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## CONFLICTS AND VIOLENCE IN CONTEMPORARY SCHOOLS

*Abstract:* Conflicts and violence are the worldwide spread phenomena, causes of which are sought both within the child's character and the social settings. Various social interactions encompass a higher possibility of contradiction of different interests, by which conflicts become an expressive type of social exchange. Violence is in close relation to conflicts in school, which is a complex phenomenon and a state characterized as the use of some force against someone. It is manifested as an urge, anger, hostility, when one wants to control the other person by using power. Taking into account the fact, that there is an increasing number of conflicting and violent behaviors in schools in Serbia, the paper treats the current topic with a focus on the studies of phenomena of conflicts and violence in schools, their causes, forms, consequences, as well as on prevention and social programs of school violence control.

*Key words:* conflicts, aggression, violence, school, children.

### INTRODUCTORY CONSIDERATIONS

Having realized the fact that XX century was not *the age of child*, as it had been predicted and expected, at the beginning of the new century, due to the life conditions which place both a child and an adult in a state of daily tension, frustration, aggression, destructive and socially unacceptable phenomena, we may pose a question whether our time actually presents time of conflicts and violence. Although present throughout the world today, these phenomena are not characteristic for contemporary society only, they have always existed, but their forms differed from one epoch to another. In the past, the researchers were primarily focused on the physical and verbal abuse, whilst recently, it has been spoken of the subtlest forms of aggressive behavior, too. This refers to a socially manipulative behavior, in which the aggressor present, but not directly involved in the attack, uses a social structure, trying to hurt the other person by influencing his/her relations with other persons or his/her status within the group they belong to. As a social phenomenon, violence was mentioned even in times of Heraclitus, Hobs, Darwin and other philosophers and scientists, via psychoanalysts Freud and Adler,

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up to the middle of the last century, when a great number of scientific studies in this field appeared. Causes of aggressive behavior are very complex, most frequently mentioned ones are the family, school failure, age and sex differences, as well as wider social settings. Social context of violence is complimented by the mass media, particularly television and internet, which inspire and spread certain forms of violence among the pupils at school. Contemporary development of society and „...fast development of internet and the social network, where in a virtual space circulate many pieces of information and different educational contents“ (Bazić 2017: 527) create a perfect ground for numerous conflicting situations among the pupils of school age. Taking into account that the problem of conflicting and violent behavior in our country is increasing, the programs have been created for their prevention (primary, secondary and tertiary), whose aim is to emphasize the importance and benefits of a society without conflicts and violence, as well as to prevent socially unwelcome ways of pupil's behavior.

#### CHARACTERISTICS OF CONFLICTS, CAUSES AND FORMS OF VIOLENCE IN PRIMARY SCHOOLS

Conflicts are a component of everyday life of a man, and all his relations he coexists with in a certain environment. It means that it is not surprising, that it appears in the first school days in a relation pupil-pupil, pupil-teacher, teacher-parent, or teacher-teacher. The word conflict is of Latin origin (*conflictus*) and is a synonym for disagreement, fight, war, collision. As a verb, it has a meaning of competition, struggling in fight. The roots of conflict behavior should not be looked for in the environment the pupil is surrounded by, but within his own self, as it is a component of his own life. When faced with a conflict, almost everyone is likely to try to ignore it or avoid it. Thus, a not so common phenomenon „...the more one avoids the outer conflict the more rise is given to the inner one“ (Ilić 2009: 56). Conflict, actually designates „...expressing hostility, negative attitude, antagonism, aggression, rivalry and misunderstanding. It is related to situations which include contradictory interests of the two opposing groups“ (Takore 2013: 7). Mechanism of preventing conflicts encompasses the art of expressing one's own opinion which differs from the opinion of the others. Knowing one's own hierarchical status or a position in a society enables reducing the number of conflicts and more rational relations with other people.

Conflicts have great importance for the development of a child in general, that is why they are subject of numerous studies. Petrović states the most important characteristics of conflicts such as follows: „...topics (controversial events and initial opposition), strategies (opposing strategies), and outcomes (ways of ending conflict episodes), as well as their connection with social-cognitive functioning“ (Petrović 2010: 224). In regard to the adulthood, conflicts are more frequent in the period of childhood and adolescence, whilst their number decreases as the personality of a child becomes mature and adopts ways of stable social behavior. When one discusses the causes of conflict occurrence at school age, studies from this field say that in older children the proportion of conflicts which concern physical environment are decreasing while conflicts due to the control of social environment are increasing. Giorgio Gallo stresses that the clash is

„...a special kind of system whose complexity is an outcome of many different and sometimes unrelated elements“ (Galo 2012: 1-2). Without a systematic study, a conflict may actually become worse, which leads to a prolonged suffering of the population involved.

