

# 1 Pupils' Unconventional Political Demonstration as a Result of 2 their Political Socialization: Empirical Approach in Secondary 3 Schools of Central Macedonia

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6 *Received: 5 February 2015 Accepted: 5 March 2015 Published: 15 March 2015*

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## 8 **Abstract**

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10 political demonstration of secondary education pupils. The sample consisted of 960  
11 questionnaires that were collected from schools of central Macedonia. The purpose of this  
12 research was to examine the factors that influence pupils to occupy schools every autumn and  
13 to describe the profile of the pupils that act in this way. At first a brief introduction in the  
14 notion of political socialization is attempted putting forward the factors that determine the  
15 degree of pupils' politicization such as the family, the peer group, the school and the mass  
16 media. Secondly, a link between political socialization and political demonstration is  
17 attempted commenting on the habit of occupying schools every autumn. The results of the  
18 research show that the majority of students do not participate in such actions as well as a  
19 tendency of male pupils to participate more than the female. Also, pupils from vocational  
20 schools show a tendency to take part in occupations as well as in provocations in relation to  
21 pupils from gymnasias and normal high schools (lyceums).

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## 23 **Index terms—**

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## 35 **1 I. Introduction**

36 school is one of the most important socialization entities, because apart from conveying knowledge and developing  
37 the skills of students, aims at transmitting values and rules that govern the function of society as a whole. Herbert  
38 Hyman, who for the first time referred to the notion of political socialization, described it as "the learning of  
39 social patterns, corresponding to (...) social positions as mediated through various agencies of society" ??1959:  
40 25). Many scholars have dealt with this notion and the way it is defined, used and evolved in time.

41 It is obvious that socialization is an important factor of transmitting political interest. Different actors play  
42 an important role in this process, in parallel with the mass media (Adoni, 1979? Lupia & Philpot, 2005) and

43 the political climate (Muxel, 2001? Sears & Valentino, 1997). An important parameter of sensitization is that  
44 of social networks that comes from the field of sociology. ??azega (1994: 293) describes it as the sum of special  
45 type relations (cooperation, advice, control, influence etc.) among the actors. Whereas parents typically are  
46 recognized as the primary factor of social network, two others should not be neglected: the peer groups and the  
47 teachers. The influence of these three factors is not the same, due to the fact that their role in adolescents' life is  
48 different and evolves as time goes by. Parents typically are considered as the most important socialization factor,  
49 at least for the adolescents. The first studies in relation with political socialization, which were conducted in 60s  
50 and 70s, emphasized the relation between the parents and the youngsters (Dawson & Prewitt, 1969? Dennis,  
51 1973? Jaros, 1973), and referred to the influence of the former to the latter.

52 As the adolescents grow up, their friends become more important. Berndt reports that the most essential  
53 occupation of adolescents is the conversation with their peer groups (Berndt, 1982). From his point of view  
54 Coleman mentions that even though adolescents solemnify their parents, pursue at the same time the approval,  
55 the admiration and the respect of their friends in their everyday activities in and out school (Coleman, 1961).

56 Whereas the importance of friends during adolescence has been studied a lot, their influence in political  
57 socialization is not obvious and only a bunch of scholars has dealt with it. One of them, Campbell (1980Campbell  
58 ( , 2004Campbell ( , 2006)), found a weak influence of peer groups, while Lange (2002) figured that peer group  
59 influence is focused on the hardest issue in his opinion which is the transition from the medium to the highest  
60 level of political activity. Whereas parents and friends remain emotionally close to adolescents, the teachers also  
61 play an important role in the socialization process. The adolescents every day spend at least five hours paying  
62 attention to what their teacher say. Some of them may speak about politics, either as a part of an educational  
63 program, or because a teacher feels the need to speak about it. These discussions will have a repercussion on the  
64 development of adolescents' political interest. Every school has its special characteristics but generally it plays a  
65 defining role.

66 Year 2015

## 67 2 ( ) F

68 The first results regarding the influence of school on political socialization were pretty disappointing. Langton and  
69 Jennings figured that civic education as a subject did not have in any way an impact on political socialization.  
70 They considered that the link between the number of civic education subjects and variables such as general  
71 political knowledge and interest for political discussions is so impossible that persons in charge should seriously  
72 think the abolishment of these subjects. Their conclusion is obvious: "Our findings do not support those who  
73 believe that curricula of civic education in American high schools are a source of political socialization" ??Langton  
74 & Jennings, 1968: 863).

