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SOCIO-DEMOGRAPHIC DETERMINANTS OF SCHOOL INDISCIPLINE

ABSTRACT. The paper examines the correlation between students' indiscipline in schools and some socio-demographic variables. The aim of the research is to investigate the connection of school indiscipline with the gender of students, their age, academic success and the number of unexcused absences, the birth order and the number of children in the family, the employment of parents and their educational background. The sample consisted of students of both sexes, aged 11 to 14 (N = 130), i.e. students of V (N = 30), VI (N = 48), VII (N = 22) and VIII (N = 30) grade. Basic Data Questionnaire and The Scale of School Discipline were used in the research. The data were processed using Correlation Analysis, T-test, and Variance Analysis. The obtained results showed that there is a positive correlation of school indiscipline with the age of students, school, academic success of students, and the education of parents.

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Рад је примљен 23. августа 2018, а прихваћен за објављивање на састанку Редакције Зборника одржаном 3. децембра 2018.

KEYWORDS: school indiscipline, socio-demographic characteristics, students, elementary school.

INTRODUCTION

Disciplinary problems of students in school have always caught attention of all participants in the teaching process. Various epochs of the society development were characterized by different understanding and interpretation of the disciplinary aspects of teaching. Accordingly, the discipline regulators have often been completely different. In the modern understanding of a child, disciplining gets a completely new dimension. In the dark Middle Ages, discipline was aimed at “transforming the child's sinful nature through a repressive action by a strict authority that imposes values and norms of behavior in accordance with the imaginary ideal towards which the education is striving” (Milovanović et al., 2016, p. 220). Later society development (the era of Humanism and the Renaissance) established a humanistic paradigm in which *disciplining* referred to the individual development of a child, while medieval ideas about the child's nature and their upbringing radically changed. Contrary to the socialization through rigorous disciplinary constraints and punitive actions, a request for a differently perceived discipline is made – the one which does not exclude students' activity (Savović, 2002).

Most generally, discipline can be defined as a set of rules that ensures functioning of an institution, organization, a group, or an individual in accordance with the set goals and tasks. There is a certain consensus among the authors that the modern concept of discipline basically represents the necessity of harmonizing the behavior of children with certain rules and norms. Consequently, the available literature often states that discipline is precisely defined as a “control of behavior with the aim of achieving certain values, such as normative behavior or behavior in accordance with the rules, as well as respecting a set of regulations determining the way of maintaining and establishing order” (Gašić-Pavšić, 1991; Mirić, 2011; Klaić, 1978, Vlahović-Štetić and Miljković, 2003: *according to* Milovanović et al., 2016, p. 220).

Curwin and Mendler define discipline in class as “the relationship between the needs of an individual, on the one hand, and the needs of the group, or authority that leads the group, on the other; if there are conflicts within this relationship, then there are disciplinary problems” (The International Encyclopedia of Education, 1985, p. 1409, ac-

according to Savović, 2002, p. 262). Also, “one of the definitions found in literature is that the disciplinary problem is behavior that: 1) disturbs teaching/learning, and/or 2) violates the right of other students to learn, and/or 3) is mentally and physically unsafe, and/or 4) damages property” (Levin and Nolan, 2004: *according to* Jovančević and Reljić, 2008, p. 337).

Discipline is the teaching or training of a person to comply with the rules or code of conduct. In the school context, the purpose of discipline is to teach the child “self-control and self-esteem by focusing on what we want the child to learn and what they are capable of adopting” (UNESCO, 2006, p. 33). Discipline is the first step in modeling children's behavior, in order for it to ultimately establish harmonious relationships with itself and with other people. Thus, the goal of school discipline is “to prepare students to take on the role of a responsible member of the society, whereby the school, as an agent of socialization, achieves equally important contributions as the family” (Lewis, 1999; Rothstein, 2000: *according to* Milovanović et al., 2016, p. 220).

Discipline is an integral part of school life and an essential prerequisite for successful teaching and learning. Within the educational framework, the concept of discipline refers to the teacher's attitude that represents a reaction to students' behavior disrupting the order, safety, and the learning process. Manifested forms of school indiscipline are usually different with regard to the degree of obstruction, or the severity of the consequences they lead to. Some authors (Jovančević and Reljić, 2008, p. 337) classify the behavior that obstructs and disturbs the teaching process in the following categories: verbal interruptions of the teaching process; non-engagement of students in the assigned task; disturbing movement; disrespect. For the purpose of this paper, Charles's research (1992), which defines five categories of undesirable behavior in class, is particularly interesting. These categories are *Aggression* (physical or verbal), *Cheating* (copying and other types of cheating in examination, theft), *Defying Authority* (student refusal to follow the instructions of teachers), *Obstruction of Work* (talking, throwing pieces of paper), and *Non-participation in work* (dealing with other activities).

