

IMPROPER COMMUNICATION CONDITIONS DEVIATIONS IN BEHAVIOUR

NEADEKVATNA KOMUNIKACIJA ČINI RAZLIKE U PONAŠANJU

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Abstract

The purpose of the research is to study the way the adolescents communicate with their parents as these relations are frequently connected to different forms of improper behaviour. Communication or dialogue between a growing-up adolescent and the parents are often made difficult, most frequently the improper way of communication (absence, deficiency) between the adolescent and the parents is shown in his/her behaviour. The research is based on the conviction, pointed out by numerous experts, that the adolescent's extreme behaviour (experimenting with illegal substances, alcohol consumption, expressing aggression...) often depends on flexibility of family relations and preparedness of the parents to have a dialogue with the adolescents. During the period of adolescence the communication with the parents becomes more and more selective, which means that the adolescent does not share certain information to the parents. They do not share some things, for instance, they rather speak about sexuality with their peers (Puklek Levpušček, 2001; Zupančič and Svetina, 1995-2002). Yet the way of communication with which conflicts are solved represents one of the most important and crucial moments in development of relationships between adolescents and the parents. In the empirical part of the research we primarily wanted to study how often certain forms of problematic behaviour appear at school in adolescents (younger and older) in early phase of adolescence. Our primary goal of the research was to find out whether there is a connection between the adolescent's improper communication with the parents and his/her problematic behaviour, as improper behaviour at school cannot be treated separately from the primary environment. In this research, we used descriptive and causal – non-experimental method of empirical pedagogical research. The used measurement instruments include two non-standardized questionnaires: The frequency of problematic forms of behaviour at school, and Improper communication between the adolescents and the parents. The research was performed in the school year 2008/2009 and was based on the sample of 289 of 7th graders of the primary school and the 1st graders of a secondary school in Maribor community.

Sažetak

Namjera istraživanja je bila proučiti na kakav način maloljetnici komuniciraju sa roditeljima, jer je upravo relacija odnosa vrlo često povezana sa različitim oblicima nepristojnog ponašanja. Komunikacija ili dijalog između odrastajućih maloljetnika i roditelja je uglavnom otežena, najčešće se odražava kroz neprimjeren način komunikacije (odsutnost, nedostatak) među maloljetnicama i roditeljima i njihovom ponašanju. Istraživanje se temelji na uvjerenju koje iznose brojni stručnjaci, da je maloljetničko ekstremno ponašanje (upotreba zabranjenih substanci, uživanje alkohola, izražavanje agresije ...) vrlo često ovisno o fleksibilnosti obiteljskih odnosa i spremnosti roditelja na dijalog s maloljetnicima. U razdoblju maloljetništva komunikacija s roditeljima je sve više selektivna, što znači da maloljetnik roditeljima ne kaže sve informacije. O nekim sadržajima s njima ne govore, na primjer o spolnosti radije razgovaraju s vršnjacima (Puklek Levpušček, 2001; Zupančič i Svetina, 1995-2002). Ipak, način komunikacije s kojim se rješavaju konflikti predstavlja jedan od najvažnijih i ključnih trenutaka u razvoju odnosa između maloljetnika i roditelja. U empirijskom dijelu istraživanja najprije smo željeli proučiti, koliko često se u ranom periodu adolescencije pojavljaju kod maloljetnika (mlađih i starijih) određeni oblici razlika u ponašanju. Naš temeljni cilj istraživanja bio je utvrditi, dali postoji povezanost između maloljetničkog nepristojnog načina komunikacije s roditeljima te njihovim istupanjima u ponašanju, zato što nepristojno ponašanje u školi nije moguće tretirati odvojeno od odnosa u prvobitnoj okolini. U istraživanju smo upotrijebili deskriptivnu i kauzalno-neeksperimentalnu metodu empirijskog pedagoškog istraživanja. Upotrebljeni instrument mjerenja obuhvaća četiri nestandardizirana anketna upitnika: Čestoća neprimjerenog ponašanja u školi, Neadekvatna komunikacija između maloljetnika i roditelja. Istraživanje je provedeno u školskoj godini 2008/2009 i temeljeno je na primjeru 289 učenika 7. razreda osnovne škole i 1. razreda srednje škole u mariborskoj općini.

