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POSSIBLE CONSEQUENCE OF STUDENT'S RELATIONSHIP TO PARENTS AND TO SCHOOL

MOGUĆE POSLJEDICE ODNOSA UČENIKA PREMA RODITELJIMA I ŠKOLI

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Abstract

This research work is dealing with the different behaviour of the young, adolescent people and their perception of the relationship with their parents and their attitude towards school in the time of their early adolescence. Research work is answering the questions connected with the relationship with the parents, attitude towards school as well as the behaviour deviation of adolescents (youth). The research is based on claim that teenager's relationship with his mother and father have an important influence on his/her behavior, especially on the conflicts with the environment. Opačić (1995) argues that the relationship between parents, the environment and the teenagers is not so important. Therefore, we were interested in teenagers' attitudes towards their relationships that they have with their parents. The following dimensions of a relationship were emphasized (observed in greater detail): control, punishment, intimacy and carelessness on the side of the parents. Through those dimensions we could show the teenager's comprehension of the relationship they have with their parents and/or mother and father's comprehension of the relationship in the early phase of adolescence. He stresses (emphasizes) their attitude (perception of) towards such relationships. Some quantity research procedures are used in this research work. There are four different non-standardized questionnaires: The frequency of the behaviour deviation, A relationship with a mother, A relationship with a father, A conflict situations with parents connected with different conversation themes, An attitude towards school. The study relies on descriptive and causal-non-experimental methods of empirical pedagogical research. The research includes an accidental sample of the pupils attending 7th and 9th class of the Primary school in Maribor in the school year 2007 (n=300).

Sažetak

Istraživanje se bavi odstupanjem u ponašanju maloljetnih osoba i njihovom percepcijom odnosa sa roditeljima, te odnosa prema školi u periodu rane adolescencije. Temelji se na uvjerenju da odnosi maloljetnika s majkom i ocem bitno utječu na njihovo socijalno ponašanje, a posebno na konflikte sa okolinom. Opačić (1995) je ustanovio da nije važno, kako se roditelji i okolina ponašaju u odnosu prema njima, nego kako maloljetnici vide (percipiraju) te odnose. Zato nas je prije svega zanimalo, kako maloljetnici vide odnose s roditeljima naglašavajući slijedeće dimenzije odnosa: kontrola, kažnjavanje, intimnost (blizina), zanemarivanje od strane roditelja. Pomoću tih dimenzija željeli smo osvijetliti maloljetnikovo doživljavanje odnosno viđenje odnosa sa strane majke i oca u periodu rane adolescencije. U istraživanju su korišteni kvantitativni istraživački postupci, upotrijebljeni instrument mjerenja obuhvaćaju četiri nestandardizirana anketna upitnika: Čestoća odstupanja u ponašanju, Odnos s majkom, Odnos s ocem, Konflikt s roditeljima u vezi različitih temam razgovora, Odnos prema školi. Koristili smo deskriptivnu i kauzalnu-neeksperimentalnu metodu empirijskog pedagoškog istraživanja. Istraživanje uključuje slučajni uzorak učenika, koji su školske godine 2007. pohađali 7. i 9. razred osnovne škole općine Maribor (n=300).

1. Introduction

Kušar /1/ states that the image of family has been changing over the centuries, and is different today as it once was. The changes are still in process and are being reflected also in the relationship between

children and parents. Bajzek /2/ is convinced that today the role of adults is more and more blur. More than it was the case in the past, today they need to be strong personalities, that are not pushed into an uncertainty by sudden changes and that

do not need material values for their enforcement and confirmation. Often the parents do not know what they should demand from their children, and that is why, as it is stated, they grant and allow them everything. In such an unstably formed relationship a growing-up-child has a hard time finding out what he/she is allowed to do and what not. The family and also the school need to enable the growing-up-child cognition and understanding because growing up does not mean only to demand and have one's own rights, but it is also necessary to give, have duties and being responsible. The adolescents today do not have grown-ups next to them to whom they could oppose, so they often perceive the world around them in a passive way. Without »contrariety« and opposing they deal with life questions more superficially. Conflict means a challenge for the adolescent which stimulates him/her when encountering unsolved questions. Gerjolj /3/ states that today in adolescents we can see apathetic behaviour, unwillingness, resigning to fate and wandering without a goal. Because they do not find an alternative in adults, they become more and more uninterested and indifferent towards everything around them, and they are mostly negative towards institutions and authority. He believes that such behaviour is a consequence of the fact that the adolescents are in contact with apathetic parents who are disappointed in themselves, and who at the same time allow and enable everything they want. They are afraid that the children will resent them and that they would lose the popularity for the child alongside their authority. The life questions which the adolescents should solve independently with the support of their parents are being solved by technics in the modern worlds which, sadly, cannot spiritually enrich a person. Because there is no room for personal responsibility and common values, instant pleasure comes into foreground. Zalokar Divjak /4/ thinks that a person experiences internal emptiness with the more and more higher wish for material goods. He/she has material goods and life means, but does not have a goal for which he/she would want to live. She notices that today's adolescents suffer from boredom, nonsense, purposelessness. The adolescents cannot wait for their wishes to come true, they cannot give something up, get through suffering.