Causes of indiscipline in the classroom are multiple and varied. The most commonly identified causes of school indiscipline relate to the psychological problems of students and inadequate classroom management strategies (Andrilović and Čudina-Obradović, 1996; Hyman & Snook, 2000; Lewis, 2001; Steed, 1985: *according to* Milovanović et al., 2016, p. 221). In dealing with the problems of learning and teaching,

authors Andrilović and Čudina-Obradović (1996) recognize the causes of indiscipline in class within the psychological characteristics of students, their emotional needs, and socio-emotional atmosphere of school. Jurić (2004) groups the disciplinary problems based on their source: teachers, students, and the organization of teaching and the teaching process. The behavior of teachers and their relationship with students can often be the reason for the students' lack of discipline, especially if the teacher is not familiar with the learner's needs and motivation for learning. "The teacher is responsible for creating a favorable psychological climate, for establishing such relationships with students that will act as a strong motivational factor in which learning is perceived as a desire, a need, and satisfaction" (Radojević i Kompirović, 2018, pp. 294–295). Rijavec and Miljković (2010) classify the causes of the undisciplined behavior of students in school in five basic categories: the effects of the social environment, the individual characteristics of students, the atmosphere in the classroom, the relationships between students and teachers, and organizational culture of school.

The final conclusion is that the causes of indiscipline in class come from the students themselves (their psychological profiles and external influences on their development), from the personality and competence of teachers, and from the organization of the teaching process. Contemporary understanding of the issue emphasizes the multiple causes of indiscipline in class but underlines the immense impact of the quality of the teaching process on achieving discipline. For this reason, it is necessary to ensure support and guidelines for good behavior in class in order to focus students' attention on the content of teaching and to prevent boredom or long-term mental effort (Andrilović and Čudina-Obradović, 1996).

RESEARCH METHODOLOGY

RESEARCH PROBLEM

The most widely defined research subject is included in the examination and determination of the correlation of school indiscipline and some socio-demographic characteristics of students. The problem of the research is focused on identifying some of the correlates of socio-demographic characteristics of students and school indiscipline.

GENERAL AIM OF THE RESEARCH

The aim of the research is to examine the connection of school indiscipline with students' gender, age, school success and the number of unexcused absences, the child's birth order and number of children in the family, parents' employment and their education.

RESEARCH HYPOTHESES

There is a correlation between school indiscipline and socio-demographic characteristics of students: gender, age, school success and the number of unexcused absences, the birth order and the number of children in the family, the employment of parents and their education.

Based on the general hypothesis, six specific hypotheses have been formulated.

- 1) There is a statistically significant difference in the level of students' indiscipline in relation to their gender.
- 2) There is a statistically significant difference in the level of students' indiscipline in relation to their age.
- 3) There is a statistically significant difference in the level of students' indiscipline in relation to the school success and the number of unexcused absences.
- 4) The number of children in the family and the birth order of the child are related to the students' indiscipline.
- 5) The education of parents (fathers and mothers respectively) is in correlation with the students' discipline in schools.
- 6) The employment of parents (fathers and mothers respectively) is in correlation with the students' discipline in schools.

Hypotheses were tested using Correlation Analysis (Pearson Correlation Coefficient), T-test, and Variance Analysis.

VARIABLES AND INSTRUMENTS IN RESEARCH

The student indiscipline was treated as a dependent variable, which was operationalized by the result on the Scale of School Indiscipline (Pekić et al., 2016). The scale is intended to measure various manifestations of school indiscipline and, in a narrower sense, refers to those behaviors of students that are non-concordant and contrary to pre-established behavioral rules in the school environment. The scale

consists of 23 lines of Likert Type with five points of agreement. In addition, the students were also given a short questionnaire for collecting socio-demographic data.

CONTROL VARIABLES

- Gender of the students,
- The grade that the student attends (age of the student),
- The success of the student and the number of unexcused absences,
- The birth order of the child and the number of children in the family,
- Education of parents,
- Parents' employment.