1. INTRODUCTION

Many traditional (positive) values have vanished because the majority of people does not live and fulfil these values in every day life. Today, many adolescents are not being told about the value of traditional values or guided what it is worth living for through mediation of true values. Galimberti /1/ states that adolescents are today on a level of impulses which need to be reshaped into emotion with education, and then educate emotion into feeling that also needs to be learned. Today's adolescents are often filled with depressive state which they try to mitigate by using drugs, alcohol and sex. According to Galimberti /2/ the teachers should have those personality characteristics, such as a feeling for emotional side of the students, mostly ability of good communication with which they can bedazzle the adolescent (ibid.). That is why more than ever the young need *encouraging words and someone who knows how to listen to them, understand their needs*, but mostly qualify them so they themselves can *set the goals and search for life's meaning*. Authors /3/, /4/ state that Slovenian adolescents tell their parents about school grades and successfulness, about different opinions, ideas, behavioural norms or problematic relations in the family. *Only rarely they talk about sexuality, consumption of alcohol and illegal substances. These areas are "reserved" for their peers to whom they have more intimate relationships than with grown-ups*. Kovačević /5/ states that the young see their parents as enemies because they believe they do not understand them. *The parents most frequently poorly understand that despite great conflict relationship a real word is necessary, a word that can open even the most shut hearts of the adolescents. Every salvation of a conflict encourages the adolescent for independent thinking and solving of problems and help in the development of his/her independence and responsibility* /6/. Braconnier /7/ states result of one of the research (in France) that show the fact that the young have a feeling that 71,3 percent of mothers and 67,2 percent of fathers are not interested in what the young are doing. *Despite the stated data only a small part of the adolescents who experience adolescence as "stormy" believe that they have problems in communication with their parents*. Humphreys /8/ states that the typical signs of uncontrollable behaviour, for instance verbal aggression, destruction of property, molestation, are those that most often show the adolescent's inner conflict in the relationship with the parents. He/she explains the words of the parents to him/herself wrongly and therefore he/she accuses them falsely, has often quarrels and complains over unfair treatment. He/she resents them, is bold, and hostile responds to a

criticism or a warning which is connected to his/her behaviour /9/.

2. COMMUNICATION BETWEEN THE PARENTS AND THE ADOLESCENTS

Noller and Callan /10/ state the fact that *if quality communication is prevailing in the family, then the relations between the parents and the adolescents are qualitative* as the conflicts inside the family are more strongly present *when the parents are not capable of proper communication with their adolescents* /11/. The content of the communication is usually tied to different subjects of conversations in the period of adolescence that are connected to school, going out in the evening or the way of dressing, hairstyle, choice of friends, while talking about sex, consumption of alcohol, smoking cigarettes, drugs are mostly taboo themes, therefore there are frequently conflict situations between the adolescents and their parents. That is why, as the authors state, it happens, *that the adolescent will leave home and they will tend to more unwanted forms of behaviour, abuse of drugs or prostitution* /12/. Regarding good relationship, proper communication and influence the parents have on the adolescent, the findings of different researches show that mothers in different cultural environments have a bigger influence than fathers. Mothers follow more the adolescent's everyday activities, they communicated more with them, the contents of the communication also include intimate elements so the communication with mothers and adolescents is more difficult and conflict arise more often. Fathers mostly participate in the conversation which is connected to problem solving, planning of future, so they do not engage in conflict like the mothers do who are communicating with the adolescent more every day. The results of one of the research /13/ in Slovenian adolescents (of different ages) show *that the adolescents have more conflicts with the fathers than with the mothers who are more willing to talk* and more often support their wishes and decisions, and otherwise the role of the mother is more often shown in adolescents are more important in comparison to the fathers regarding psychological support and emotional closeness. Zupančič /14/ states that the adolescent first trusts his/her parents with the medical problems, problems at school, but *regarding the emotional problems and intimacy of sexuality he/she most often turns to the peers*. A very important fact the mentioned author exposes is that *the adolescents wish to have firm parents beside them so they can more easily communicate with them, negotiate with them, oppose them or experience a challenge in the dialogue with them*. If he/she does