75 Since then this point of view has been confuted and school gains its status as an important factor in the  
76 process of political socialization. Many contemporary researches have proved the essential role of civic education  
77 as a subject in the development of political conscience (Claes, Stolle & Hooghe, 2007? Denver & Hands, 1990?  
78 Niemi & Junn, 1998). Apart from learning procedure, Tournier (1997) reached the conclusion that school and  
79 family interact, so as to develop the ideological preferences (left or right) of French students while David Campbell  
80 (2006) remind us that the social frame often is not taken into account in the procedure of socialization. Adolescent  
81 experiences have an impact on the adult behavior with the civic norms that are learnt in young age having a long  
82 term results, especially as the participation is concerned. Despite the fact that school impact shows to regain its  
83 power, studies do not reach the same conclusion as the teachers' impact is concerned. In a relevant research it has  
84 been deducted that political discussions are not an important part of teachers' role. Even though teachers believe  
85 that school is an essential factor of political socialization, they attribute a more important role to family and  
86 to mass media for this purpose (Trottier, 1982). Some researchers believe that school is the most crucial entity  
87 of socialization because its defined role is the promotion of knowledge ?????????? & ???????, 2000). In Greek  
88 educational system political learning takes place through teaching subjects such as Civic Education in the third  
89 grade of Gymnasium, Civic Education in the first and second grade of Lyceum, Politics and Law in theoretical  
90 field of second grade of Lyceum, Basic Principles of Social Sciences in the second grade, Sociology in the third  
91 grade of Lyceum and History in all grades of Gymnasium and Lyceum. Additionally political learning is obtained  
92 indirectly through ceremonies and national holidays as well as in extracurricular activities like student councils  
93 and sports that can promote cooperation and tolerance. The major socializing project of school is located in the  
94 framework of knowledge, especially in transmitting knowledge for constitutional principles and for applying them  
95 in citizens' occupation with politics. Students who obtain this knowledge feel capable of participating in politics.  
96 Possibly they can become more eager to be informed by mass media about issues that concern politics and to  
97 be more energetic in local community. Studies revealed that school efficiency in developing civic orientations  
98 depends on the abilities of teachers and the innovations of school curricula (Owen, 2008).

99 Students that have experiences of innovative approaches, such as lesson plans, which are connected directly  
100 with political issues, tend to deal more with politics during their adulthood. Even though schools have great  
101 abilities as entities of political socialization, they do not always achieve successfully their work and do not teach  
102 the basics about government. Moreover, the average time that is spent on issues about civic education is less  
103 than three hours per week. A phenomenon that is repeated periodically the last years is the sit-in of the schools  
104 due to students' protestations about different aspects of the educational system. This tendency is not accidental

105 but is repeated every academic year especially in autumn. A lot of studies have been written which connect  
106 the sits-in as unconventional political demonstration with political socialization of students in school ????????,  
107 2006).

## 108 **3 II. Political Demonstration by Adolescents**

109 In western democracies there is the prediction by the labor legislation that workers can go on strike aiming at  
110 exerting pressure, so as to safeguard their rights against their employers. The right of strike is an ultimate resort  
111 and is applied in those cases in which efforts to mutual understanding and compromise between workers and  
112 employers fail. The meaning of this right consists in the fact that it realizes the scope for which it was created  
113 as long as it is used prudently. To substantiate the last argument the international statistical analyses show that  
114 the more a country prosper and its economy indices are high, the less its workers use this right (OECD. 2012).

115 According to some researchers the phenomenon of sits-in of schools is a kind of strike on behalf of students and it  
116 is categorized conceptually in the frame of the so-called youth political demonstration which uses unconventional  
117 media of political participation (Barnes & Kaase, 1979). Some ascertainment and findings that were arisen from  
118 researches in 60s and 70s regarding university student demonstrations are valid in the case of pupils sits-in in a  
119 certain degree, taking of course into account pupils age and their political immaturity.

120 It has to be noted that pupils' political immaturity is valid respectively and for pupils of other European  
121 countries -with differences among the countries. Nevertheless schools sits-in by European pupils are very rare,  
122 considering also the periodicity of this institutional anomaly and the damages that it causes, as it happens in  
123 Greece (Kim, 2007).

124 It is a fact that sits-in as a kind of political demonstration on behalf of pupils disorganize school learning  
125 procedure, which in every organized society is the way of transmitting knowledge and the normative patterns  
126 of its cultural system to the next generation, aiming at the timeless maintenance of society's cultural identity  
127 as the generations pass. The cases of civilizations with a weak educational system which did not maintain their  
128 cultural identity and disappeared as the centuries were passing by, prove the legitimacy of functionalists' points  
129 of view who claimed that educational system is the reproductive system of a society.

130 According to functionalist theory, versus workers who have strike as their working right, pupils, in the status  
131 that they are due to their age, do not provide neither a productive result to the society nor a service whatsoever  
132 but, on the opposite, they are recipients of society's benefits. To the adolescents that are in the status of pupil,  
133 modern welfare states have provided extra privileges due to institutionalized extension of puberty which takes  
134 place in modern states and their sole obligation to the society is their compliance with the rules of school teaching  
135 and learning. This benefit on behalf of the society functions primarily as an advantage of their development having  
136 as an ultimate aim the improvement of their standard of living ????????????? 2002: 230-236, ????????????? 1991:  
137 109-128). School as the main civic institution of the socialization process focuses on the preparation of youngsters  
138 for their future integration to the society.