PARTICIPANTS AND RESEARCH PROCEDURE

The study sample included 130 students from the city of Kraljevo. The study sample was intentional. Namely, the recruited students were aged 11–14 attending the V (N = 30), VI (n = 48), VII (n = 22) and VIII (n=30) grade. The sample was fairly balanced in terms of gender structure (boys 49.20%, 50.80% girls). Regarding the structure of the sample according to the age (grade) of the students, the highest number was from the sixth grade (36,90%), then the fifth and eighth grade (23,10% each), while the smallest number of students was from the seventh grade (16, 90%). When it comes to parents' education, the highest percentage of students is of those whose fathers completed high school (55.4%), followed by students whose fathers have a university degree (37.7%). The least is the percentage of students whose fathers have completed college (2, 3%) and elementary school (4.6%). The situation is similar in terms of education of mothers. The majority of students are of those whose mothers have completed secondary education (53.8%), slightly fewer students of whose mothers have a university degree (34.6%), while the lowest percentage is of students whose mothers have completed higher (4.6%) and elementary school (6.9%). When it comes to the employment of parents of the interviewed students, the highest number is of those whose parents are employed (84.60% employed, 15.40% unemployed). Interestingly, the number of employed, that is, unemployed fathers and mothers is identical. The average academic achievement of the students is M =

4.09, which indicates that the average score on the total sample is very high. The average number of unexcused absences of the students in this sample is $M = 3.30$ classes per student. The number of unexcused absences ranges from 1 to 22, where the least is 1, and the most is 22. Average birth order of students is $M = 1.66$ per student, that is, the sample records the cases of first-born, second-born, third-born and fourth-born children. In the sample, the number of children in the family is $M = 2.16$ on average, with at least one child in the family and with a maximum of four children.

ANALYSIS AND INTERPRETATION OF THE RESEARCH RESULTS

CHECKING THE FACTORIAL STRUCTURE OF THE SCHOOL INDISCIPLINE SCALE

In order to check the factorial structure of the School Indiscipline Scale modeled on the research by Pekić et al. (2016), the following statistical steps apply the techniques of factorial analysis with Promax rotation. After the examination, testing of the subclass distribution obtained by factor analysis was applied, ie. Skunis and Kurtosis subclasses were tested.

	KMO	,779
BARTLETT'S TEST	χ^2	1607,38
	Df	435
	P	,000

TABLE 1: BARTLETT'S TEST AND KAISER-MEYER-OLKIN (KMO) TEST

After examining the KMO and Bartlett's test From Table 1, it can be seen that there is a resulting significance level of 0.001. The fact that the value of n is statistically significant confirms the justification of the factor analysis implementation and tells us it can be further proceeded with it.

	BEFORE ROTATION			AFTER ROTATION
	Typical root	% Variance	Cumulative %	
1	8,018	26,727	26,727	6,190
2	2,254	7,514	34,241	6,217
3	1,929	6,432	40,672	4,421
4	1,715	5,715	46,388	2,279
5	1,364	4,547	50,935	
6	1,327	4,423	55,358	
7	1,258	4,193	59,551	
8	1,085	3,617	63,168	
9	1,039	3,462	66,631	
10	,987	3,291	69,922	
11	,863	2,877	72,799	
12	,772	2,573	75,372	
13	,765	2,549	77,921	
14	,742	2,473	80,394	
15	,700	2,334	82,728	
16	,582	1,940	84,668	
17	,549	1,831	86,499	
18	,486	1,619	88,118	
19	,476	1,585	89,703	
20	,445	1,485	91,188	
21	,372	1,242	92,429	
22	,355	1,184	93,613	
23	,341	1,138	94,752	
24	,319	1,065	95,816	
25	,295	,985	96,801	
26	,254	,847	97,648	
27	,228	,759	98,407	

TABLE 2: FACTOR ANALYSIS OF THE SCALE OF SCHOOL INDISCIPLINE

28	,198	,660	99,067	
29	,159	,531	99,598	
30	,121	,402	100,000	

TABLE 2: FACTOR ANALYSIS OF THE SCALE OF SCHOOL INDISCIPLINE

Based on Factor Analysis from Table 2, it can be noticed that four factors have been obtained. Research by Pekić et al. (2016) also indicates the existence of the following four factors: *Aggression*, *Cheating*, *Defying Authority*, and *Non-Participation*. On this basis, it is possible to conclude that the construct of school indiscipline is operationalized through these four main components.

As Pekić et al. (2016, p. 253) emphasize, “The first major component gathers items that show students’ indifference to participate in class, and class tardiness or absence; therefore, this component is called *Non-Participation*. The second major component comprises the indicators of the manifestation of direct aggressive behavior during classes directed towards students in class or towards school property, and it is called *Aggression*. The third major component is operationalized by items whose contents point to different students’ behaviors obstructing the class, as well as items relating to active or passive resistance to the teacher’s requests and to the students’ negative reactions to teacher’s behavior. The component is called *Defying Authority*. The fourth main component gathers indicators that refer to students’ immorality in completing school obligations and their inclination to use illicit means in knowledge tests. Therefore, this component is called *Cheating*.”

