

KATOLÍCKA UNIVERZITA V RUŽOMBERKU

**PAŃSTWOWA WYŻSZA SZKOŁA ZAWODOWA
W CHEŁMIE**

VYSOKÁ ŠKOLA KAROVY VARY

**Sociálne posolstvo Jána Pavla II. pre dnešný svet
„Ekonomika verzus kultúra ako hybné sily civilizačných zmien“**

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The attitudes of students towards school culture

Piotr Mazur - Anita Famuła-Jurczak

The goal of each cultural society is to achieve a sufficient level of education among the population. Education is the process by which individuals prepare for the specifically human tasks that lie primarily in knowledge, and conscious and purposeful creation of new cultural and social values¹. Increasingly, we see the school as an autonomous institution under which arise and operate certain standards, values and atmosphere². When deciding on choosing a school for children, parents increasingly take into account not only the place where the school is located in the rankings but that is what the climate prevails in it, what is the atmosphere. The purpose of the text is to show the attitudes of students towards school culture. Approximate issue is school culture, school culture types, its function.

School culture - the organizational culture

In the literature, we find a series of proposals on the definition of culture. The diversity and variety of definitions based on the fact that culture is analyzed from the perspective of the individual, group or society. What is meant by organizational culture? Organizational culture is defined as the result of norms, values, governance, symbols and meanings of the organization³. However, according to Cz. Sikorski is the organizational culture as a system of thought and action patterns that are established in the social environment of organizations and are important for achieving its formal objectives⁴.

According to E. Schein can distinguish three levels of organization:

- visible, realized by the members of the organization
- visible but partially realized by the members of the organization
- invisible and often unconscious⁵.

On the first level of organizational culture artifacts appear, visible patterns of behavior, symbols. The second level includes the norms and values and ideologies and prohibitions appearing in the organization. In turn, the third level, we distinguish the relationship to the relationship to the environment and reality, interpersonal relationships. The culture of the organization has the following functions:

- integrating - allows for a joint integration team members, identifying with the team;
- orient - learning about the mission and strategy of the organization to create precise action;
- evaluation - to appeal to clear criteria allows for an assessment of the development of the organization;

¹ A. Lisnik, *The contribution of the social doctrine of the Church for individual learning in education for sociality. Współczesne strategie i wyzwania edukacyjne*. Chelms, 2011, s. 227.

² I. Kawecki, *Wprowadzenie do wiedzy o szkole i nauczaniu*, IMPULS, Kraków, 2003, s. 91.

³ zob. Nogalski B., *Kultura organizacyjna. Duch organizacji*, Oficyna Wydawnicza Ośrodek Postępu Organizacyjnego, Bydgoszcz 1998, s. 105.

⁴ Cz. Sikorski, *Kultura organizacyjna*, C. H. Beck, Warszawa 2002, s. 4.

⁵ M. Kostera, *Postmodernizm w zarządzaniu*, PWE, Warszawa 1996, s. 76.

- development - knowledge of objectives and assessment of their implementation enables the further development of the organization and make changes if needed;
- stratification - the designation of the principles of power and status; control - To make the behavior of individual ratings of group members and the application of the reinforcements, when they are not complied with the applicable standards of the organization.

Organizational culture, therefore, meets the needs of security, belonging, and predictability. Significantly affect the attitudes and behavior of employees.

Summing up the previous discussion of school culture can be said that its main characteristics are:

- subconscious and the lack of reflection, with which people accept cultural patterns and apply to them: cultural reactions are characterized by automatism and the creation of stereotypes
- multi-level and multidimensional;
- feedback between organizational culture and its determinants.