not perceive them as such, there is a possibility that the anger, dissatisfaction, aggression will be turned towards him/herself with the reason to protect the uncertain and fragile parents from their powerlessness. Braconnier /15/ emphasizes *that the successfulness of the communication is connected to the adolescent's perception of inner conflicts or how he/she and his/her environment deals with them . A very important fact in the dialogue is the atmosphere in which the adolescent expresses his/her words.* The mentioned author stresses *that the dialogue between the parents and the adolescents should always exist.* Here, the authority of the parents is important that should not be too rigid or deficient. The adolescent's need for communication is often aggravated because of the need for intimacy or privacy that is strongly expressed. *The adolescents gain important experiences through dialogue, they recognize their dangerous through talking without actually feeling them.* The experience that his/her parents have listened and tried to understand him/her, develop a sense of closeness and belonging in the adolescent. *If the adolescents do not have faith in conversation any more, they begin to search for other means of communicating, usually seek attention of their parents through improper behaviour.* Teachers witness statements, often heard from the adolescents at school, saying that they do not get along with their parents, they do not talk with them, do not even try to understand them, or they say that they are constantly being criticized by them. So they prefer being with friends as they always listen to reproaches. On the other hand, parents often moan that the adolescents does not show a will to talk, is not interested in almost anything or shows emotions of reluctance, disinterest and aimlessness. A lot of parents feel powerless in the relationship when it is connected to communication, so they leave the adolescent alone as they are certain that that is what he/she wants. Thus the communication between the adolescent and the parents is often torn. Harris and Howard /16/ divided the adolescents in four groups in their research according to whether their parents accepted their behaviour completely, or they did not accept it, and whether the adolescents were frequently or only rarely criticized. The adolescents with the most positive self-image had parents who accepted their behaviour and rarely criticized them, or to say otherwise, the more critical the parents were and the less they accepted the behaviour of their adolescents the more negative their self-image was. The fact is that if communication between the parents and the adolescents leans on criticism, the adolescent develop a negative self-image which leads to negative behaviour and even more criticism and rejection from the parents /17/. It is known that the adolescents wish to talk to their parents, that

they desperately need a conversation a lot of times, yet they encounter lack of understanding from their parents who really do not know how to listen to them.

2.1 Improper communication conditions adolescent's deviations in behaviour

Experts often state that the relationship between the parents and the adolescents often shows itself by the way of communication they have. They are certain that the lack of or absent communication is the main reason for cold and conflict relations in the family. The family certainly has a key role in socialization of the child although there are some other factors that also influence his/her behaviour and dealing. These are: school, peers, mass media, and a big role in the process carries the social cultural environment that influences the shape of adolescent's values. *Conflicts with the parents, absence of one of the parents during the growing-up phase, cold relations between the parents and the adolescents, parental rejection and neglect in the relation towards the adolescent, lack of communication in the family and unhealthy relations in the family are a cause for adolescent's problematic behaviour.* As the authors (Noller and Callan, 1999) state, all these reasons are often a cause for drug abuse in adolescents. They expose the fact that if qualitative communication prevails in the family, then the relations between the parents and the adolescents are qualitative which influences their mutual co-operation and co-operation between the peers. If the adolescents are capable of talking with their parents and if they respect parental advice and opinion, then the probability that they will have problems with drugs or alcohol is smaller and they will be prepared to seek for help when they need it /18/. In the adolescent period the connection of the asocial behaviour with the lack of emotional attachment is shown frequently, but mostly we see the adolescents with deviant behaviour resulting from families where cold emotional relation, rejection and neglect are typical. Experts often expose *connection of aggressive behaviour of parents with problems in behaviour of their children* as well as the fact that asocial behaviour of parents is in high correlation with the appearance of asocial forms of behaviour in a child, what the analyses of many researches show (Kashani, Burbach, Rosenberg,1988; Patterson, Reid, Dishion,1992). According to numerous studies, social problems of a family, unhealthy relation between the members of the family show an important influence on the young person who aggravates the function of the parents with their behaviour. So, consequently there comes to improper behaviour of the parents.