After introductory thinking, an idea for carrying out of this research was struck. Modern literature states different factors that influence the behaviour of adolescents, especially their deviations, and that is why we wanted to find out how often individual verbal and physical forms of behavioural deviance occur in adolescents in 7th and 9th grade. Because the problem of the research was connected to the

occurrence of adolescent behavioural deviances, we wanted to analyse the existence of connection of adolescent's behavioural deviance with the relationship with their parents. In the research we also gave much attention to the adolescent's experience of school, because deviant behaviour is often connected to his/her negative relation towards the school, and here we also wanted to find out the level of connection of his/her relationship towards school with the behavioural deviation. In the frame of the stated, we set as a main goal of the research to find out, what is (and if there is) the level of connection of adolescent's relationship with his/her parents and towards school and his/her behavioural deviation.

2. Improper forms of behaviour are consequences of different factors

Zalokar Divjak /5/ also notices that today a higher level of aggressiveness (physical and verbal) can be seen which can be connected to different factors (also wider social and cultural changes). She believes that there would be less aggressiveness, nervousness among the adolescents, if they would live with nature, because they would disburden their aggressive and apathetic mood. Today, children live in a world of new technology. They do not see nature as a value, unfortunately, because it represents an effort that they are not used to, so they overcome it with difficulties /6/. The praxis shows that the main cause for existent behavioural problems today in adolescents are poorly developed social skills in school, because there are pupils who do well in school and do not have poor relations with their parents, coevals and teachers. Pšunder /7/ states findings of researchers who speak of poorly developed social skills, and thus they suggest systematic learning of mentioned skills, because good relationships can be successfully learned mostly by gradually develop social skills. The school is autonomous in planning and carrying out of activities which include goals that will help the pupils develop as much study of social skills and different strategies for solving problems as possible. There are different models with the help of which teachers can successfully develop studying of social skills. It is up to the teacher, how much he/she will try to successfully carry out these forms of work and devote enough time to.

Empirical research

3.1 Content definition of the research

According to the theoretical part the research questions were focused on the correlation between

adolescent's deviant behaviour and the relation to parents and school. In the research we wanted to establish:

1. To what extent do different forms of behaviour deviation occur?

1.1 Are there differences according to gender and grade?

2. Is there a correlation between behaviour deviations and different relation with parents, such as intimacy, punishment, control and negligence from mother's/father's side?

3. Is there a correlation between behaviour deviations and conflict from the parent's side

4. Is there a correlation between behaviour deviations and their relation to school?

On the basis of these questions we set hypothesis with which we presumed that

– with the adolescent there are differences in frequency of different forms of deviant behaviour according to gender (more frequent with boys),

– with the adolescent there are differences in frequency of different forms of deviant behaviour according to grade (more frequent with grade 7 than 9),

– is there a correlation between adolescent deviant behaviour and their intimacy with mother and father (the closer the relations to mother and father, the less deviation; the more of parents' control, punishment, negligence, the more deviant they are),

– is there a correlation between adolescent deviant behaviour and their conflicts with parents (the more conflicts, the more deviation),

– is there a correlation between adolescent deviant behaviour and their relation to school (the better the relation, the less deviation).

3.2 Methodological determination of the research

We used descriptive and causal-nonexperimental method of pedagogical research in this research.

Pattern: The research was based on a non-random deliberate pattern of pupils – adolescents in 7th and 9th grade of primary schools in the community of Maribor. The pattern included 300 pupils. 49,66% were pupils in 7th grade, out of which there were 49,66% boys and 51,00% girls. 50,23% were pupils in 9th grade, out of which there were 53,64% boys and 46,33% girls.

The course of data gathering: The research was carried out in 2007. The course of answering the questionnaire was guided. We gathered the data with the help of four numerical and descriptive assessment scales.

Description of measurement instruments: *Four-staged numerical scale* **Frequency of adolescent's deviant behaviour** is taken over and modified version of the scale which was designed by the authors Williams and Dunlop /8/ and includes 18 statements. It applies to different forms of behavioural deviation. In the table the respondents circled the suitable number corresponding to the number of how many times certain forms of behaviour were apparent in them in the last school year.

The five-staged numerical assessment scale **Relationship with mother, relationship with father** is also taken over and modified version of the scale of the author Opačić /9/. It is composed out of 54 statements out of which 27 apply to the adolescent's relationship with his/her mother, 27 to the relationship with the father and it includes 4 dimensions of relationships with mother and father: **intimacy, closeness, control, punishment, negligence**. It describes how the adolescents see their relationships with mother and father. The respondents assessed how much individual statements are true for their relationships with the mother and relationship with the father.

