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SCHOOL ENVIRONMENT AS A FACTOR OF ACTUALIZATION / MINIMIZATION OF ADOLESCENTS' RISKY BEHAVIOUR (ACCORDING TO THE SURVEY OF LVIV REGION STUDENTS)

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The article is devoted to the analysis of the connection between the school environment and the manifestations of students' risky behaviour and their mental health. The study is actual due to the spread of students' risky behaviour in Ukraine and insufficient attention of Ukrainian sociologists to the relationship of educational institutions with the health of community. The authors of the article substantiate the relationship between the characteristics of the school environment and student behaviour and emphasise that the positive school climate is a significant factor in reducing various manifestations of students' risky behaviour. The authors define «school climate» as a qualitative characteristic of relations between teachers, between students, and between teachers and students, a set of psychological, moral and social conditions that promote or inhibit productive joint activities of school staff, and actualize or minimize socially acceptable or destructive behaviour of youth; «risky behavior» – as a problem or antisocial behaviour manifested as aggression, violence, deviances, crimes, taking psychotropic substances. The empirical basis of the study includes the results of the Ukrainian-Polish survey «Mental Health and Risky Behaviour of Adolescents», conducted in October – December 2016 among adolescents from Ukraine and Poland, based on the methodology of Polish study on adolescents' mental health that is more commonly known as the Mokotow Study and has been regularly conducted since the late 1980s. Based on the research results, the authors analyse various aspects of school relationship that influence the school psychological climate. The authors draw particular attention to students' trust to each other, their readiness to help others in problem-solving, providing psychological support as well as the respondents' attitudes towards their school and the way they feel in the school environment. In the obtained data, there prevail respondents' positive evaluation of the school climate. The authors present a correlation analysis that proves a positive relationship between the school climate and students' risky behaviour. The logical regression analysis also shows its influence on the minimising/actualising of students' risky behaviour. The authors demonstrate the decisive role of the family, in particular, children-parents relationship. In conclusion, they formulate the scope of objectives and tasks for the organisation of preventive work in the school and the family.

Keywords: risky behaviour, school, school climate, youth, adolescents.

ШКІЛЬНЕ СЕРЕДОВИЩЕ ЯК ЧИННИК АКТУАЛІЗАЦІЇ/МІНІМІЗАЦІЇ РИЗИКОВАНОЇ ПОВЕДІНКИ ПІДЛІТКІВ (ЗА РЕЗУЛЬТАТАМИ ОПИТУВАННЯ ШКОЛЯРІВ ЛЬВІВСЬКОЇ ОБЛАСТІ)

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У статті аналізується зв'язок середовища школи, її клімату з проявами ризикованої поведінки молоді. Актуальність обраної проблеми зумовлюється як поширенням таких поведінкових проявів у сучасному українському соціумі, так і недостатнім рівнем уваги вітчизняних соціологів до аналізу взаємозв'язку між діяльністю інституту освіти та соціальним здоров'ям суспільства. Акцентуючи залежність поведінки підліткової молоді від тих чи інших характеристик шкільного середовища,

автори статті підкреслюють, що позитивний морально-психологічний клімат школи є важливим чинником зменшення різних проявів ризикованої поведінки молоді. При цьому «клімат школи» визначається ними як якісна характеристика стосунків між учителями, між школярами, а також між учителями та школярами, що виявляється у сукупності психологічних, моральних та соціальних умов, які сприяють або гальмують продуктивну спільну діяльність шкільного колективу, а також актуалізують або мінімізують соціально прийнятну чи деструктивну поведінку підліткової молоді; «ризикована поведінка» – як проблемна або асоціальна поведінка, індикаторами якої є прояви агресії, насилля, порушення соціальних норм, злочини, вживання психоактивних субстанцій. Емпіричну базу цієї публікації складають результати українсько-польського дослідження «Психічне здоров'я і ризикована поведінка підлітків», проведеного протягом жовтня – грудня 2016 року серед школярів України та Польщі на основі методики авторитетного польського опитування школярів, більш відомого як Мокотовські дослідження, що регулярно проводяться з кінця 1980 року. На базі результатів цього дослідження у статті аналізуються різноманітні аспекти взаємовідносин у шкільному середовищі, які перш за все визначають морально-психологічний клімат школи. Зокрема, акцентується увага на відносинах довіри між учнями, їхньому прагненні допомагати одне одному у вирішенні тих чи інших проблем, надавати психологічну підтримку; на ставленні респондентів до своєї школи, їхньому самопочутті в освітньому середовищі. Зазначається, що отримані дані свідчать про переважно позитивні оцінки підлітків шкільного клімату. Наводяться результати кореляційного аналізу, що підтверджують зв'язок між кліматом школи та проявами ризикованої поведінки підліткової молоді. Також надаються результати використання методу логістичної регресії, що доводить вплив на мінімізацію/актуалізацію ризикованої поведінки учнівської молоді. Підкреслюється особлива роль у попередженні такої поведінки батьківської сім'ї, зокрема відносин довіри між дітьми та батьками. У висновках формулюються цілі та завдання щодо організації превентивної роботи з молоддю як у шкільних колективах, так і у сім'ї.