Also, improper educational messages of parents influence the origin of asocial behaviour in child and adolescent (Loeber and Dishion 1983; Rutter, Giller, Hagell, 1998). During the period of adolescence when the adolescents are getting further and further apart from their parents, the role of peers becomes more and more important as the mutual relations become more stable, firm and emotionally intense. *In the company of the friend the adolescent finds, in a group, he/she can form his/her own goals more easily, finds out his/her own capabilities, but mostly his/her own personal characteristics during the process of searching of his/her own identity /19/. More stable peers represent an emotional support, needed understanding, self-respect, trust in future, and the terms for development of mutual relations where "the important others" fulfil those needs of the adolescent that were not fulfilled inside the stressful family environment /20/. Neyard /21/ states that one can often find among growing-up adolescents that the adolescent due to lack of communication (mostly arising from the family) cannot succeed in establish a permanent and firmer contact with friend, or join a group (ibid.). In a family environment the adolescent's distress is shown on his/her behaviour, such as careless destruction of foreign property, consumption of alcohol and drugs, alternating states of euphoria and depression. Teachers tell us that there are more and more physical and verbal forms of aggression and that parent often do not lay on the responsibility and obligation to their adolescents, so they reject efforts and responsibility and become more and more careless, without having a sense for feeling, but mostly lacking the life meaning which it would be worth trying for. The task of the parents is that they teach the children to develop emotions and through learning qualifying them to express and recognize them so that they will be capable of finding the meaning of the life and true values. Pšunder /22/ states that the family is the primary cell of the society where a child gains first experiences and notion of life. They receive the rules, behavioural patterns, norms and views from the family. The family satisfies the child's biological needs most deeply, which are followed by the social needs for security, love, self-respect, acknowledgement, enforcement, and belonging. Children who did not have the possibility to satisfy certain needs experienced the external world due to their unfavourable experience as emotionally cold, full of distrust and danger /23/. Inside the family, he/she gets to know that the important values are tolerance and patience, persistence, honesty and capability of renouncing. Through the relations in the family the child gradually and more and more deeply understands:*

- the meaning of honest talk and conflict solving, and assuming the responsibility for improper

actions;

- that through conflicts inside the family he/she can gain experiences to solve problems and that conflict are a part of life which can be solved only if we respect the opinion and the needs of others
- that a sincere conversation disburdens unpleasant inner feeling
- that effort and strain are needed for the fulfilment of the goal
- that his/her parents cannot fulfil every single wish (thus he/she becomes renounce resistant)

3. DEFINITION OF ADOLESCENCE

Adolescence is often the subject of different research, most frequently the subject of research is connected to problematic behaviour of adolescents in this period: sexuality, self-concept, relations with parents and peers, school success and so on. Freud /24/ explained the period of adolescences as a phenomenon of powerful sexual impulses which are a consequence of physiological changes in the body, but mostly of strong need to solve the Oedipus conflict in the direction of bigger independence and going away from parents to peers. Ana Freud /25/ states that a strong defence from impulsive working of his/her instincts can trigger psychological obstacle and arrears in normal development, if they do not have the possibility to express the signs of "inner unrest" between the ages of 14 and 16, which is needed for their further healthy development. Ericson /26/ describes the period of adolescence as a period in the human cycle in which a young man must establish a sense of one's own identity and beat the dangers of the so-called identity confusion. In his opinion, adolescence is in discontinuity with the previous states of development as the adolescent in this period is not faces only with internal "physiological revolution" that threatens the shape of physical image about one self, but also with "psychological crisis" connected to the question of identity. Muuss /27/ describes adolescents as extremely inclined to defy authority, strongly changeable in feeling and the mood, the behaviour. The causes for such behaviour are biological, and often the problems of the adolescent are influenced by the demands and expectations of the parents or society (ibid.). Adolescence is the period in which the adolescent does not mature only physically but also intellectually, so it is connected to critical period of development of the brain, mostly the abstract thought. *The two crucial processes in the adolescence period are establishing independence and emancipation or separation from the parents. This is also an important period to develop*

sexual identity. In this period the adolescent is confronted with the dilemma: create a self-image with which he/she will take the role of a grown-up and get through different phases of life, or get into trouble because he/she has gotten into an identity of confusion. Adolescence is especially important for shaping of one's personality as it is connected to the shocks and problems. The adolescent feels the need for independence, shaping of different self-image, and therefore he/she declines the norms and values which his/her parents or the environment approve /28/. Adolescence, which as the developmental process it is not uniform, is divided into three periods in today's post-industrial society:

- early: from year 11 or 12 to 14
- middle: to year 17 or 18
- late: to about year 22 or even 24 /29/.

Otherwise, the experts (like Moffit, 1993; Neyrand, 2003, and others) find that one cannot determine exactly when the puberty stops and adolescence begins or ends as it lasts longer in the economically more developed countries.

