

The Opinion of Pupils of Primary and Secondary Schools about the Meaning of the Term-Polite Behaviour in School

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Angela Mesaroš Živkov, Zagorka Markov

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MESAROŠ ŽIVKOV Angela[1], MARKOV Zagorka[2]

[1] [2] *Preschool Teachers' Training College, Kikinda (SERBIA)*

Emails: angelamesaros.zivkov@gmail.com, zagorka.markov@gmail.com

Abstract

Communication, with focus on polite behaviour in communication is one of the main factors of modern school's functioning. In a system of distorted social values there is a reasonable doubt to what extent do the pupils understand the meaning of these terms and what does the phrase “polite behaviour of pupils at school” represent for them. In order to get the data, we will carry out the research whose main objective is to determine an opinion of the pupils in higher grades of the primary school “Jovan Popovi?” and of the secondary vocational school “Miloš Crnjanski”, both from Kikinda, about the meaning of the term polite behaviour in school. Also, to determine if there are any differences in the opinion of the respondents on the significance of the concepts of behavioural cultures in the school in relation to the sexes. The total number of respondents is 120 students of both genders. For the purpose of this research a scale of Likert-type estimation was formed in which the respondents expressed their opinion about the polite behaviour in school.

The research results should tell us whether the pupil's opinion about the polite behaviour in school deviate from the traditional moral norms of behaviour and from those norms which are regulated by legal regulations. The results of the Hi square test show that there is a significant statistical difference in respondent's responses to questions related to their opinion on the subject.

There are no significant statistical differences in pupil responses compared to half of respondents.

Introduction

At the present time in which global changes take place, culture in general observes one society as if it starts to take on less and less places. At the present time in which global changes take place, culture seems to take on

less and less places. Due to the lack of a culture of behaviour in society, a moral chaos arises which significantly affects the life of the individual. The child acquires the culture of behaviour first in his family and then upgrades it in a preschool institution and school.

Katel (according to: Bedekovi?, Luka?evi?, 2011) thinks that social appearances cannot be understood outside the context of culture and the time in which they were created, whereby a distinct superiority can be attributed to culture in adapting the individual and the groups to the specific conditions of life. Because of all above mentioned **we think that the culture is especially significant for the development of preschool and primary school age children** [1].

According to Livazovi? and Vranješ, school is one of the important factors of education, which with the support of teachers develops cooperation and partnership with families [2].

The culture of society and national culture, as especially important segments of the organization environment, represent a framework which influences the shape of an organizational culture in different ways. The notion of culture has many meanings in various scientific disciplines: in sociology, ethnology, etc. [1].

Unacceptable behaviour of children at home and at school is more and more worrying for many parents and teachers (Vidi?, 2010:77) [3]. Most authors agree that the ways and areas of family influence are numerous and various and that they depend on the characteristics of wider social and cultural community in which the child grows up, as well as on the ability and preparation of the parents. Certainly, the parents differ by the ability of observe problems, motivation and cooperation, but only parents have continuous influence on the life of a child, as well as the legal, moral and social responsibility for the child (Miloševi?, 2002:194) [4].

A teacher, as an organizer of upbringing-educational process, has to stimulate mutual understanding, respect, communication and equal cooperation among the pupils. Communicative competences of the teacher are prerequisites to the development of quality communication and social relationship in the class, so it should be dealt with them in this direction (Zrili?, 2010:23) [5].

Based on the Article 41, 43, and 57, paragraph 1. Item 1) of the *Law on the foundations of the system of education and upbringing* ("Official Gazette of the Republic of Serbia", No. 72/2009, 52/2011 i 55/2013) [6] inter alia, the rules of pupil's behaviour are regulated among which we single out the following:

- to address to the supervising teacher or their form teacher, and if necessary, to address to other persons employed by the School, for solving problems in relationships with other pupils, teachers, pupil's parents or third parties;
- to attend classes and other forms of educational work regularly and to perform their school duties properly;
- not to be late for school or to other forms of educational work, etc.

These are just some of the rules of behaviour which we considered to be the most relevant when it comes to the culture of behaviour at school. Our starting point is that **the pupil is obligated to address to an adult for solving a problem in order to avoid conflict situation and in order to teach pupil's the culture of behaviour in terms of respect for authority.**

Pupil's behaviour at school is influenced by various factors starting with family upbringing, school environment in which a significant role is played by the teachers and peers. These factors are not only reflected in the school achievements of pupil's but also in their behaviour, and in this research of ours, first of all, it refers to the culture of behaviour (Hallam & Rogers, 2008) [7].