139 The most important result of the repetitive tendency of the pupils to access to the medium of sits-in of schools  
140 is not the loss of lessons and the damages that happen which are not negligible in any case, but the decline of  
141 school as an institution and its prestige, due to the fact that this institution forms the future active citizens in  
142 well-organized societies ??Í????????? 1996: 10). The school in these societies is the place where the respect and  
143 the acceptance of civic institutions and normative patterns are internalized by the young members. Consequently,  
144 the decline of its prestige as an institution brings forward inevitably the decline of civic institutions' prestige  
145 as a whole. It is not possible for the young members of the society to internalize respect and the acceptance  
146 of normative patterns within a weak procedure of education by an institution which essentially has no prestige.  
147 Because it is self-evident that a school that has lost its institutional prestige, is not in a position to transfuse to  
148 its pupils the respect towards other civic institutions and the relevant normative patterns.

## 149 **4 III. Purpose of the Research**

150 The purpose of this research is to examine secondary education pupils' points of view about political  
151 demonstration which is expressed in two ways: either with the sit-in of schools or with the provocative attitude  
152 towards the teachers with whom pupils disagree. Also, statistical significant relations will be seeked among these  
153 variables and independent ones such as pupils' sex, type of school and the general grade. Additionally, youth  
154 political demonstration will be examined in relation with the watching of informational programs on television.

## 155 **5 IV. Methodology of Research**

156 For the examining of the researching problem survey was considered as the most appropriate method which,  
157 despite its limitations, is considered more advantageous for the purpose of participating a large number of  
158 secondary education pupils from central Macedonia. Schools from the prefectures of Kilkis and Thessaloniki were  
159 chosen so as to be presented the pupils' points of view from urban, semi-urban and rural areas.

160 The questionnaire of this research was based on two previous researches that were conducted for similar reasons.  
161 The first is the research that was conducted by Michalis Kelpanidis in 2012 and concerned the examining of pupils'  
162 points of view about sits-in. The second is a research conducted by Staurakakis and Demertzis about the youth  
163 and their attitudes on different issues of their daily life ??Í????????? & ?????????????, 2008). At first, a pretest

## 7 CHART 3 : VARIABLES OF YOUTH POLITICAL DEMONSTRATION INDEX

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164 research was conducted in a lyceum class so as to ascertain pupils' attitude towards the questionnaire and to  
165 calculate the time that was needed in order for the pupils to fill it. In general the results showed a good reception  
166 while time did not exceed 25 minutes. Once the research was approved by Institute of Educational Policy and  
167 instructions were given, letters were sent to pupils' parents so as to approve the participation of the pupils to the  
168 research. It has to be noted that all parents gave their consent without any objections. After having distributed  
169 approximately 1100 questionnaires to pupils, 960 were given back and this is the final sample of this research.

170 In this research six schools from central Macedonia took part: a general lyceum and a gymnasium of  
171 Thessaloniki, a vocational school from the prefecture of Kilkis, two general lyceums and a gymnasium from  
172 the prefecture of Kilkis which belong to a semi-urban area because the population of the town is more than 10000  
173 inhabitants and one lyceum and a gymnasium from rural areas, that is villages with less than 2000 inhabitants.  
174 The exact number of pupils regarding the area where they live is presented in the following table 1: The sex of  
175 the pupils that participated in this research is presented in the following chart and it shows that 54,7% are boys  
176 and 45,3% are girls:

177 Chart 1 : The sex of the pupils of the research As pupils' ages were concerned, great variance is observed due  
178 to the fact that in this research a vocational school took part in which older pupils attend. Also, in the area  
179 there is not a second chance school and many adults who did not complete their secondary education, choose the  
180 vocational school to acquire the necessary skills. The ages of the pupils are presented in table 2: The performance  
181 of each pupil as it is depicted in the final grade will be an important independent variable for further analysis.  
182 The following chart shows that the average grade of 740 questionnaires is 16.09 and its standard deviation is  
183 2,351. It has to be noted that 220 pupils did not want to answer claiming that this information is personal data  
184 irrelevant with the purpose of this research. Next, some demographic data will be presented, considering them  
185 as crucial factors of political socialization. Parents' profession was examined as well as their educational level.  
186 Mother's and father's educational status were examined separately. Table 5 presents the frequencies of each case:  
187 As the value missing is concerned, it refers to the cases where either father or mother does not work willingly  
188 or unwillingly. The percentage of unemployed mothers is 31.7% and of unemployed fathers is 16.7%. As their  
189 educational level is concerned, the majority of both parents are graduates of lyceum and a large percentage are  
190 holders of universities and technological educational institute degrees. The frequencies of educational level are  
191 presented in the following table 6: In order to be examined the reliability of the sample chi-square goodness of  
192 fit tests were used.