In addition to factor analysis, the Cattell's scree test additionally indicates to the number of extracted factors. By inspecting this test, which is actually an additional indicator in factor analysis, it can be noticed that the first factor (subscale) is high at the level of typical values, and that the “fracture” can be seen on the fourth point. More precisely, the factors mildly descend into the continuous series after the fourth point. This further confirms the existence of four factors.

	AGGRESSION	CHEATING	DEFYING AUTHORITY	NON-PARTICIPATION
SKUNIS	,582	,784	,016	-,060

TABLE 3: DISTRIBUTION OF THE SCHOOL INDISCIPLINE SCALE

STANDARD ERROR	,212	,212	,212	,212
KURTOSIS	-,404	,307	-,157	,231
STANDARD ERROR	,422	,422	,422	,422

TABLE 3: DISTRIBUTION OF THE SCHOOL INDISCIPLINE SCALE

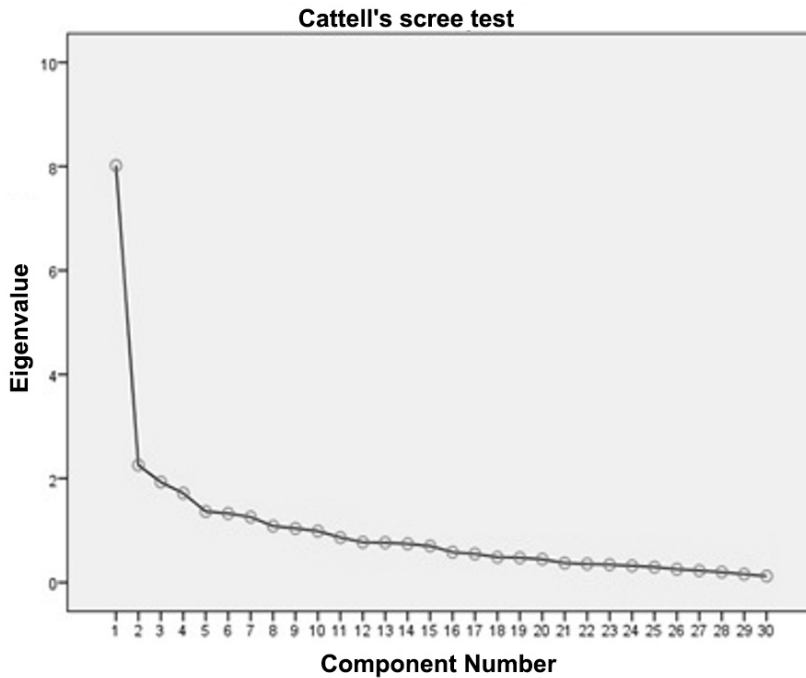


CHART 1. CATTELL'S TEST
GRAFIKON 1. KATELOV TEST

Based on the distribution of the School Indiscipline Scale examination from Table 3, it can be seen that Skunis and Kurtosis are at a statistically insignificant distribution level. The subclasses *Aggression*, *Cheating*, *Defying Authority*, and *Non-participation* do not deviate from normal distribution. By dividing both Skunis and Kurtosis by a standard error within the four sub-classes, the value obtained does not exceed 1.86 or -1.86; therefore, it is not statistically significant.

DIFFERENCES IN SCHOOL INDISCIPLINE BY GENDER

Differences in students' school indiscipline in relation to their gender were tested using the T-test, and the results are shown in Table 4.

SOCIO-DEMOGRAPHIC DETERMINANTS OF SCHOOL INDISCIPLINE

	GENDER	M	SD	T	DF	P
AGGRESSION	Boys	23,18	7,72	,326	128	,745
	Girls	22,75	7,29			
CHEATING	Boys	27,23	9,79	-,916	128	,361
	Girls	28,84	10,27			
DEFYING AUTHORITY	Boys	17,54	4,68	,061	128	,952
	Girls	17,50	4,09			
NON-PARTICIPATION	Boys	11,59	2,83	-1,65	128	,100
	Girls	12,39	2,67			

TABLE 4: DIFFERENCE IN SCHOOL INDISCIPLINE BY GENDER

As it can be seen in Table 4, there are no statistically significant differences in the degree of Aggression, Cheating, Defiance of Authority, and Non-participation between boys and girls.