Ключові слова: ризикована поведінка, школа, клімат школи, молодь, підлітки.

Introduction. Transformation of education is one of the cores of reforms in modern Ukrainian society. Significant changes in the secondary level of Ukrainian education have been one of the most important among the reforms of all levels of education in recent years. School reform is regulated by the Concept «The New Ukrainian School» [1]. The strategy of changes is to turn to the child, therefore, in the Concept one of the main principles is «focus on the students' needs in the educational process, i.e. child-centeredness» [1, p. 7]. Reform processes, unfortunately, are often implemented without a proper empirical sociological justification. Individual results of the peculiarities of the educational environment of secondary school can be found in the PISA Project (2018) [2] and All-Ukrainian monitoring survey of teaching and learning among principals and teachers of secondary schools (by the methodology of TALIS) (2016) [3]. Among international studies the works of the educational environment and climate of the school by D. Bekhovska, K. Bobrowski, K. Okulicz-Kozaryn, K. Ostaszewski are of significant interest for us [4; 5; 6].

The research is actual due to the insufficient level of attention of Ukrainian sociologists to the relationship of the institute of education with the social health of society. We focus on the influence of the school climate on the manifestations of the risky behaviour of young students.

Numerous foreign researchers [6; 7; 8] substantiate the relationship between the characteristics of the school climate and student behaviour. The positive climate of the school is a significant factor in reducing various manifestations of the risky behaviour of young people. According to Eccles and Roeser, «the school climate is one of those elements of the social environment that can significantly change the processes of socialisation and development» [8, p. 225]. Components of this climate are «a sense of connection with the school, a sense of belonging to the school community, commitment to school and teachers» [6, p. 33].

The article aims to substantiate the connection between the school climate and the manifestations of the risky behaviour of youth.

School climate is a complex and multidimensional concept that is difficult to define unambiguously. According to the typology of the American National School Climate Center [9], the main elements of the school climate are the quality of social relations; features of the educational environment; physical and emotional security; characteristics of the physical environment.

In this article the authors define the school climate *as a qualitative characteristic of relations between teachers, between students, and between teachers and students, a set of psychological, moral and social conditions that promote or inhibit productive joint activities of school staff, and actualize or minimize socially acceptable or destructive behaviour of youth*. Describing the climate of the school, they characterise it from positive to negative. «A positive climate is usually synonymous with a climate conducive to development, characterised by dialogue and cooperation focused on understanding, support and safety at school, and a negative climate usually means an unfavourable, conflicting climate marked by violence, tension and insecurity» [9].

We consider risky behaviour as problematic or antisocial, the indicators of which are manifestations of aggression, violence, violation of social norms, crimes, use of psychoactive substances. Being at the stage of self-determination (on the school bench), young people mainly feel the effects not only of education but also of a whole range of social risks – political, legal, civilisational, etc., which cause deviations in their behaviour. The

study of risky behaviour of student youth and its consequences is described in more detail in the publications of S. Shchudlo [10, 11].

Method. The empirical basis of the study includes the results obtained from the Ukrainian-Polish survey under the title «Mental Health and Risky Behaviour of Adolescents» conducted in October, November and December 2016 among adolescents from Ukraine and Poland based on the methodology of the Polish authoritative study on adolescents' mental health that is more commonly known as the Mokotow Study and has been regularly conducted since the late 1980s.