The objective of the research

The main aim of the research is to determine whether there is a significant statistical difference in respondent's responses to questions related to the culture of behaviour in school. A special goal also derives from a specific goal that reads: Determine whether there is a significant statistical difference in student's opinion on the behavioural culture in relation to sexes.

Research hypotheses

Considering the aim of the research, the basic hypothesis is set, which reads: There is a significant statistical difference in respondent's responses to questions about the school's culture of behaviour.

From the special hypothesis, a special goal arises as follows:

- There is no statistically significant difference in the opinion of respondents about the culture of behaviour in school between female and male respondent's.

Research methodology

Sample respondents and procedure

The sample included 120 respondents who, during the school year 2015/16, attended the primary school "Jovan Popovi?" and the secondary vocational school "Miloš Crnjanski" in Kikinda. Research included pupils from 6th to 8th grade and pupils from the first-grade secondary school. Of the total number 64 respondents (N=64) are male, and 56 are female (N=56). All respondents belong to a typical population, the results are shown in the Table 1 and Fig. 1. The instruments have been consolidated for the purpose of this research, which should respond to the main goal of the research. In addition to the basic data on the respondent's, the questionnaire contains 11 clearly formulated questions defining the basic notion of the culture of behaviour in school.

Table 1. The gender of respondents

Gender	N	%
Boys	64	53
Girls	56	47
Total	120	100

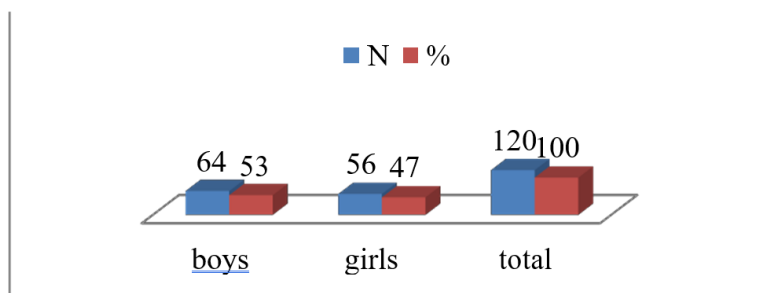


Fig. 1. Structure of respondents by gender

Research results with discussion

Table 2 shows the results of a χ^2 test for the completed questionnaire with frequency of responses according to assertions.

Serial No.	Assertions	f1	%	f2	%	f3	%	χ^2 test	p	df
1.	When entering school, I greet the supervising teacher	60	50	40	33	20	17	20.00	0.000	2
2.	During a short break I prepare my books for the next class	25	20	65	55	30	25	23.75	0.000	2
3.	I listen the lecturer carefully, because I respect teacher's authority	42	35	60	50	18	15	22.20	0.000	2
4.	I support pupils in mastering the teaching material	27	23	58	48	35	29	12.95	0.001	2
5.	I accept pair work with a pupil so that he can master the teaching material more easily during the class	40	33	60	50	20	17	20.00	0.000	2
6.	I accept group work during the class (teamwork contributes to the quality of relations among pupils)	55	46	40	33	25	21	11.25	0.003	2
7.	During a long break I avoid conflicts	52	43	48	40	20	17	15.20	0.000	2
8.	Before going home, I leave my place of sitting clean (I put paper in the trash can, etc.)	40	33	60	50	20	17	20.00	0.000	2
9.	After leaving school I greet the supervising teacher in the schoolyard	37	31	23	19	60	50	17.45	0.000	2
10.	I do not detain at school unnecessarily, but I go home	21	18	44	37	55	46	15.05	0.000	2
11.	For any eventual problems that arise in communication with pupils I'm looking for help from adults (teachers, principal, etc.)	41	34	37	31	42	35	0.35	0.839	2

Legend

f1 – frequencies for answers – yes

f2 – frequencies for answers - yes/no(sometimes)

f3 – frequencies for answers – no

Based on the results obtained from table No. 2 it can be concluded the following:

- There is a statistically significant difference in pupils' responses to assertion number 1., since the value of χ^2 test is $20 > 5.991$ ($p = 0.000$) with df 2.
- There is a statistically significant difference in pupils' responses to assertion number 2., since the value of χ^2 test is $23.75 > 5.991$ ($p = 0.000$) with df 2.
- There is a statistically significant difference in pupils' responses to assertion number 3., since the value of χ^2 test is $22.20 > 5.991$ ($p = 0.000$) with df 2.
- There is a statistically significant difference in pupils' responses to assertion number 4., since χ^2 test is $12.95 > 5.991$ ($p = 0.001$) with df 2.
- There is a statistically significant difference in pupils' responses to assertion number 5.,

since the value of χ^2 test is $20.00 > 5.991$ ($p = 0.000$) with df 2.