DIFFERENCES IN SCHOOL INDISCIPLINE
ACCORDING TO THE AGE OF STUDENTS

The age differences in manifestation of different forms of undisciplined behavior at school were tested using a single-factor analysis of variance, and are shown in Table 5.

	GRADE	M	SD	F	DF	P
AGGRESSION	Fifth Grade	27,90	7,23			
	Sixth Grade	18,35	5,17			
	Seventh Grade	21,72	6,91			
	Eighth Grade	26,33	6,73			
	Total	22,96	7,48	17,49	3	,000
CHEATING	Fifth Grade	32,70	8,68			
	Sixth Grade	23,85	8,37			
	Seventh Grade	26,50	10,25			
	Eighth Grade	31,26	10,89			
	Total	28,05	10,03	7,00	3	,000

TABLE 5: DIFFERENCE IN SCHOOL INDISCIPLINE WITH RESPECT TO THE GRADE OF STUDENTS

DEFYING AUTHORITY	Fifth Grade	16,93	5,03			
	Sixth Grade	16,31	4,19			
	Seventh Grade	17,81	3,99			
	Eighth Grade	19,83	3,37			
	Total	17,52	4,37	4,57	3	,004
NON-PARTICIPATION	Fifth Grade	12,60	3,24			
	Sixth Grade	11,81	2,87			
	Seventh Grade	11,95	2,64			
	Eighth Grade	11,73	2,14			
	Total	12,00	2,77	0,63	3	,596

TABLE 5: DIFFERENCE IN SCHOOL INDISCIPLINE WITH RESPECT TO THE GRADE OF STUDENTS

Based on Table 5, it can be concluded that statistically significant differences among elementary school students exist in the case of three factors of school indiscipline: *Aggression*, *Cheating*, and *Defying Authority*. Namely, the fifth and eighth grade students show a higher degree of *Aggression*, compared to students in the sixth and seventh grades.

Regarding *Cheating* and indicators related to immorality in completing school obligations and the student's tendency to use illicit means in knowledge tests, fifth-grade students are most often prone to behavior of this kind. They are followed by eighth grade students, while cheating indicators are least noticeable in students of the seventh and sixth grade.

Eighth grade students show the highest level of *Defying Authority* and are most prone to obstructing teaching and opposing teacher's requests. They are followed by the students of the seventh, then the fifth and the sixth grade.

There is no statistically significant difference in the level of *Non-participation* among students of the fifth, sixth, seventh, and eighth grades.

THE CONNECTION OF SCHOOL INDISCIPLINE AND SCHOOL SUCCESS OF STUDENTS AND THE NUMBER OF UNEXCUSED ABSENCES

The correlation between indiscipline and school success of students and the number of unexcused absences was determined using the Pearson's Linear Correlation Coefficient. The results are shown in Table 6.

		AVERAGE GRADE	UNEXCUSED ABSENCES
AGGRESSION	Correlation Coefficient	-,372 ^a	,145
	P	,000	,262
	N	130	62
CHEATING	Correlation Coefficient	-,335 ^a	-,004
	P	,000	,974
	N	130	62
DEFYING AUTHORITY	Correlation Coefficient	-,222 ^δ	,210
	P	,011	,102
	N	130	62
NON-PARTICIPATION	Correlation Coefficient	-,044	,134
	P	,616	,301
	N	130	62

TABLE 6: RELATIONSHIP BETWEEN STUDENTS' INDISCIPLINE AND AVERAGE GRADES AND UNEXCUSED ABSENCES

^a correlation at the 0.01 level

^δ Correlation is at the 0.05 level;

As it can be seen in Table 6, statistically significant correlations between *Aggression* and Average Grade are obtained. Correlation has a negative direction, which leads us to conclude that pupils with lower grades are on average more aggressive than those who have high grades at school.

We also found that there is a statistically significant correlation between *Cheating* and Average Grade. The correlation is negative, indicating that pupils who are prone to cheating in school have low grades on average, while students with high grades in school are not prone to cheating.

There is a statistically significant negative correlation between *Defying Authority* and Average Grade, indicating that students with a low average grade are more inclined to defy authority than students with a high average grade.

There is no statistically significant correlation between *Non-participation* and Average Grade.

There was no statistically significant correlation between Unexcused Absences and *Aggression*, *Cheating*, *Defying Authority*, and *Non-participation*.