In Poland, the study was conducted by the specialists from the Institute of Psychiatry and Neurology under the guidance of Krzysztof Ostaszewski, Dr hab. In Ukraine, the author of this article was the coordinator of the study participated by a team of sociologists from Ivan Franko Drohobych State Pedagogical University and Lviv Polytechnic National University (Svitlana Shchudlo, Larysa Klymanska, Halyna Herasym, Iryna Mirchuk, Olga Gerus, Viktor Savka). The initiator of the project in Ukraine was the State Agency for Prevention of Alcohol-Related Problems (PARPA, Poland), which provided all organisational support for the survey [12].

The survey was conducted in order to discover deep and reliable information about the mental health of adolescents in Ukraine and Lviv region in particular. This information served as a scientific basis for initiating and developing a system to prevent mental health disorders in children and adolescents in the region with the help of the best European practices, including Polish experience.

The Ukrainian-Polish study on the mental health of adolescents involved 15-year-old pupils – ninth-graders from Ukrainian comprehensive schools and third-graders from Polish gymnasia. The respondents were selected due to the probabilistic method.

In Ukraine the study was conducted for the first time and involved the pupils from the Lviv region only. The respondents were selected in a representative manner, taking into account the type of living area: the large city (regional centre) – Lviv, the average city – Drohobych, the villages of Drohobych district. In Ukraine, 2001 pupils were surveyed, of whom 1246 ones were from Lviv (69%), 307 ones – from Drohobych (17%) and 288 ones – from the villages of Drohobych district (14%). In the Ukrainian sample, the percentage of girls is 48,2% and boys – 51,8%.

Results

Among the full range of research questions answered by the study, the authors chose a block of questions that characterise the social well-being of school students, as well as the impact of the school climate on the manifestations of risky behaviour of youth.

Table 1 shows the students' attitude to the statements characterising various aspects of the school climate.

Table 1

Assessment by students of relationships at school, %

In my school ...	Completely False Description	Largely False	Somewhat True	Largely True	Completely True Description
... students trust each other	10,8	29,1	36,2	15,0	8,9
... students make friends with students from other classes	5,1	15,6	23,7	20,5	35,0
... students help each other, even when they are not friends	20,6	33,0	23,2	12,7	10,4
... mostly students treat each other with respect	17,7	28,6	27,3	16,0	10,5

Source: Compiled by the authors

The results of the study cover students' trust in each other, help and mutual respect in the school environment. The scale consisted of 5 items (with 5-point answers scale each) concerning the school climate. It had good reliability and normal distribution.

As seen from the table, our respondents appreciate first of all friendly relations in the classroom and beyond (35,0%). The lowest indicator is one that characterises students' trust in each other (8,9%).

Students' feelings of emotional support from school friends are shown in Table 2.

In this question, we used the same 5-point scale. The set of four questions in the table characterises the mutual support between the student community. Analysis of the extremely positive response, which characterises full agreement with the above statement, shows that emotional contact of students (38,1% and 29,6%) is the most valued. The result of students' low expectations for their help to their school friends is noteworthy (0,1%).

Table 3 covers the categories, which together reflect the students' attitude towards school. In this question, a 4-point scale was used. Students and teachers are highly rated (25,8% and 25,2%), and the learning process itself is rated significantly lower (13,0%). Only 15,7% of students willingly go to school.

Table 2

Students' feelings of support for school friends, %

Degree of agreement with the statements	Completely False Description	Largely False	Somewhat True	Largely True	Completely True Description
I can count on the emotional support from friends (e.g. help, support, advice)	6,0	13,2	19,1	23,5	38,1
My friends expect emotional support from me	6,5	11,0	25,4	27,5	29,6
My friends help me solve problems well	6,6	14,0	26,9	27,0	25,5
My friends think that I help them solve their problems	8,6	18,7	47,5	25,1	0,1

Source: Compiled by the authors

Table 3

Students' Attitudes towards the School

Degree of agreement with the statements	Disagree	Somewhat disagree	Somewhat agree	Agree
I like the teachers who teach me this year	8,6	18,7	47,5	25,2
I like the school	14,8	22,3	37,1	25,8
I usually go to school willingly	22,1	32,4	29,8	15,7
I like school subjects	15,7	30,9	40,4	13,0