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194 Cluster analysis showed a great level of correlations between the variables that were used. Moreover The index  
195 of unconventional political demonstration consists of two variables: the first is related with the participation of  
196 the pupils to demonstrations and sits-in of schools and the second with the provocation that a pupil can address  
197 to teachers in their everyday interaction. Frequencies that are presented in the following charts show that in  
198 general the majority of pupils in both cases are against the demonstration and the provocative behavior. This  
199 point contrasts the usual behavior that takes place every year in Greek schools, showing that youth political  
200 demonstration that is expressed with unconventional means is realized by minorities.

## 201 7 Chart 3 : Variables of youth political demonstration index

202 In a recent research it was found that girls participate equally in the sits-in but do not accept aggressive actions and  
203 the damages that happen during the sits-in and characterize frequently nonconventional political demonstration  
204 ??????????????, ???????, ??????????, 2012). In this research chi square test was used ( $\chi^2$  ) in order to  
205 ascertain the relation between sex and youth demonstration. Results show statistical significant differences in  
206 the tendency for protestations and pupils' sex [ $\chi^2=27.367$ , df=3,  $p<0,000$ ]. The boys participate in sits-in in  
207 a greater percentage (14,4%) than the girls (11%). The differences in the other question that takes part in  
208 the index are greater showing that the girls participate less in provocative actions. The boys act in this way  
209 in 18.3% percentage whereas girls' corresponding percentage is only 7.6%. ( $\chi^2=34.616$ . df=3,  $p<0,000$ ). The  
210 following charts show the results analytically: This opinion is in accordance with the correlation between sex and  
211 pupils' point of view about their awareness about politics. Analysis showed that the 20.6% of boys in comparison  
212 with the 11.2% of girls believes that it is very informed in relation with issues about politics ( $\chi^2=15.172$ , df=2,  
213  $p=0,001<a$ ). Chart below shows the distributions:

214 Chart 5 : Correlation between sex and politics awareness Finally, one fact that confirms the view that girls are  
215 not interested in politics as boys is time dedicated to informational programs about politics. Statistical analysis  
216 showed that on average boys watch more political programs than girls (boys mean=1,34, sd=0, 728 versus girls  
217 mean=1, ??6, sd=0,548).

218 In this research it was examined the impact of the type of school on youth demonstration. As it was noted  
219 before three types of schools participated: gymnasium, Lyceum and vocational school. It was used chi square  
220 statistical test ( $\chi^2$  ) which resulted that there is statistical significant difference between the type of school and  
221 levels of youth protestation ( $\chi^2=57.439$ , df=6,  $p=0,000<a$ ). Pupils from vocational schools in a percentage of  
222 10.4% are more provocative towards their teachers than the pupils from gymnasias (3.6%) and lyceums (3.7%).  
223 Also as their participation in sits-in and demonstrations is concerned, pupils from vocational schools participate

224 less than the pupils of gymnasias and lyceums: 55. 1% of pupils from vocational schools have never participated  
225 in such political actions in comparison with 44.6% of pupils from gymnasias and 48.4% of pupils from general  
226 lyceums ( $\chi^2=12.935$ ,  $df=6$ ,  $p=0.004 < a$ ).

227 Aiming at the explanation of the behavior of vocational school pupils, the relation between pupils and  
228 informational programs about politics was examined. Statistical analysis with multiple comparison test using  
229 Bonferroni test, shows that pupils from vocational schools have incomplete awareness about Nevertheless ANOVA  
230 test in relation with watching of informational programs about politics and news show that pupils from vocational  
231 schools watch on average more TV in comparison with pupils from gymnasias and general lyceums ( $F=8.940$ ,  $df=2$ ,  
232  $p=0.000 < a$ ). Test Tukey HSD resulted that pupils from vocational schools watch more TV with a mean difference  
233 of 7.205 ( $p < 0.000$ ).

## 234 **8 Chart 7 : Correlation of type of school and news watching**

235 Finally, statistical analysis about the impact of performance grade on youth political demonstration showed that  
236 there is no correlation (pearson coefficient=-0.043). This fact shows that this tendency is not a characteristic of  
237 pupils with a poor performance.

## 238 **9 V. Conclusion**

239 This research aimed at examining pupils' political demonstration as a result of their political socialization process  
240 within schools. It was based on a questionnaire and a sample of 960 pupils from schools of central Macedonia.

241 One of the findings of this research is the fact that male pupils participate more than female pupils. It has to  
242 be noted that previous researches concluded that both sexes participate equally. Additionally female pupils are  
243 not interested in politics nor watch informational programs about politics on mass media. Moreover, regarding  
244 the type of school, pupils from vocational schools tend to provoke more their teachers in comparison with their  
245 colleagues from gymnasias and lyceums. It has to be noted that watching informational programs about politics  
246 on TV has an important impact on the tendency to protest either in the form of sits-in of The final conclusion  
247 of this research agrees with previous researches that claimed that sits-in take place because of pupils' minorities  
248 without the use of democratic procedures. In other cases and especially in issues that concern pupils' sex and  
249 type of school there is a disagreement due to the fact that differences were observed.