- There is a statistically significant difference in pupils 'responses to assertion number 6., since the value of χ^2 test is $11.25 > 5.991$ ($p=0.0039$) with df2.

- There is a statistically significant difference in pupils 'responses to assertion number7., since the value of χ^2 test is $15.20 > 5.991$ ($p=0.0039$) with df2.

- There is a statistically significant difference in pupils 'responses to assertion number8., since the value of χ^2 test is $20.00 > 5.991$ ($p=0.0039$) with df2.

- There is a statistically significant difference in pupils 'responses to assertion number9., since the value of χ^2 test is $17.45 > 5.991$ ($p=0.0039$) with df2.

- There is a statistically significant difference in pupils 'responses to assertion number10., since the value of χ^2 test is $15.05 > 5.991$ ($p=0.0039$) with df2.

- There is no statistically significant difference in pupils 'responses to assertion number11., since the value of χ^2 test is $0.35 < 5.991$ ($p=0.839$) with df2.

The obtained results from Table 2 are shown graphically in Figure 2.

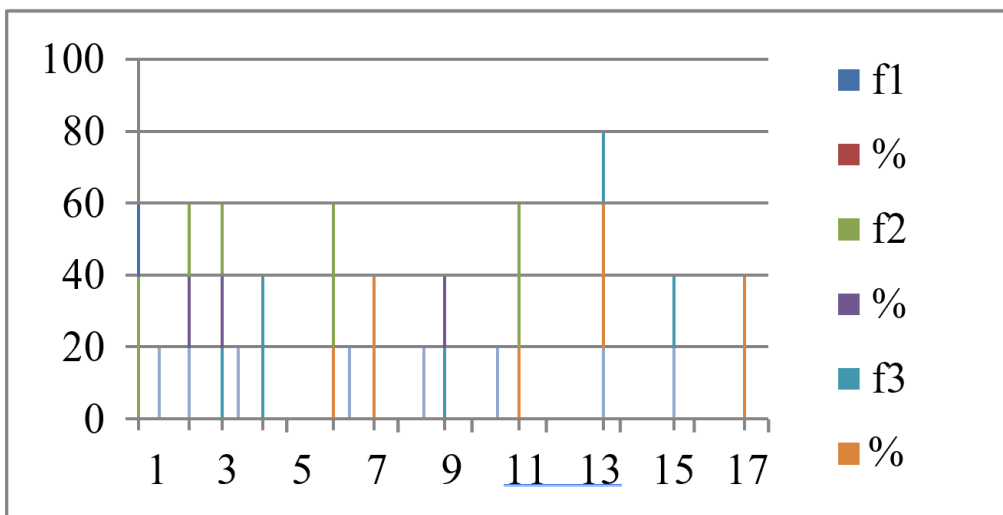


Fig. 2. Graphical presentation of cumulative results

Based on the obtained results it can be concluded that there is a statistically significant difference in the answers of the respondents on all assertions except for the assertion number 11 which reads “*For any eventual problems that arise in communication with pupil’s I’m looking for help from adults (teachers, principal, etc.)*”, where 34% of the respondents address to a teacher for a problem arising in communication with pupil’s, 31% are sometimes addressed, and 35% of the pupils are not looking for help from adults when problems arise in communication with other pupil’s. Table 3 shows the results of the research in relation to gender of respondents according to the items of the questionnaire.

Table 3. The research results in relation to gender

assertions		1	2	3	4	5	6	7	8	9	10	11
M	<i>yes</i>	28	10	18	17	13	19	29	22	15	12	21
	<i>sometimes</i>	24	35	36	22	36	12	23	34	11	21	20
	<i>no</i>	12	19	10	25	15	33	12	8	38	31	23
f	<i>yes</i>	32	15	24	10	27	29	23	18	22	9	20
	<i>sometimes</i>	16	30	24	25	24	14	25	26	12	23	17
	<i>no</i>	8	11	8	21	5	13	8	12	22	24	19
Σ		120	120	120	120	120	120	120	120	120	120	120

Legend: gender: *m*- male; *f* -female

Table 4 shows the results of χ^2 test to determine statistical significance of the received responses in relation to the gender of respondents.