Source: Compiled by the authors

Table 4

Evaluation of students' connection with the school

Degree of agreement with the statements	Disagree	Somewhat disagree	Somewhat agree	Agree
1. I feel safe at my school	8,0	15,5	41,5	35,0
2. I am on friendly terms with the students of my school	3,6	9,0	44,2	43,3
3. I feel myself attached to my school	15,1	27,3	32,9	24,6
4. Most of the teachers at my school are kind and nice	7,3	21,0	39,1	32,6
5. Most of the teachers at my school are competent and professional	5,6	13,6	43,4	37,6
6. Most of the lessons are interesting and exciting	11,2	33,1	37,0	18,7

Source: Compiled by the authors

Table 4 shows the students' responses of their attachment to the school and teachers. We observe a close connection between students and their peers at school, with whom they spend a significant part of the day at school (43,3%). At the same time, the content of the educational process is the lowest, which can not help but worry (18,7%).

Table 5 shows the correlation of elements of the school environment with the external problems of student youth. Risky behaviour is associated with aggression, violence, violation of social behaviour, criminal behaviour, using of psychoactive substances. We can see the negative value of the obtained indicators indicates the inverse dependence of the school climate on the level of manifestation of the risky behaviour of young people. The more positive the school climate, the fewer manifestations of risky behaviour among students. The closest link between school attachment (-0,270) and risky behaviour.

Table 6 presents the results of the logistic regression analysis. The dependent variable is the level of risky behaviour that determines the mental health of youth. Independent variables, the influence of which turned out to be significant, are school climate, parent and peer support, family openness and their control.

Table 5

Correlation of school climate with manifestations of risky behaviour of young people

	Pearson's R	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
School climate	Student relationships	-0,195	0,024	-8,185	0,000
	Supporting school friends	-0,072	0,025	-2,988	0,003
	Attitude to school	-0,261	0,023	-11,115	0,000
	School attachment	-0,270	0,024	-11,417	0,000

Source: Compiled by the authors

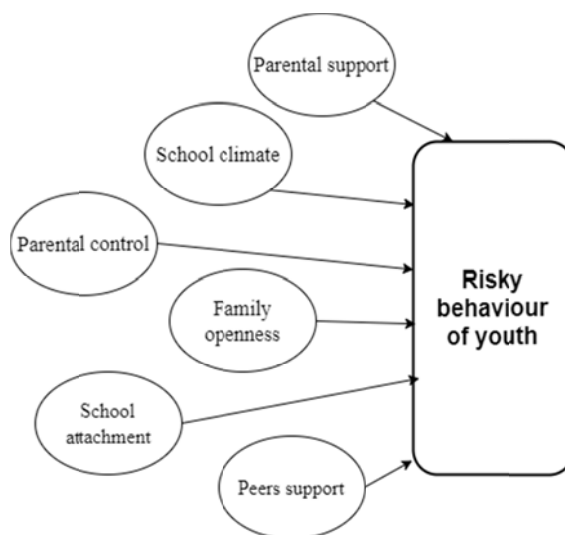
Table 6

Logistic regression analysis of results

Variables	Significance	Odds ratio	95% confidence interval	
			lower	higher
School climate	0,000	0,936	0,916	0,956
Parental control	0,010	0,967	0,942	0,992
Family openness	0,008	1,202	1,048	1,378
Parental support	0,045	0,926	0,859	0,998
Peers support	0,380	1,019	0,977	1,063

*The authors would like to thank dr. Katarzyna Okulicz-Kozaryn for help in carrying out the logistic regression analysis of results.

The results of logistic regression analysis show that the school is among the crucial factors that influence all manifestations of risky behaviour of student youth. According to our results, the most important are open relationships with parents (1,202) and a positive school climate (0,936) (Picture 1). The results of the regression analysis on peer support are noteworthy. Although the indicator is one of the highest (1,019), these data are not statistically significant. In our opinion, peers with risky behaviour can have a notable impact on adolescents.



Source: Compiled by the authors

Picture 1. **A regression model that explains the influence of socialisation factors on risky behaviour of youth**

Based on empirical data, we propose goals and objectives for the organisation of school-based prevention (Picture 2).



Source: Compiled by the authors

Picture 2. **Goals and objectives of prevention of risky behaviour of student youth**

In the authors' opinion, measures involving work with teachers, students, and their parents will be useful in reducing the manifestations of risky behaviour of student youth. It is essential to form a model of positive behaviour through the formation of the key life and social competencies.