4. RESEARCH

4.1 Hypotheses

H1: We presuppose that there are differences in the frequency of individual forms of behavioural deviation in adolescents according to gender (in boys, the deviations in behaviour are more frequent than in girls);

H2: We presuppose that there are differences in the frequency of individual forms of behaviour deviation in adolescents according to grade (in learner of the 7th grade the deviations in behaviour are more frequent than in student of the 1st grade);

H3: We presuppose that there is a connection between the adolescent's improper communication with the parents and his/her behaviour deviation (the more the communication with the adolescent's parents is improper, the more frequent the deviations in behaviour are).

We use a descriptive and causal – non-experimental method of pedagogical research.

Research pattern

Grade	Gender				Altogether	
	M	f %	F	f %		
7 th grade	72	51,43	68	48,57	140	48,44
1 st grade	75	50,35	74	49,65	149	51,56
Altogether	147	50,86	142	49,14	289	100,00

Table 1: Number (f) and structural percentage (f %) of students according to gender and grade

The sample was taken in the population of 7th-graders of primary school and 1st-graders of secondary schools. The sample included 289 students altogether. 48,44% are pupils of the 7th grade, out of which 51,43 % are boys and 48,57 % are girls. 51,56 % are students of the 1st grade, out of which 50,35 % are boys and 49,65 % are girls. Both classes are quite equal regarding the gender, there is slightly higher number of boys in the 7th grade (51,43 %) as well as in the 1st grade (50,35 %).

4.3 Data collection course

We gathered the data with the help of evaluation scales.

The five-level numerical scale "The frequency of the adolescent's problematic behaviour" is a taken-over and modified version of the scale formed by the mentioned authors (Williams and Dunlop, 1999) and consists of 15 statements. The respondents circled a suitable number that tells how many times in the previous school year they had a certain form of behaviour deviation. They could decide between one of the following answers: (0) never, (1) once, (2) 2-5 times, (3) 6-9 times, (4) 10 and more times.

The five-level numerical evaluation scale "Communication with the parents" applies to the improper or absent communication between the adolescents and the parents. At each statement there are possible answers that describe different topic of

mutual conversations. The respondents evaluated how true each statement is that describes the improper way of communication with the parents. The respondents evaluated on the scale from 1 do 5 accordingly: (1-not true at all; 2- not true; 3- neither true nor false; 4- true; 5- completely true.)

4.4 Statistical data processing

The data was processed by computer with SPSS. They were processed on the level of descriptive and inference statistics. The following procedures were used:

- the frequency analysis for individual variables of behavioural deviation;

- the Pearson correlation coefficient (to determine the connection of adolescents improper communication with the parents and his/her problematic behaviour);
- non-parametrical statistical test: Mann – Whitney U test for two independent samples (to determine the differences in the frequency of individual problematic forms of behaviour according to gender and age).

4.5 The results and the interpretation of the results

4.5.1 The analysis of individual forms of deviations in behaviour

Deviational forms of behaviour	Never	Once	2-5 times	6-9 times	10 times and more	Altogether
1. Broke school inventory	192	21	35	33	8	289
	66,4 %	7,6 %	12,1%	11,2%	2,7 %	100%
2. Drew on walls	200	20	29	19	21	289
	69,0%	7,0 %	10,9%	6,4%	7,6 %	100%
3. Appropriated foreign property	246	25	8	6	4	289
	85,2%	8,6%	2,8%	2,1%	1,3%	100%
4. Stayed out of the class ("ditched school")	160	34	46	19	30	289
	56,0%	11,5%	15,2%	6,7%	10,6%	100%
5. Made a racket during the class	132	50	58	20	30	289
	45,6%	17,3%	20,0%	6,9%	10,2%	100%
6. Had a quarrel with the teacher	120	60	64	24	20	289
	41,7%	20,7%	22,3%	8,3%	7,0%	100%
7. Was swearing in front of the teacher	188	58	25	10	7	289
	65,3%	20,1%	8,6%	3,6%	2,4%	100%
8. Was driven out of the class	155	59	41	21	13	289
	53,6%	20,4%	14,2%	7,6%	4,2%	100%
9. Made fun of and insulted someone	122	60	43	23	41	289
	42,3%	20,6%	15,0%	8,0%	14,1%	100%
10. Threatened someone	179	49	35	11	15	289
	61,9%	17,0%	12,2%	3,8%	5,1%	100%
11. Had a physical encounter with someone	133	63	54	21	18	289
	46,0%	21,6%	18,6%	7,6%	6,2%	100%
12. Smoked	106	52	36	40	55	289
	36,7%	17,9	12,5%	13,8%	19,1%	100%
13. Drank alcohol (sever sips several times)	80	55	14	20	120	289
	27,6%	19,2%	4,8%	6,9%	41,5%	100%
14. Touched a schoolmate	219	29	13	9	19	289
	75,7%	10,1%	4,5%	3,2%	6,5%	100%
15. Destroyed school inventory	227	21	17	16	8	289
	78,5%	7,6%	5,8%	5,4%	2,7%	100%