Writing about the culture of the organization, remember that it is a variable and its image depends on factors external and internal, which will adversely affect the institution, organization. The shape of the culture of the organization depends on: the environment, the type of organization, its features and characteristics of participants⁶. You could say that the culture of the school will depend on the environment in which the school is located. Otherwise can shape the culture of schools located in rural and urban areas differently. Since culture is dependent on the school environment and the characteristics of students it is likely that she will be discriminated because of the socio-cultural capital of students and teacher⁷. Understanding the school culture is important to manage as it can initiate, encourage behavior conducive to achieving the objectives of the school. School culture directly affects the shape of the institution that is the school, the behavior of those associated with it (students, teachers, parents and the local environment). School culture conducive to efficient functioning of the school⁸.

So far, presented a definition of school culture, its features and functions that fully, at this point you should consider what components will make up the culture of the school. According to the researchers involved in the culture of the organization is dependent on the philosophical and ideological assumptions about human vision and organization. According to E. Schein on culture of the organization include: artifacts, norms and values and cultural assumptions. Artifacts include realized by members of the organization level and are easy to observe, they are referred to as artificial creations of the culture. For artifacts include the organization of the material environment, the language (myths, legends), seremonies and rituals, which are applicable in the organization. Norms and values

⁶ G. Aniszewska, I. Gielnicka, *Firma to ja, firma to my, Poradnik kultury organizacyjnej firmy*, Wydawnictwo Doskonalenie kadr 1999, str. 44-57.

⁷ Gejdoš M., *Kultura szkoły jako wartość szkolnej wspólnoty*, „Pedagogika Katolicka” 2008, nr 2, s. 128-

⁸ B. Nogalski, *Kultura organizacyjna, duch organizacji*, PWE, Warszawa 2000.

existing in the organization are partially observable and conscious. In this group are located in both the standards and values declared and norms and values pursued by members of the school community. Another element which can be considered by the school culture are the cultural assumptions that very little will be made aware of and notes by members of the school community. These include: human nature, relationships, assumptions arising from the school about her relationship with the environment. So what is the culture of the school? Generally one can say that the cultural identity of the school, "a collection shared by staff of the school and its students partly consciously partly unconsciously, values, norms, symbols and beliefs, which to a large extent the behavior of school-related circles, as well as reinforce a sense of individuality and community. These values, norms, beliefs and symbols expressing them create social "personality" school, whose knowledge is an important part of understanding how it works. "⁹

Students to the school culture - Analysis of results

Aim of this study was to explore the attitudes of students towards school culture. We assumed that the students may have a certain attitude towards the unconscious levels of school culture and appealing to the concept of Robert Merton, who assumed that in the culture of the organization can be divided into two distinct parts, ie: the objectives referred to also as the aspirations and interests and resources, that is socially accepted ways of achieving the objectives of the unit may have different attitudes towards the existing school culture.

For the attitudes of these include:

1. conformism - the acceptance of ends and means;
2. innovation acceptance of the objectives, lack of acceptance of their achievement;
3. ritualism, but not accepting the purposes of accepting;
4. the withdrawal of the lack of acceptance of the objectives and measures;
5. rebelliousness.¹⁰

The research employed the technique of unfinished sentences, and a questionnaire. Selection of the sample had a character on purpose - random. In a targeted type of school chosen. participated in the study pupils from two secondary schools located in Lubuskie. These were the schools that the rankings received the highest place. Since we assumed that the school culture will differ due to the environment in which the school is situated, we went to a school located in a large city and a school located in a small town. Purposeful selection of the sample also caused by the specific period and the developmental tasks of adolescence, which at this stage, students have to complete. We have assumed that one of the developmental tasks that have to realize the young man is to form a system of values and learning how to respond to the norms and values existing in the surrounding community. However, among middle school students the choice was random. In the study participated 143 pupils (71 girls and 73 boys). Aim of this study was to explore the attitudes of students towards the existing school standards and rules. Thus we were heading to look for answers to the following questions:

⁹ J. Szczupaczyński, *Edukacja a zarządzanie*, Pułtusk 2004, s. 43.

¹⁰ Adrjan B., *Kultura szkoły: w poszukiwaniu nieuchwytnego*, Impuls, Kraków 2011.