Conclusions

Summing up the results of the study, the authors note that the school climate is an essential factor that affects the performance of the school and the behaviour of its subjects. In the process of its functioning, the school

creates a specific climate and type of interpersonal relationship.

The research results allowed to reveal the inverse correlation of the school climate with the manifestations of risky behaviour of student youth: the more positive the school climate, the fewer manifestations of risky behaviour among students. The closest connection is between school attachment and risky behaviour, which is manifested in aggression, violence, violation of social behaviour, criminal behaviour, using of psychoactive substances. Thus, the school can be both a protective factor and a risk factor for manifestations of problematic or antisocial behaviour of student youth.

In addition to the influence of school, with the method of logistic regression, the authors found the influence of other social factors, including relationships with parents, namely the openness of relations, trust, the influence of peers.

The results of logistic regression analysis prove the influence of the school climate on the minimisation/actualisation of risky behaviour of student youth. The family, in particular, the open relationship between children and parents, also plays a unique role in preventing such behaviour.

New social realities require the formation of qualitatively new, relevant to modern challenges forms of work with young people to prevent risky behaviours, which requires the development of scientifically sound preventive work in Ukraine.

The goals and objectives of preventive work at school will be activities aimed at working with teachers, students, and their parents. Notable in this process is the formation of key life and social competencies in the subjects of education. Creating a positive school climate will reduce the manifestations of the risky behaviour of student youth.

The main limitation of our results is that we cannot generalise our outputs to the entire population. Further research is needed to find out what proportion of these factors could bring the most positive results.

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Школьная среда как фактор актуализации / минимизации рискованного поведения подростков (по результатам опроса школьников Львовской области)

В статье анализируется связь климата школы с проявлениями рискованного поведения молодежи. Актуальность проблемы обусловлена как распространением таких поведенческих проявлений в современном украинском социуме, так и недостаточным уровнем внимания отечественных социологов к анализу взаимосвязи между деятельностью института образования и социальным здоровьем общества. Акцентируя зависимость поведения подростковой молодежи от тех или иных характеристик школьной среды, авторы статьи подчеркивают, что положительный морально-психологический климат школы является важным фактором уменьшения различных проявлений рискованного поведения молодежи. При этом «климат школы» определяется ими как При этом «климат школы» определяется ими как качественная характеристика отношений между учителями, между

школьниками, а также между учителями и школьниками, проявляется в совокупности психологических, нравственных и социальных условий, способствующих или тормозящих продуктивную совместную деятельность школьного коллектива, а также актуализируют или минимизируют социально приемлемое или деструктивное поведение подростковой молодежи; «рискованное поведение» – как проблемное или асоциальное поведение, индикаторами которого являются проявления агрессии, насилия, нарушения социальных норм, преступления, употребление психоактивных веществ. Эмпирическую базу этой публикации составляют результаты украинско-польского исследования «Психическое здоровье и рискованное поведение подростков», проведенного в течение октября – декабря 2016 среди школьников Украины и Польши на основе методики авторитетного польского опроса школьников, более известного как Мокотовские исследования, регулярно проводимые с конца 1980 года. На базе результатов этого исследования в статье анализируются различные аспекты взаимоотношений в школьной среде, которые прежде всего определяют морально-психологический климат школы. В частности, акцентируется внимание на отношениях доверия между учениками, их стремлении помогать друг другу в решении тех или иных проблем, оказывать психологическую поддержку; на отношении респондентов к своей школе, их самочувствии в образовательной среде. Отмечается, что полученные данные свидетельствуют о преимущественно положительной оценке подростками школьного климата. Приводятся результаты корреляционного анализа, подтверждающие связь между климатом школы и проявлениями рискованного поведения подростковой молодежи. Предоставляются результаты применения метода логистической регрессии, посредством которого доказывается влияние на минимизацию / актуализацию рискованного поведения учащейся молодежи. Подчеркивается особая роль в предупреждении такого поведения родительской семьи, в том числе доверия между детьми и родителями. В выводах формулируются цели и задачи по организации превентивной работы с молодежью как в школьных коллективах, так и в семье.

Ключевые слова: рискованное поведение, школа, климат школы, молодежь, подростки.

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