THE CORRELATION OF THE NUMBER OF CHILDREN IN THE FAMILY
AND THE BIRTH ORDER WITH THE SCHOOL INDISCIPLINE OF THE STUDENTS

The correlation of the number of children in the family and the birth order with the school indiscipline of the students was examined using the Pearson Linear Correlation Coefficient. The results are shown in Table 7.

		NUMBER OF CHILDREN IN THE FAMILY	BIRTH ORDER
AGGRESSION	Correlation Coefficient	,044	,028
	P	,617	,750
	N	130	130
CHEATING	Correlation Coefficient	,170	,065
	P	,053	,465
	N	130	130
DEFYING AUTHORITY	Correlation Coefficient	,089	-,042
	P	,316	,637
	N	130	130
NON-PARTICIPATION	Correlation Coefficient	-,149	-,074
	P	,091	,405
	N	130	130

TABLE 7: THE CORRELATION BETWEEN STUDENTS' INDISCIPLINE, THE NUMBER OF CHILDREN IN THE FAMILY AND THE BIRTH ORDER

From Table 7, it can be noticed that there is no statistically significant correlation between the Number of Children in the Family, the Birth Order and school indiscipline.

DIFFERENCES IN SCHOOL INDISCIPLINE
WITH REGARD TO PARENTS' EDUCATION

Differences in students' indiscipline in relation to the education of parents (fathers and mothers respectively) were examined using the T-test, and the results are shown in Tables 8 and 9.

SOCIO-DEMOGRAPHIC DETERMINANTS OF SCHOOL INDISCIPLINE

	FATHER'S EDUCATION	M	SD	T	Df	P
AGGRESSION	High School	25,47	7,74	4,51	119	,000
	University	19,61	5,75			
CHEATING	High School	29,34	10,67	1,98	119	,049
	University	25,73	8,36			
DEFYING AUTHORITY	High School	18,76	4,53	3,84	119	,000
	University	15,81	3,46			
NON-PARTICIPATION	High School	12,26	2,86	1,24	119	,215
	University	11,61	2,75			

TABLE 8: DIFFERENCE IN STUDENTS' INDISCIPLINE WITH REGARD TO FATHER'S EDUCATION

Table 8 shows that there is a statistically significant difference in the degree of *Aggression*, *Cheating*, and *Defying Authority* among subjects whose fathers have completed high school and graduated from university. The results indicate that subjects whose fathers have secondary education show a higher degree of indiscipline in relation to respondents whose fathers have tertiary education (university).

	MOTHER'S EDUCATION	M	SD	T	Df	P
AGGRESSION	High School	24,87	6,98	4,61	113	,000
	University	18,93	6,32			
CHEATING	High School	29,62	9,03	3,03	113	,003
	University	24,33	9,25			
DEFYING AUTHORITY	High School	18,68	4,41	3,63	113	,000
	University	15,80	3,69			
NON-PARTICIPATION	High School	11,85	2,85	-,27	113	,786
	University	12,00	2,55			

TABLE 9: THE DIFFERENCE IN SCHOOL INDISCIPLINE WITH REGARD TO MOTHER'S EDUCATION

Table 9 shows that there is a statistically significant difference in the degree of *Aggression*, *Cheating*, and *Defiance of Authority* among subjects whose mothers completed high school and university education. The results indicate that subjects whose mothers have secondary education show a higher degree of indiscipline in relation to respondents whose mothers have tertiary education (university).

DIFFERENCES IN SCHOOL INDISCIPLINE WITH REGARD
TO THE EMPLOYMENT OF PARENTS

Differences in the students' indiscipline in relation to the employment of parents (fathers and mothers respectively) were examined using the T-test, and the results are shown in Tables 10 and 11.

	FATHER'S EMPLOYMENT	M	SD	T	Df	P
AGGRESSION	Yes	22,55	7,14	-1,48	128	,139
	No	25,25	9,01			
CHEATING	Yes	27,45	9,60	-1,60	128	,111
	No	31,35	11,87			
DEFYING AUTHORITY	Yes	17,42	4,27	-,58	128	,560
	No	18,05	4,99			
NON-PARTICIPATION	Yes	11,98	2,77	-,17	128	,861
	No	12,10	2,78			

TABLE 10: DIFFERENCE IN SCHOOL INDISCIPLINE WITH RESPECT TO FATHER'S EMPLOYMENT

From Table 10, it can be noticed that there is no statistically significant difference in the degree of *Aggression*, *Cheating*, *Defiance of Authority*, and *Non-participation* among subjects whose fathers are employed or unemployed.