250 It is evident that sits-in and generally public school depreciation are not a social movement. This is because a  
251 social movement is characterized by collective discipline, organization ideological program and a majority basis.  
252 None of these features does not apply of course here. Sits-in are an "abstract negation" due to the fact that they  
253 undermine the foundations of the educational system without substituting it with a viable alternative solution.  
254 The rejection of the school institution acts in a corrosive and not in constructive way.

## 255 **10 Bibliography**

256 1 2 3

<sup>1</sup>Pupils' Unconventional Political Demonstration as a Result of their Political Socialization: Empirical Approach in Secondary Schools of Central Macedonia

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Figure 1:

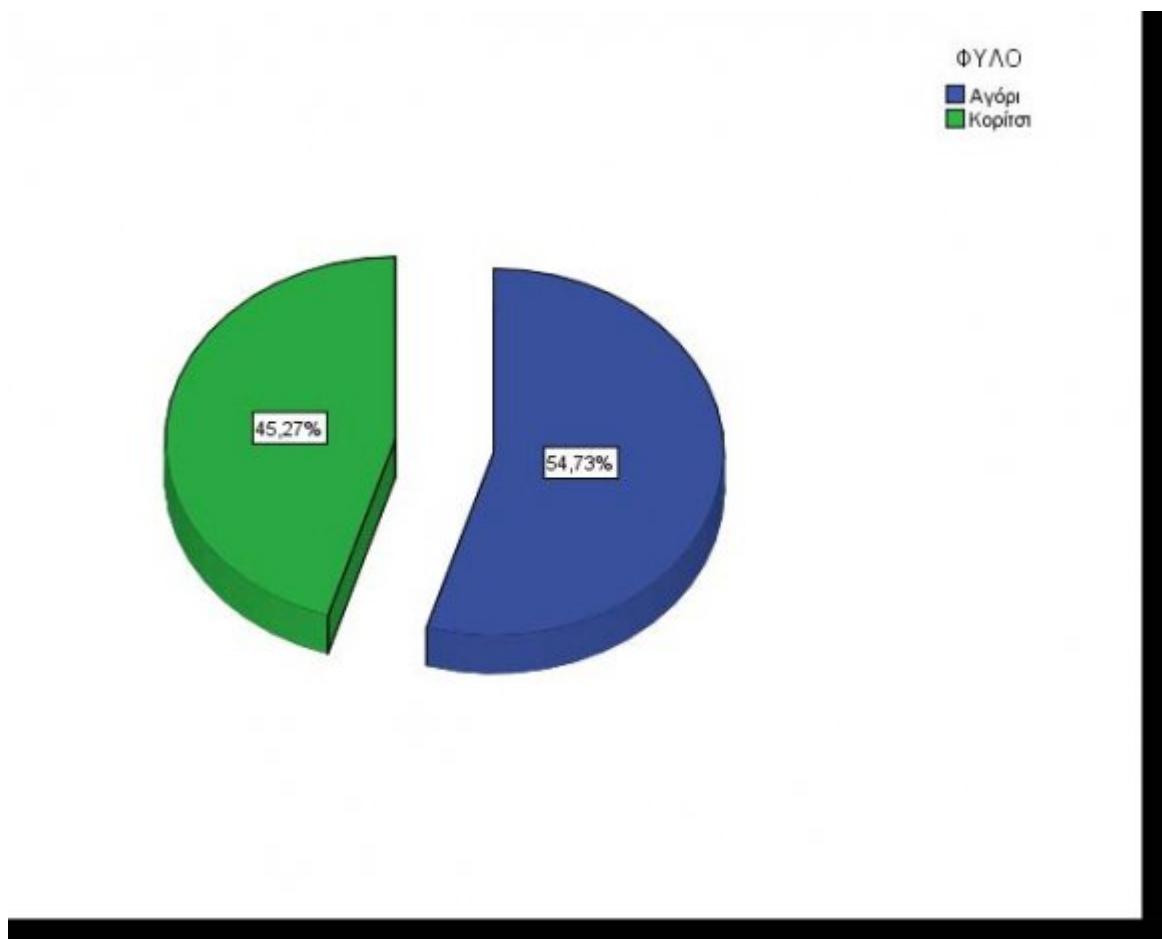


Figure 2:

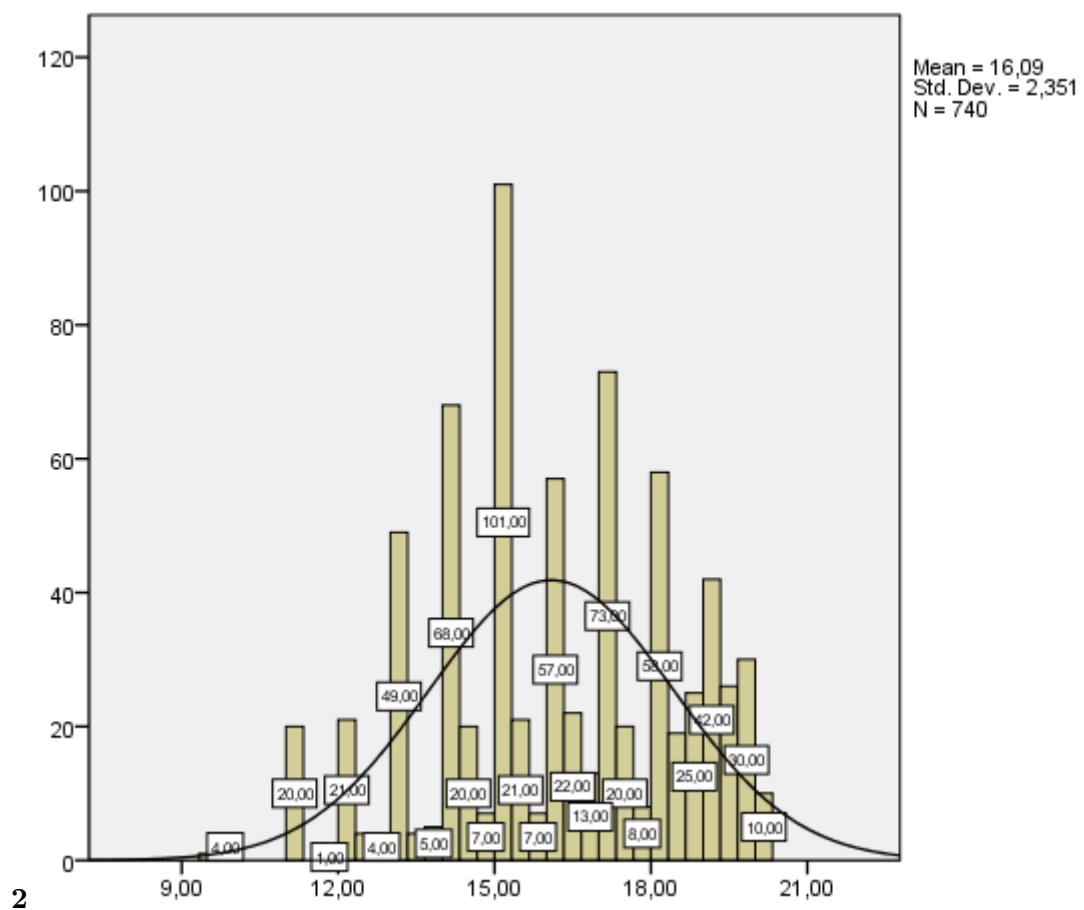
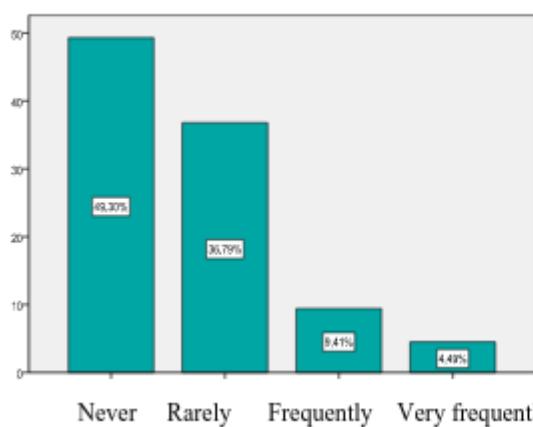


Figure 3: Chart 2 :

Have you ever participated in a demonstration or a sit-in?



Do you provoke a teacher with whom you disagree?

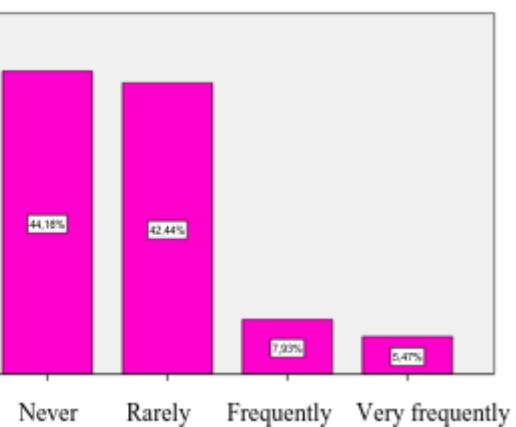


Figure 4:

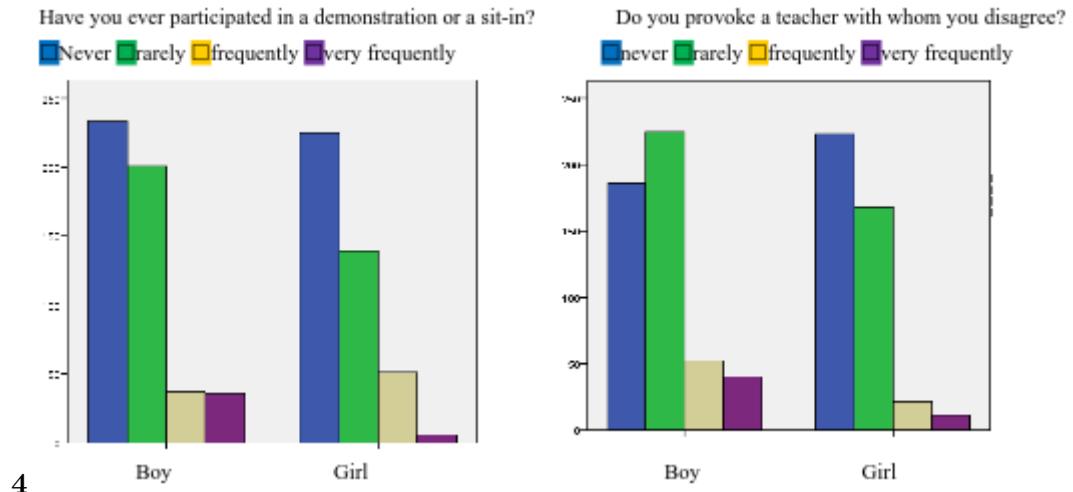


Figure 5: Chart 4 :

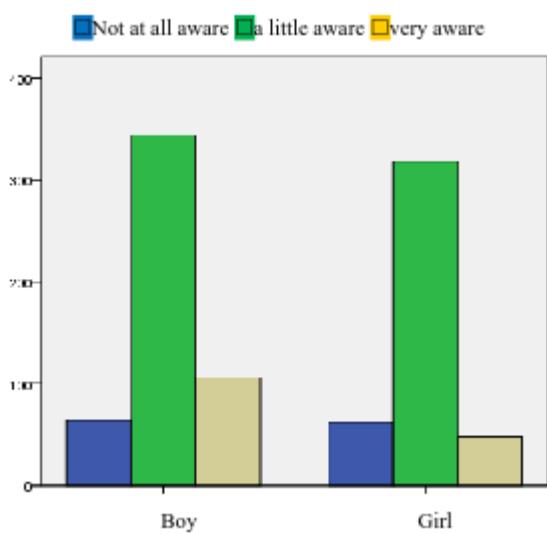


Figure 6:

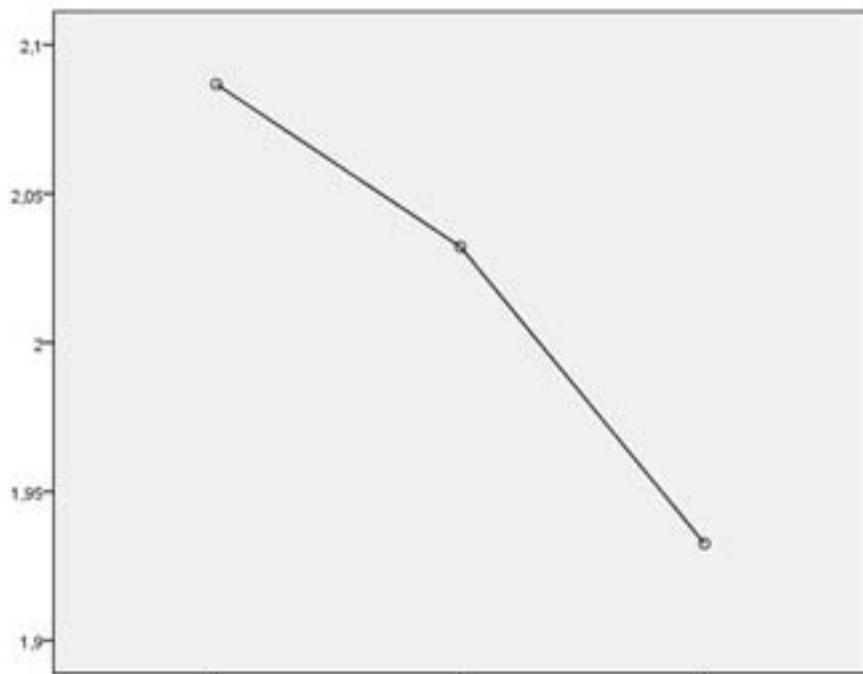


Figure 7:

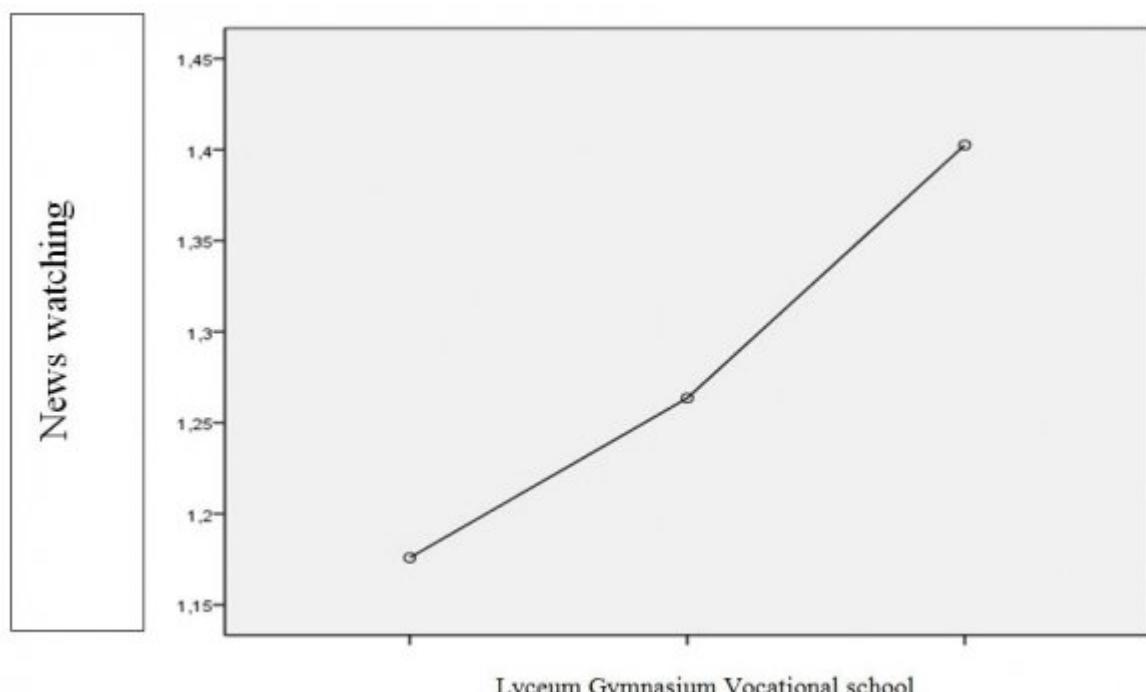


Figure 8: Global

## 10 BIBLIOGRAPHY

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1

	Frequency	Percentage
Urban	236	24,6
Semi-urban	509	53,0
Rural	215	22,4
Total	960	100,0

Figure 9: Table 1 :

2

	Frequency	Percentage	Cumulative Percentage
50 to 24 years old	13	1,4	1,6
23 to 17 years old	258	26,9	32,5
16 to 14 years old	430	44,8	84,2
13 and below	132	13,8	100,0
Total	833	86,8	
Missing	127	13,2	
Total	960	100,0	

Figure 10: Table 2 :

3

and 4 presents the frequencies of the pupils according to the type of school they attend as well as their grade:

Figure 11: Table 3

3

	Frequency	Percentage
Lyceum	416	43,5
Gymnasium	283	29,6
Vocational School	257	26,9
Total	956	100,0
Missing	9	,4
Total	960	

Figure 12: Table 3 :

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4

Class	Frequency	Percentage
? Lyceum	217	23,1
? Lyceum	147	15,7
C Lyceum	292	31,1
? Gymnasium	96	10,2
? Gymnasium	50	5,3
C Gymnasium	137	14,6
Total	939	100,0
Missing	21	
Total	960	

Figure 13: Table 4 :

5

	Father	Mother	
	Frequency	Percentage	Frequency
Self-employed	187	19,5	129
Freelance	125	13,0	71
Employer (employs up to 5 persons)	67	7,0	50
Employer (employs more than 5 persons)	42	4,4	20
Civil servant (lower position)	15	1,6	36
Private employee (lower position)	40	4,2	59
Civil servant (medium position)	114	11,9	122
Private employee (medium position)	109	11,4	104
Private employee (senior position)	47	4,9	36
Civil servant (senior position)	54	5,6	29
Missing	160	16,7	304
Total	960	100,0	960
			100,0

Figure 14: Table 5 :

6

	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Up to primary school certificate	112	13,2	40	4,7
Up to gymnasium certificate	133	15,7	137	16,2
Up to lyceum certificate	288	34,0	322	38,2
Technological Institute degree	196	23,2	174	20,6
University degree	91	10,8	132	15,6
Master's	13	1,5	24	2,8
PhD	13	1,5	15	1,8
Total	846	100,0	844	100,0
Missing	114		116	
Total	960		960	

Figure 15: Table 6 :

**7**

	Have you ever participated in a demonstration or a sit-in?	Do you provoke a teacher with whom you disagree?
Chi-Square	521,107 a	501,671 b
df	3	3
Asymp.	,000	,000
Sig.		

Figure 16: Table 7 :

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