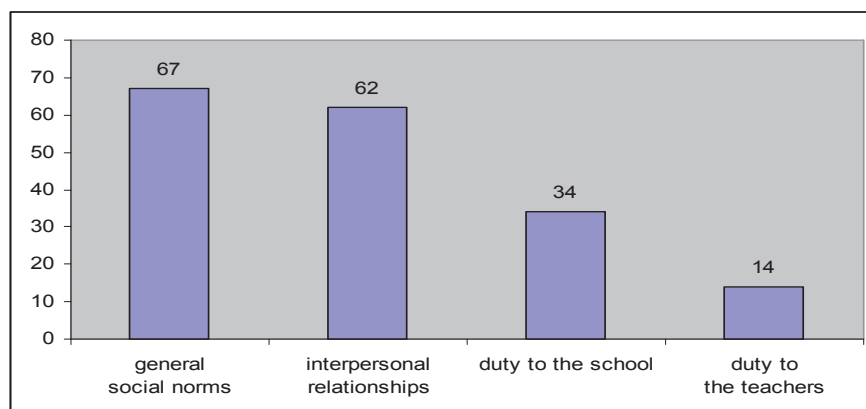
1. What is the knowledge of middle school students about the values and standards in schools? We are here only interested aspect of formal standards?
2. The extent to which students accept the norms and values existing in the school?
3. To what extent do the students observe the norms and values shared by the school?
4. The extent to which selected environmental and personality factors will differentiate the attitudes of students towards the norms and values shared by the school?

Students were asked to indicate what standards and values of those in the schools. An analysis of research material obtained following groups emerged from the standards in force - according to the respondents - in school:

- Cleanup standards;
- Standards relating to interpersonal relationships
- Standards for duty to the school
- Standards, including attitude towards teachers.

A detailed breakdown of the data presented in the chart first.

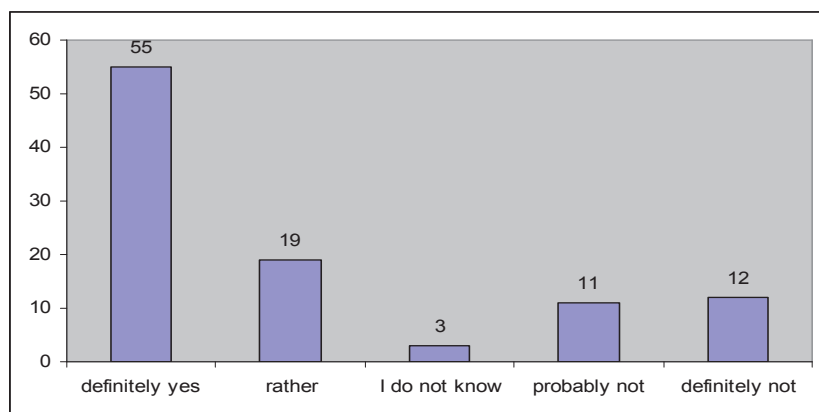
Figure 1 Standards applicable to school



Almost every second respondent indicated that in his school there are norms, which can be defined as the standard cleaning, and they include such behaviors as non-smoking, drinking, dru, use. The next most common group was designated standards have interpersonal relationships. Students pointed out here that the irschool is not allowed to beat your friends, hopefully friends. The least often mentioned were behavior related to relationships with teachers.

The scope of knowledge tested on the directives of the school should be described as narrow. Interviewees appeared to be slightly standards based on existing regulations in their schools. The study did not have the normal duties that arising from the students have, and which are associated with the acquisition of the knowledge. The study also aims to answer the question of the degree of acceptance by the students present in school standards.