Table 4. Differences between groups in relation to gender

assertions	χ^2 test	p	df
1.	2.143	0.312	2
2.	2.129	0.223	2
3.	2.959	0.227	2
4.	1.829	0.400	2
5.	11.819	0.000	2
6.	3.933	0.135	2
7.	1.047	0.592	2
8.	0.418	1.741	2
9.	5.124	0.881	2
10.	0.881	0.643	2
11.	0.116	0.943	2

Based on the obtained results χ^2 test from table No. 4, the following can be concluded:

- There is no statistically significant difference in pupils' responses to assertion number 1, since the value of χ^2 test is $2.143 < 5.991$ ($p=0.312$) with $df=2$.
- There is no statistically significant difference in pupils' responses to assertion number 2, since the value of χ^2 test is $2.295 < 5.991$ ($p=0.223$) with $df=2$.
- There is no statistically significant difference in pupils' responses to assertion number 3, since the value of χ^2 test is $2.143 < 5.991$ ($p=0.227$) with $df=2$.
- There is no statistically significant difference in pupils' responses to assertion number 4, since the value

of χ^2 test is $1.889 < 5.991$ ($p=0.000$) with $df=2$.

- There is a statistically significant difference in pupils' responses to assertion number 5, since the value of χ^2 test is $11.819 > 5.991$ ($p=0.839$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 6, since the value of χ^2 test is $0.116 < 5.991$ ($p=0.839$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 7, since the value of χ^2 test is $1.047 < 5.991$ ($p=0.592$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 8, since the value of χ^2 test is $2.143 < 5.991$ ($p=0.839$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 9, since the value of χ^2 test is $5.124 < 5.991$ ($p=0.881$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 10, since the value of χ^2 test is $0.881 < 5.991$ ($p=0.643$) with $df=2$.

- There is no statistically significant difference in pupils' responses to assertion number 11, since the value of χ^2 test is $2.143 < 5.991$ ($p=0.943$) with $df=2$.

We conclude that there is a significant statistical difference in pupil's responses compared to gender only for question No. 5 which reads: "*I accept pair work with a pupil so that he can master the teaching material more easily during the class*" where 13 schoolboys answered that they accept pair work, 36 male respondents sometimes accept pair work, and 15 of them do not support pair work during the class. Schoolgirls gave the following answers: 27 schoolgirls support pair work during the class, 24 female respondents sometimes accept pair work, while 5 schoolgirls expressed negatively about this type of work.

On the basis of the obtained research results, it can be concluded that the hypothesis that is set, which reads: "There is no statistically significant difference in the culture of behaviour between male and female respondents", is confirmed.

Conclusions

After the research has been carried out, it can be concluded that we have answered the main goal of the research. We found that there is a significant statistical difference in the 10 responses of the respondents in relation to their opinion on the culture of behaviour. In only one question (no. 11) there is no difference in respondent's responses. When it comes to thinking about the culture of behaviour in relation to gender, then we find that a significant statistical difference only occurs in question No. 5 which reads: *I accept work in pairs with a student in order to easily master the material on time*, because χ^2 test is 20.00; $p = 0.000$ with $df = 2$. This also means developing empathy in relation to peers, which certainly includes a culture of behaviour in school. Most respondent's thinks that they always or sometimes need to accept work in pairs as a form of work that will help the peer to master the material (Richardson, 1997, according to, Marki?, 2015), school culture (Domovi?, 2004. according to, Marki?, 2015) is defined as a relatively permanent quality of school environment which influences the behaviour of its members, thus determining the overall way of life in school [8].

There is a need that in terms of the culture of pupil's behaviour in school at the society level, this issue should be considered at levels ranging from primary schools to the highest representatives of the Ministry of Education responsible for primary and secondary education and upbringing area.

The polite behaviour of pupils is the basis for creating a healthy diligent, stimulating, supportive, etc. climate

at school level. Insufficient polite behaviour of pupils creates tension in relationships in various relations: pupil – pupil, pupil – teacher, pupil – parent, pupil – pedagogue, etc.

Primary school age is a very sensitive time for forming the identity of individuals and there is a real danger for the pupil, who grows up in the school environment in which insufficient polite behaviour of pupil's is tolerated, to accept a bad behaviour model in relation to peers, teachers, obligations and the like. This will definitely have a bad effect on the pupil and to his perception of good and bad. Therefore, regarding the rules of pupil's behaviour in school and generally polite behaviour towards pupil's, teacher's and others in school, additional training for all participants in this process should be organized. Pupils who complete primary school and do not carry elementary knowledge on polite behaviour at school with them, become a problem first in secondary school, and then this kind of behaviour can be reflected in all areas of individual's life and those who are in contact with him. This research represents only the basis for some new researches by which the culture of pupil's behaviour could be examined multidimensionally from different aspects.

The teacher, as the head of the educational process, must encourage mutual understanding, respect, communication and equal collaboration among pupil's (Zrli?, 2010:241). The teacher's communication competencies are a precondition for the development of communication and social relationships quality in the classroom, because they influence the culture of pupil's behaviour [5].

Those results are in accordance with the results of similar research (Marki?, 2014: 652), because the culture of behaviour illustrates the quality and tendencies of contemporary school and teaching process [8].

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