Table 2: Table review of absolute and percent frequencies of different forms of deviations in behaviour

With the analysis of the frequency division of the frequency level of individual forms of deviational behaviour we found out:

- more than half are adolescents who during the school year *"made a racket during the class"*, *"had a quarrel with the teacher"*, *"made fun out of or insulted someone"*, *"had a physical encounter with someone"*, *"smoked"* and *"drank alcohol"*.

- more than 20 % are the adolescents that repeated the following actions at least once: *"had a quarrel with the teacher"* (20,7%), *"were swearing in front of the teacher"* (20,1%), *"were driven out of the class"* (20,4%), *"made fun out of, insulted someone"* (20,6%), *"had a physical encounter with someone"* (21,6%).

- more than 20% of adolescents had a quarrel with the teacher from 2-5 times.

- more than 10% of adolescents have 10 times or more repeated the following forms of behaviour: *"stayed out of class"* (10,6%), *"made a racket during the class"*(10,2%), *"made fun out of, insulted someone"* (14,1%), *"smoked"* (19,1%), *"drank alcohol"* (41,5%).

The gained results show that more than half of the adolescents have performed physical and verbal forms of behaviour. Among the gained data the most upsetting is the data that shows that more than half of the adolescents have smoked and drank alcohols 10 or more times. Noller and Callan are certain due to one of the research that the adolescent is inspired to smoke by the peers although some lean to this conclusion more than others. While the majority of the adolescents assure that they did not feel any pressure to start smoking, 76 percent admits that they started smoking on the initiative of someone else. Approximately a quarter said

that they were teased when they refused smoking or were lingering. The other quarter believes that it is necessary to take the cigarette if you want to be accepted by your friends. The teasing is also the reason not to linger when the peers offered them alcohol. It seems that these cases are about implicit pressure for smoking and drinking of alcohol, although we must be aware that this is not true for everybody who had the opportunity to turn down smoking and alcohol.

4.5.1 The analysis of difference in frequency of individual forms of deviational behaviours according to gender and grade

The result of the Mann – Whitney test of differences in problematic behaviour according to class show statistically typical differences in the following statements: *"broke school inventory"*, *"appropriated foreign property"*, *"made a racket during the class"*, *"had a quarrel with the teacher"*, *"was swearing in front of the teacher"*, *"was driven out of the class"*, *"made fun of and insulted someone"*, *"threatened someone"*, *"had a physical encounter with someone"*, *"touched a schoolmate"*, *"destroyed school inventory"*, namely that the learners of the 7th grade more frequently show deviation in behaviour than the students of the 1st grade. Our research showed that behavioural deviation is more frequent in younger than in older adolescents which is otherwise in accordance with our set hypothesis at the beginning of the research. According to the view of some experts (like Zupančič and Justin, 1991), the asocial behaviour decreased in adolescents around 15 years of age (near the end of primary schooling).

Table 3: The result of Mann – Whitney test of differences in behavioural deviation according to grade

DEVIATIONAL FORMS OF BEHAVIOUR	Grade	Number	\bar{R}	U	P
1. Broke school inventory	7 th grade	140	144,51	10357,5	0,885
	1 st grade	149	145,52		
2. Drew on walls	7 th grade	140	142,39	9274,0	0,039
	1 st grade	149	146,77		
3. Appropriated foreign property	7 th grade	140	139,88	9712,5	0,089
	1 st grade	149	149,82		
4. Stayed out of the class ("ditched school")	7 th grade	140	131,50	8419,0	0,002
	1 st grade	149	159,60		
5. Made a racket during the class	7 th grade	140	146,65	10184,0	0,715
	1 st grade	149	143,24		
6. Had a quarrel with the teacher	7 th grade	140	134,30	8835,0	0,018
	1 st grade	149	156,39		
7. Was swearing in front of the teacher	7 th grade	140	136,09	9102,5	0,027
	1 st grade	149	154,48		
8. Was driven out of the class	7 th grade	140	132,27	8532,5	0,003
	1 st grade	149	158,55		