The four-staged descriptive assessment scale **Conflict with the parents** includes six questions which refer to the level of conflicts among adolescents and parents regarding different subjects which they have been discussing in the past 14 days.

The four-staged descriptive assessment scale **Relation to school** on the basis of previous scientific cognition. It includes eight questions referring to adolescent's experience of school.

Statistical data processing: We processed the data statistically in accordance with the intentions with the help of statistical programme package SPSS. We used:

– frequency analysis for individual variables of behavioural deviation,

– Pearson's correlation coefficient (to find out the connection of adolescent's relations with mother, father, conflict with the parents, relation to school with behavioural deviation),

– non-parametrical statistical test: Mann-Whitney U test for two independent samples (to find out the differences in the level of deviant forms of behaviour regarding the sex and age).

3.3. Results and interpretation

3.3.1 Analysis of individual forms of behavioural deviation

With the analysis of frequency distribution levels of **frequency according individual forms**

of behaviour we found that there were more than half of those adolescents who had insulted, teased, called names and yelled at somebody during the school year. Out of them, 10% repeated these actions 10 times or more. More than half has also had arguments with the teacher, and almost one third repeated this act 2-5 times. Out of arithmetic middle we could make out in which forms of pupil's behaviour there were deviations in average. We found out that the following forms of behavioural deviation were shown with the highest average: "yelled at someone", "teased", called names" and "insulted somebody". With the lowest average the following forms of behavioural deviation were shown: "appropriated somebody else's property", "broke school inventory", "destroyed school requisites", "drew on walls". Although the averages in our research were not high, it must be said that some forms of deviant behaviour in our research (destroying school requisites, stealing other people's property, fighting, kicking, touching pupils) belong to serious forms of violations according to Regulations of rights and duties of pupils.

3.3.2 Analysis of differences in frequency of individual forms of behavioural deviation according to the sex

The result of Mann – Whitney's test of differences in behavioural deviation according to the sex showed that there are statistically characteristic differences in frequency of appearance of individual forms of behavioural deviation **according to the sex**, and that is that boys more often deviate behaviourally at following statements: "making a racket in the classroom", "having argument with the teacher", "yelling during class", "swearing in front of the teacher", "appropriating other people's property", "fighting, kicking", "spitting", "teasing, calling names", "touching a school mate", "breaking school inventory", "insulting somebody", "destroying school requisites", "threatening somebody". The set hypothesis was thus verified. The results which showed that individual forms of behavioural deviation appear more often could be connected to the results of numerous research that claim that the behavioural deviations are more frequent in boys than girls. We can also take into consideration /10/ the existence of biological foundation which is different in girls and boys.

3.3.3 Analysis of differences in frequency of individual forms of behavioural deviation according to the class

The result of Mann – Whitney's test of differences in behavioural deviation according to the class

showed that there are statistically characteristic differences in frequency of appearance of individual forms of behavioural deviation according to the class. Our hypotheses with which we presume that pupils of 7th grade more often behaviourally deviate in individual forms of behaviour than pupils of 9th grade is denied, because it showed that the pupils of 9th grade more often deviate than pupils of 7th grade. Statistically characteristic differences according to the class are shown in following statements: "having argument with the teacher", "yelling during class", "swearing in front of the teacher", "missing class", "yelling at somebody", "drinking alcohol". Moffitt /11/ states that in the period of early adolescence the adolescents who deviate in their behaviour become the role model for their **coevals** and their popularity so to speak grows in comparison with the period of childhood when the coevals mostly reject friends who deviate in their behaviour. This can be seen many times in praxis by monitoring the relations between coevals in the period of early adolescence, although we can find out that this is not always the case.

Further on we state the results of connection of adolescent's behavioural deviation in whole with different dimensions of relations from mother's/father's side, with conflicts with the parents and relations with school.

3.3.4 Results of analysis of connection of adolescent's behavioural deviation in whole with different dimensions of relations from mother's/father's side

Pearson's coefficient of correlation of connection of behavioural deviation in whole with different dimensions from **mother's side** showed that there is statistically characteristic *negative connection* of the variable "**deviation in behaviour in whole**" with the variables "**intimacy mother**", "**neglect of the mother**", and the statistically characteristic *positive connection* of the variable "**deviation in behaviour in whole**" with the variables "**control of the mother**", "**punishment of the mother**". The coefficient of correlation of connection of behavioural deviation in whole with different dimensions from **father's side** also showed statistically characteristic *negative connection* of the variable "**deviation in behaviour in whole**" with the variable "**intimacy father**". The data in our research that shows that the more adolescents are intimate with their mothers and fathers the less they deviate in their behaviour is not surprising, because it is known that adolescents who do not feel affiliation and warmth from (at least one of) the parents are more prone to get involved in problematic behaviours. We also find that the level of behavioural deviation is higher in adolescents who