	MOTHER'S EMPLOYMENT	M	SD	T	Df	P
AGGRESSION	Yes	22,60	7,05	-1,29	128	,199
	No	24,95	9,46			
CHEATING	Yes	27,26	9,34	-2,13	128	,035
	No	32,40	12,61			
DEFYING AUTHORITY	Yes	17,30	4,29	-1,36	128	,174
	No	18,75	4,72			
NON-PARTICIPATION	Yes	11,92	2,69	-0,70	128	,485
	No	12,40	3,21			

TABLE 11: THE DIFFERENCE IN SCHOOL INDISCIPLINE WITH REGARD TO THE EMPLOYMENT OF THE MOTHER

Table 11 shows that there is no statistically significant difference in the degree of *Aggression*, *Defying Authority*, and *Non-participation* among subjects whose mothers are employed or unemployed.

The results indicate that there is a statistically significant difference in the degree of cheating manifestation. Subjects whose mothers are unemployed are more likely to cheat at school than subjects whose mothers are employed.

DISCUSSION

The research was conducted with the aim of examining the connection of school indiscipline with some socio-demographic characteristics of pupils in elementary school. We wanted to examine whether the forms of undisciplined behavior differ in pupils of different sex, age, school success and the number of unexcused absences, depending on the birth order of the child and the number of children in the family, the employment of the parents, and their education.

Analyzing the gender differences in terms of the overall degree of indiscipline in classes, we have come to the conclusion that there are no statistically significant differences between male and female pupils. Differences are not noticeable in any of the four aspects of indiscipline in the course of teaching: aggression, cheating, defiance of authority, and non-participation. The results indicate that there are no significant differences in students' behavior in class and indiscipline. This indicates to certain homogeneity between boys and girls in terms of behavioral aspects manifested in school.

The obtained results are only partially compliant with some previous research that dealt with this issue. Namely, in the research by Pečić et al. (2016, p. 253), it was found that there were no statistically significant gender differences in the total score on the School Discipline Scale. However, additional analysis and examination found that there are gender differences between male and female pupils, viewed from the aspect of each individual component of school indiscipline (aggression, cheating, defiance of authority, and non-participation). The differences shown in the mentioned research "suggest that boys are more inclined to those forms of indiscipline in which the school rules are more explicitly violated, while there is a more passionate resistance to those rules in girls" (Ibid., p. 256). The research, focusing on the correlation of social competences manifested in school context and socio-demographic characteristics of students, found that "girls, in relation to boys have a more pronounced ability of self-control and conformity of behavior with valid school and general social rules, that they are more independent, more diligent, and more reliable in terms

of completing school obligations and adequate communication with the teacher” (Kompirović, 2016, p. 139).

Differences between pupils of the fifth, sixth, seventh, and eighth grade of the elementary school appear in three components of school indiscipline: aggression, cheating, and defying authority. The obtained findings align with some previous research (Kodžopeljić et al., 2010; Pekić et al., 2016; Kompirović, 2016). Fifth and eighth grade students demonstrate a higher degree the undisciplined behavior at school, which is particularly noticeable in two aspects of indiscipline: they are more inclined to aggressive outbursts towards peers and cheating on knowledge tests, and in completing school obligations. In the aspect of school indiscipline manifested through defying authority and behavior that obstructs the teaching process, the most frequent are eighth grade, then seventh, fifth, and then the sixth grade students. It is interesting that eighth and fifth grade students are the most marked in terms of school indiscipline. Aggression, as well as cheating, is increased in these two grades. Only there is no unique data regarding defying authority about the homogeneous groups of the eighth and seventh grade students. The noticed differences in expressions and forms of school indiscipline among different ages cannot be attributed to developmental changes, especially given the fact that the two components of school indiscipline appear as characteristics of the fifth and eighth grades students. It is possible that other factors related to the school context have contributed to the variance of the results.

The analysis of the differences in the average school success of students with regard to the overall degree of indiscipline in class indicates that there are statistically significant differences. Components of school indiscipline—aggression, cheating, and defying authority—significantly correlate with the average grade of students, which is not the case with *non-participation* component. The correlation has a negative direction, which leads us to conclusion that students with lower academic success and lower grades are more inclined to aggressive behavior, have more pronounced behavior that disrupts the teaching process, resist to teachers' demands, manifest immorality while completing school obligations, and use illicit means in knowledge tests. In students with better academic success and high grades in school, this behavior is almost imperceptible. These obtained results comply with some earlier studies which indicate a negative correlation between the students' undisciplined behavior and their school success, and conclude that students who exhibit aggressive be-

havior achieve poorer success at school (Taylor, 1989; Dishon, 1990; Olweus, 1998: *according to* Spasenović, 2008; Kompirović, 2016). It was also found that the academic achievement of students influences prosocial behavior, and that this influence is also visible in the reverse direction (Spasenović, 2003). It is believed that the social functioning and academic achievement interact and are mutually influenced. The unsatisfactory school success of students who exhibit aggressive and inappropriate behavior can be explained by the unsatisfactory quality of social relationships that such pupils establish with peers (Kompirović, 2016, p. 152).