9. Made fun of and insulted someone	7 th grade	140	142,39	10040,5	0,647
	1 st grade	149	146,77		
10. Threatened someone	7 th grade	140	146,54	10200,5	0,704
	1 st grade	149	143,36		
11. Had a physical encounter with someone	7 th grade	140	151,90	9402,0	0,121
	1 st grade	149	137,66		
12. Smoked	7 th grade	140	142,96	10125,5	0,570
	1 st grade	149	147,18		
13. Drank alcohol (several sips several times)	7 th grade	140	134,80	8909,5	0,011
	1 st grade	149	155,86		
14. Touched a schoolmate	7 th grade	140	140,00	9684,5	0,164
	1 st grade	149	150,32		
15. Destroyed school inventory	7 th grade	140	146,77	10167,0	0,643
	1 st grade	149	143,12		

The results which showed that the individual forms of problematic behaviour arise more frequently in boys than in girls could be connected to the results of numerous studies which claim that problematic behaviour in the period of adolescence are more frequent in boys than in girls. Nastran-Ule /29/ states the results of the research that the Slovenian adolescents are fairly susceptible to aggressive forms of behaviour, and that the boys are prepared to react physically and verbally to certain situations as opposed to the girls. Statistically typical

differences according to gender were shown in the following statements: "drew on walls", "stayed out of the class", "had a quarrel with the teacher", "was swearing in front of the teacher", "was driven out of the class", "drank alcohol".

4.5.2 The results of the analysis of connection of the adolescent's improper communication with the parents and individual forms of deviational behaviour

Table: 4 The result of the Pearson correlation coefficient for the connection of improper communication with the parents and the forms of deviations in behaviour

Dimension of connection	Deviational behaviour altogether
Improper communication with the parents	0,27**

** p<0,01

The result of the Pearson coefficient of the correlation shows that the variable „Deviational behaviour altogether” is statistically typical in positive correlation to the variable "improper communication with the parents". Our hypothesis H3 with which we presuppose that there is a connection between the adolescent's improper communication with the parents and the deviations in his/her behaviour can be confirmed as the coefficient of the correlation is statistically typical. We are finding that the more the communication between the parents and the adolescents is improper the more there appear deviations in the behaviour in the adolescents. The latter express their dissatisfaction and what they are being forced by their parents by showing different

deviational behaviours at school. Braconnier /30/ stresses that the adolescent's need for communication is often hardened by the need for intimacy or privacy which is strongly expressed in the period of adolescence. The mentioned author emphasizes that a dialogue between the parents and the adolescents should always exist /31/. Bajzek /32/ states that the role of grown-ups today is getting more and more foggy. More than in the past, today a strong personality is needed that is able to listen to the adolescent and understand his/her needs and complete behaviour, and that is not thrown into uncertainty through the sudden changes or the material values are not important for enforcement and confirmation.

4.6 Conclusion

Through the analysis of frequency division of levels of frequency of individual forms of behaviour, we have found out in the research which forms of behaviour most frequently show the deviations in behaviour in adolescents. At the beginning of the research we presupposed that the deviations in behaviour are more often shown in younger adolescents and that the deviations in behaviour are more often shown in boys than in girls. The results of the Mann-Whitney test of differences showed that there are statistically important differences according to gender and grade. We have found out that the behaviour deviations are more frequently shown in younger adolescents which are in accordance with the experts opinions who claim that asocial behaviour of adolescents decreased with age (15 years). We also found out that the behaviour deviations are more frequently shown in boys than in girls. The results of the analysis of connection between the adolescent's deviations in behaviour and improper communication with the parents showed that there is a statistically typical and positive characteristic of the correlation (although the level of the correlation is not high). That is why we have, as expected, confirmed the hypothesis H3 as we find out that the more the communication with the adolescent's parents is improper (lacking or absent), the more frequent are the deviations in his/her behaviour.

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