	Deviation in behaviour in whole		Deviation in behaviour in whole
Intimacy of the mother	- 0,32**	Intimacy of the mother	- 0,21**
Control of the mother	0,22**	Control of the mother	- 0,02
Punishment of the mother	0,29**	Punishment of the mother	0,06
Neglect of the mother	- 0,30**	Neglect of the mother	- 0,11

Table 1: The result of Pearson correlation coefficient for connection of behavioural deviation in whole with the relations from mother's/father's side

** p<0,01

are more controlled and punished by their mothers and lower when they have intimate relations with the mother. Harris and Howard (1984) think that **strict control** of the parents leads to resistance and distancing of the adolescent from his/her parents. Extreme discipline and physical punishment can negatively influence the adolescents, because the adolescents who are being physically punished feel negative consequences such as low self-esteem, social isolation and concealed rejection, resistance and defiance. The hypothesis with which we presume that the more neglected the relationship with their parents is the less deviate behaviour the adolescents have, is rejected, because statistically positive connection of adolescent's deviation in behaviour with neglected relations from the mother's side was shown. The teachers find that in not so few cases the pupils with good school success with a lot of support and attention from their parents deviate in their behaviour, and there are cases when they do not have enough attention from their parents, but still do not deviate in their behaviour. The research did not show statistically characteristic connection of the variable: "**deviation of behaviour in whole**" with the variables "**control of the father**", "**punishment of the father**" and "**neglect of the father**" as we expected to in the beginning of the research. However, the data that does not show

connection of adolescent's behavioural deviation with the control, punishment and neglect from the father's side surprised us. We conclude that the fathers of our respondents due to different reasons do not have such an important influence on the relationship with the adolescents as the mothers do, and that is not very simulative. Gathered data are, however, in accordance with the opinions of numerous professionals who find that in today's era the fathers are still not enough active in raising the children and thus warn about the important role of the father in the period of adolescence.

3.3.5 Results of analysis of connection of adolescents behavioural deviation in whole with the conflicts from the parent's side

The table shows that the variable "**deviation in behaviour**" is statistically characteristic in positive correlation with the variable "**conflict with the parents**". We find that the more the adolescents are in conflict with their parents and the worst the adolescent's relation is to school the more behavioural deviant they are. The praxis shows that the adolescent's learning motivation is falling because of developmental changes. That is why more and more conflict with the parents arises, because they do not accept the adolescent's lower interest in school with understanding.

	Deviation in behaviour in whole
Conflict with the parents	0,19**

Table 2: The result of Pearson's correlation coefficient for connection of behavioural deviation in whole with the conflict from the parent's side

** p<0,01

3.3.6 Results of the analysis of connection of adolescents behavioural deviation in whole with the relation to school

The table shows that the variable “**deviation in behaviour in whole**” is statistically characteristic in negative correlation with the variable “**relation to school**”. The adolescents many times express their dissatisfaction and what their parents force on them

in school in different ways of improper behaviour. The fact is that the consequence of the adolescent's negative experience of school is most times seen through different forms of deviant behaviour. Tomoričev /12/ states that the adolescent begins to replace his/her failure in school by using improper, destructive ways of behaving and thus acknowledge him/herself in a negative way

	Deviation in behaviour in whole
Relation to school	- 0,26**

Table 3: The result of Pearson's correlation coefficient for connection of behavioural deviation in whole with the relation to school

** p<0,01

4. Conclusion

The research showed how the adolescents experience there relation with parents and school, and most of all what is the corelation between these relations with their deviant behaviour. We realised how friquent different deviant forms are accordig to gender and grade. In our hypothesis we presumed the negative corelation between deviant behaviour and close relations with parents as well with their negligence, and on the other side the positive corelation with parents' control and punishment. As we expected the results also showed the corelations with conflict with parents and with relation to school. The reserarch didn't prove us right with all our pressumptions.

Measurement scales proved optimal enough, but we also realised we could have included some other parametres which influence adolescent's deviant behaviour. When we talk about the causes of deviant behaviour we should not ignore the peer influence which is very inportant at this age. That is why it woud be sensible to research the relations between peers and how adolescents experience them. It would also be inportant to realise how parents see these relations, and in this way we could get a complete picture of adolescent's family relations and interpersonal conflicts.

In our research the corelation between adolescent's relations with parents as weel as school and the deviant behaviour, was relatively low. We presume that the corelations between deviant behaviour and peer relations would be higher. Bajzek /13/ states

the early adolescents have a need to somehow get away of family protection. The peer atmosfere is very inportant and needed as family experience is getting secondary inportance.

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