 1506                 |                                |
| Students’ Perception of School| .491**            | .344**               | .226**               | .512**               | 1                              |
| Pearson Correlation          | .000              | .000                 | .000                 | .000                 |                                |
| Sig. (2-tailed)              | 1506              | 1506                 | 1506                 | 1506                 |                                |
| Correlation                  | .481**            | .344**               | .226**               | .512**               |                                |
| Sig. (2-tailed)              | .000              | .000                 | .000                 | .000                 |                                |
| N                            | 1506              | 1506                 | 1506                 | 1506                 |                                |

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

The method of choosing samples was based on the groups that had similar characteristics, in other words, the same groups of samples were selected due to their similarities with other groups which apply to stratified sampling method. According to stratified sampling, the whole population is divided into sub-groups which are called strata or subgroups, and the final selection between these subgroups are done randomly as they share the same characteristics, thus the sampling method increases the reliability and validity scales of the research. In this regard, the public high school students were grouped according to three divisions and the twelve prefectures within these divisions in Albania: Central Albania; Elbasan, Tirana, North Albania; Dibër, Durrës, Kukës, Lezhë, Shkodër, South Albania; Berat, Fier, Gjirokastër, Korçë, Vlorë. Since the prefectures that are within the same division share the same characteristics the researcher can randomly select one of the prefectures within the division and have it as the strata for the sampling of the research. In this regard the six prefectures selected were as follows: Central Albania; Elbasan, Tirana, North Albania; Durrës and Shkodër, South Albania; Berat and Fier.

Scale development of survey was processed through four stages: 1) identification of the five components for School Attachment Scale (a) Students feelings for school, b) Students interest in learning, c) Students attitudes towards peers, d) Students attitudes towards teachers, and e) Students perception of the school.), 2) identification of the measurement items derived from the five components, 3) testing of measurement items, and 4) final selection of measurement items for each component [4].

After checking the frequencies, we joined variables based on previously conducted research in the field and checked if there are correlations between the groups of variables or constructs. We used bivariate correlation method (Table 3), which showed us how strong relationships between groups of variables are. Pearson’s correlation coefficient was used in the research.

Reliability refers to the consistency of a measure of the concept [5]. Reliability of construct was checked by Cronbach’s Alpha which measures internal consistency and shows how closely related a set of items are as a group [6]. The reliability of constructs showed that Cronbach’s Alpha was 0.833, which based on Field [6] for the low number of items is considered reliable.

The multiple regression analysis is a way of predicting an outcome variable from several variables [6]. The goal of multiple regression was to model the linear relationship between the explanatory (independent) variables and response (dependent) variable (Table 4).
### Table 4
Multiple regression between groups of variables.

| Model                                      | Feelings about being in School | Interest in learning | Attitudes towards other students |
|--------------------------------------------|--------------------------------|----------------------|----------------------------------|
| (Constant)                                 |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .689                                      | 6.236                          | .000                | --                              |
| **Feelings about being in School**         |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .296                                      | .284                           | 12.599              | .000                            |
| Interest in learning                       |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .093                                      | .080                           | 3.891               | .000                            |
| **Attitudes towards other students**       |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .275                                      | .263                           | 10.572              | .000                            |
| Students' perception of school             |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .157                                      | .241                           | 10.477              | .000                            |

**Adjusted R Square**

\[0.428 = \text{Adjusted R Square}\]

\[0.50293 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 282.588 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Interest in learning**

| B                                         | Beta                           | T                    | Sig                              |
| .323                                      | .337                           | 12.599              | .000                            |
| **Attitudes towards teachers**             |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .063                                      | .057                           | 2.523               | .012                            |
| Students' perception of school             |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .266                                      | .266                           | 9.767               | .000                            |

**Adjusted R Square**

\[0.322 = \text{Adjusted R Square}\]

\[0.52461 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 179.817 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Attitudes towards other students**

| B                                         | Beta                           | T                    | Sig                              |
| .115                                      | .103                           | 5.029               | .000                            |
| **Students perception of school**          |                                |                      |                                  |
| B                                         | Beta                           | T                    | Sig                              |
| .176                                      | .282                           | 12.427              | .000                            |

**Adjusted R Square**

\[0.426 = \text{Adjusted R Square}\]

\[0.48161 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 280.049 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Attitudes towards teachers**

| B                                         | Beta                           | T                    | Sig                              |
| 1.011                                     |                                |                      |                                  |

**Students perception of school**

| B                                         | Beta                           | T                    | Sig                              |
| -.068                                     |                                |                      |                                  |

**Adjusted R Square**

\[0.110 = \text{Adjusted R Square}\]

\[0.54009 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 47.491 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Attitudes towards teachers**

| B                                         | Beta                           | T                    | Sig                              |
| -.434                                     | .283                           | 10.477              | .000                            |

**Students perception of school**

| B                                         | Beta                           | T                    | Sig                              |
| .047                                      | .030                           | 1.153               | .249                            |

**Adjusted R Square**

\[0.302 = \text{Adjusted R Square}\]

\[0.530 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 183.687 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Attitudes towards teachers**

| B                                         | Beta                           | T                    | Sig                              |
| .077                                      | .043                           | 1.939               | .053                            |

**Students perception of school**

| B                                         | Beta                           | T                    | Sig                              |
| .530                                      | .331                           | 12.427              | .000                            |

**Adjusted R Square**

\[0.032 = \text{Adjusted R Square}\]

\[0.5426 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 183.687 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**

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**Attitudes towards teachers**

| B                                         | Beta                           | T                    | Sig                              |
| .191                                      | .130                           | 8.554               | .000                            |

**Students perception of school**

| B                                         | Beta                           | T                    | Sig                              |
| .144                                      | .160                           | 5.029               | .000                            |

**Adjusted R Square**

\[0.110 = \text{Adjusted R Square}\]

\[0.54009 = \text{St. Error of the Estimate}\]

\[F \text{ (value)} = 47.491 \text{ sig}= 0.000^*\]

**significant at the 0.01 level**
Ethics Statement

Ethical approval was obtained from the The Ministry of Education and Sports in Tirana, Albania with the protocol number of 9777/1. Respondents’ participation was completely consensual, anonymous, and voluntary. The collecting data was conducted according to the Declaration of Helsinki.

CRediT Author Statement

Mehmet Aslan: Investigation, Validation, Resources, Supervision, Writing - Review & Editing; Suzana Košir: Methodology, Visualization, Conceptualization, Writing - Original Draft Preparation.

Declaration of Competing Interest

The research did not receive any financial support from any institution. The authors declare that they have no known competing financial interests or personal relationships that could appear to influence the work reported in this article.

Acknowledgements

We would like to express our sincere thanks to The Ministry of Education and Sports for their consent in implementing the research at Albanian public high schools. In this regard, for their invaluable help, to the principals of schools in Tirana, Elbasan Durrës, Shkodër Berat and Fier, for letting us implement School Attachment Survey at schools under their administrations.

Supplementary Materials

Supplementary materials associated with this article can be found in the online version [7], at https://dx.doi.org/10.17632/rv3dtj7bgg.2.

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