Figure 2 The degree of acceptance by the subjects in school standards in force



Based on the interviewees can be concluded that the vast majority of respondents (74%) indicated that it accepts the standards required by the school. Subjects often justified their statement by writing: the school must be certain standards, otherwise the teachers could not deal with some students to give advice, in our school is as if there were no prohibitions that everyone would do what he wanted. Expression analysis leads to the conclusion that the prevailing standards of pupils in school relate mainly to the prohibitions found in it and treat it as something outside of what should be followed carefully to avoid negative sanctions. On the other hand the standards teachers are required to control the Student community. The results can be assumed that these schools dominated culture of power.

Another question to which answers were sought during the study was: To what extent the respondents comply with the standards in force in school? The obtained results are surprising. Now, the vast majority of respondents (as was mentioned above) accepts the standards prevailing in the school. It turns out that every other student test says that does not comply with the standards in force at the school. respondents indicated:

- *We, for example, do not download but just as we are trying to download test;*
- *No, like no smoking allowed, but we go out with the guys a break for the school and there smoke.*

Most guys want to fight as they agree to it after school

There were relatively fewer responses indicating compliance with test standards in force at the school. It should be noted that compliance with the applicable standards accompanied by a different motivation. Most respondents to submit to the applicable standards because they fear punishment (24% of respondents). Follow the standards, because they know that and so can not be changed and have to walk to school (13%).

The obtained results emerges a few attitudes of students towards school reality, and specifically to the directives of the school. Now the school is continually seen as a place of power and control over the students. Force in the culture is something external to the students, imposed by the teachers, the school authority. Students abide by the existing rule, as it gives them the opportunity to survive in the everyday classroom. Thus, it is not formed in them a critical attitude expressed in a reflective approach to current standards, proposing their own ideas, proposing new - adapted to current needs - solutions, bearing the consequences for their actions. Education is still the exercise of power, monopoly power of rations - listen, memorize, repeat - no innovation, and the different alternatives, and if you allow the formation of these "curiosities" or ideas dreamers, it is primarily in order to once again

capture and take control of the yearning for change. "Current are the words of R. Lukaszewicz, who writes that "(...) young more and more and more often sees situations in terms of educational opportunities fearful perception of self-restraint, standardization of course content, unified events and their interpretation," founded "emotional reactions , "the" margin of subjectivity, rewarding loyalty rather than thinking, suspiciousness towards independence. "This means that young people are aware of constraints that they face, but they also know that to succeed you should not show initiative and reflexivity.

Summary:

Analysis of the resulting research material allows for the emergence of several trends:

1. Students who have high grade point average receive the most conformist attitude towards the current, often-enforced school culture. Conformist attitude had nearly half of respondents (47%).
2. Every fifth of the student demonstrated an innovative approach, indicating that imposed by the school pathways, such as good grades should be pursued by other means. these students often points out that the school does not create the conditions for creativity, self-reliance in solving problems that the students are expected to play only passively acquired information
3. Third grade high school students, more often than their younger colleagues showed attitude ritualism. This means that not entirely approve of goals that reach but fully you agree to ways of achieving them. An example here might be the assessment of behavior. According to the respondents does not matter to them that receive scores of behavior, these same respondents, however, points out that it is necessary to behave in school according to applicable standards (eg no smoking on school premises).

According to K. Olbrycht "declares the modern school to equip pupils with broad powers theoretical conditioning solving tasks of various types, coping with a variety of cognitive problems, learning about their culture, by the powers of emotional, social, civic, technical, to the ability to resolve moral dilemmas, religious formation and finally - the knowledge and skills to effectively care for their physical and mental health. However, as mentioned author goes on, and as evidenced in the text also presents research results: "In many cases, the school educates primarily for adaptation to a particular social situation. Students trying to learn to function as teachers and in relations with them, to get a positive opinion, the desired evaluation, a sense of security get the advantageous position in the group. "This means that they continue to educate the social adaptation and survival, to operate in a culture where "prevail (...) conformist attitudes, strategies to manipulate others, fear of talents with his own group, before the strong actors, from autonomy of thought and action, mutual distrust, to regard as the obvious division of the school community to" we "and" they "- the group with different interests, use an absolute measure".¹¹

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