Regarding the degree of school indiscipline from the aspect of parental education (both father and mother), the analysis of the results showed that there are statistically significant differences. Namely, the components of school indiscipline - aggression, cheating, and defying authority - are more pronounced among pupils whose parents have completed high school, and these students show a higher degree of indiscipline in relation to subjects whose parents have graduated from university. These relationships can lead the conclusion that the level of parental education significantly predicts and, with a higher level of education, increases parental expectations related to the more competent social behavior of their children. Such results are consistent with some previous research (Ibid, 2016, p. 142) which suggests that parents with a high level of education have higher expectations in terms of their children's social behavior, shaping it and contributing to it through desirable parenting styles, while it is possible that parents who have lower level of education have lower expectations about the behavior of their children. The assumed connections between the school indiscipline and birth order of students, the number of children in the family, unexcused absences, and parents' employment, are not established in our study.

CONCLUDING
REMARKS

The results obtained in this study are compliant with most of the assumptions, theoretical settings, and the results of some previous studies that dealt with similar issues.

The research was conducted with the aim of establishing a statistically significant link between school indiscipline and socio-demographic characteristics of students. The most important contribution of this research is to determine the statistically significant differences in the expression of the students' indiscipline in classes in relation to their age, school success, and education of parents. The research results clearly indicate that the age of students, school success, and ed-

ucation of parents significantly influence the manifestation of school (in)discipline, which ultimately can point to and suggest some preventive activities.

Findings about the factors of students' indiscipline, both in its overall expression and its structure, are important because they contribute to understanding the current behavior and development of students and can point to protective and risk factors which can reduce students' indiscipline in class. A thorough insight into the problem of the research and the establishment of links between concepts of school indiscipline and socio-demographic variables should improve existing knowledge and create a suitable ground for the creation of new research procedures in view of a more comprehensive analysis of this problem.

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ТАТЈАНА П. КОМПИРОВИЋ

УНИВЕРЗИТЕТ У ПРИШТИНИ СА ПРИВРЕМЕНИМ СЕДИШТЕМ
У КОСОВСКОЈ МИТРОВИЦИ, ФИЛОЗОФСКИ ФАКУЛТЕТ
КАТЕДРА ЗА ПЕДАГОГИЈУ

НИКОЛА Н. ДАНЧЕТОВИЋ

УНИВЕРЗИТЕТ У ПРИШТИНИ СА ПРИВРЕМЕНИМ СЕДИШТЕМ
У КОСОВСКОЈ МИТРОВИЦИ, ФИЛОЗОФСКИ ФАКУЛТЕТ
КАТЕДРА ЗА ЕНГЛЕСКИ ЈЕЗИК И КЊИЖЕВНОСТ

ТАТЈАНА С. РАДОЈЕВИЋ

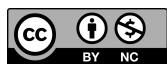
УНИВЕРЗИТЕТ У ПРИШТИНИ СА ПРИВРЕМЕНИМ СЕДИШТЕМ
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РЕЗИМЕ

СОЦИОДЕМОГРАФСКЕ КАРАКТЕРИСТИКЕ ШКОЛСКЕ НЕДИСЦИПЛИНЕ

У раду се испитује повезаност школске недисциплине ученика у односу на неке социодемографске варијабле. Циљ истраживања је усмерен на испитивање повезаности школске недисциплине са полом ученика, узрастом, школским успехом и бројем неправданих часова ученика, редоследом рођења детета и бројем деце у породици, запослењем и образовањем родитеља. Узорак су чинили ученици оба пола, узраст од 11–14 година (N=130), односно ученици V (N=30), VI (N=48), VII (N=22) и VIII (N=30) разреда. У истраживању су кориштени: Упитник основних података и Скала школске недисциплине. Подаци су обрађени корелационим анализом, Т-тестом, и анализом варијансе. Добијени резултати показали су да постоји позитивна корелација школске недисциплине са узрастом ученика, школским, тј. академским успехом ученика и образовања родитеља.

Кључне речи: школска недисциплина; социодемографске карактеристике; ученици; основна школа.



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