When talking about types of conflicts, it should be mentioned that they are components of communication, therefore very different and numerous in terms of their classification. Džaferović (2011) differentiates types of conflicts such as follows: inner conflicts, which psychology explains as conflicts within an individual, ie. intrapersonal conflicts; outer conflicts, referring to a conflict between two or more individuals, ie. interpersonal conflicts; latent conflicts, reflected through hidden or subconscious conflicts; mixed conflicts, which are a combination of the previously mentioned types of conflicts. Inner conflicts are of most importance, as the person is mainly not aware of them, their overcoming lies in the internal dialogue or self-talk. It is an inner voice or conversation with one self which occurs after certain event or an occasion without a need for the other person to be present. However, the basis of all conflicts lies in the ability of recognition and solution of the inner (interpersonal) conflicts, in the first place.

Levin's classification (Branković 2006: 405) encompasses three types of conflicting situations: conflicts of approaching-approaching, which occur when there are two equally attractive goals at the same time, and the individual does not know which one to opt for, as with choosing one goal he loses the other one; conflicts approaching-avoiding, which occur in situations when one goal attracts and rejects an individual at the same time, which means that such goal is ambivalent; conflicts avoiding-avoiding, which occur in situations which demand from the individual to opt for one of the unfavorable alternatives, but he does not know which one would cause more inconveniences. Each individual perceives reality i.e. experiences and forms his/her image of the world s/he is surrounded by on the basis of his/her personal experience and information received. That image of the world is different for each individual and that is exactly what leads to conflicts.

Andevski (2008) quotes Mosafer's division of conflicts from 1967, which encompasses conflicts classified into three groups: division conflicts, assessment conflicts and evaluation conflicts. Division conflicts are very rare and present a polarized black and white picture, where parties in dispute openly get into conflicts insisting exclusively on their solution as the only one that is acceptable and possible. Moral norms and value structures behind which the participants hide existing conflict are crucial here. Assessment conflicts are consequences of pieces of information which directly affect the participants of conflicts, while the core is made up of different sources of information and the ways in which it is interpreted. Evaluation conflicts formed on the basis of different systems of values, phenomena, people and events are also present and differ from individual to individual. Andevski also quotes that the conflicts can be classified „...on the basis of subject and contents in connection to conflict occurring“ (Andevski 2008: 161). On the bases of the first criteria, there are several types of conflicts such as follows: intrapsychic, interpersonal, conflicts related to the group and its activities, intergroup conflicts and so on. In cases of content issues, most frequently mentioned is partially open, so called division conflict, which comes as a result of permeating of

conflicts of assessment and evaluation. Anyway, „...regardless of the kind of conflict or the group which participates in it, unless it is solved, the conflict may only deepen, while people who take part in it experience negative feelings, and in that way, such situation in school is ruining quality of education” (Goksoy 2016: 198).

Conflicts rarely occur suddenly and unexpectedly. Before it comes to an open conflict, there is always a hidden one, which has been hidden with more or less success. It goes, in most cases, through the five phases: prelaminary phase or beginning phase, in which a situation liable to conflict occurs (confronting opinions of the participants) which is a tense; latent phase, in which the participants of conflict situations become aware of the fact that there is a problem in communication, and in which the participants do not show turbulent feelings or uneasiness; phase of asking for an explanation, in which the confirmation or negation of the misunderstanding occurs, that requires an explanation of the nature of the interlocutors relation; open confronting phase, occurs as a result of confronting, disagreement of attitudes and views, as well as need for an interlocutor. In this phase, the conflict may go into two directions: conversation and overcoming of a disagreement or tightening of situation which deepens of conflict situation; phase of an open conflict or phase of a clash, in which the participants refuse any compromise, try to dominate with their views, often derogating and underestimating the interlocutor.

Aggressiveness as a phenomenon is a subject of numerous theoretical and empirical studies by contemporary experts which is defined in different ways. In psychological literature prevailing view is that aggression is „...a deterrent or harmful behavior, that as a rule, does not have destruction of its opponent for an aim, but something else which is thus achieved through such behavior” (Hrnčić 2009: 20). Defined in such way, aggressive behavior is neither positive nor negative, but is a way of overcoming a problem. Contrary to this, a number of theoreticians think that aggressive behavior is most frequently defined as such behavior which has an aim to cause harm or hurt the other person. Intention to cause inconvenience or damage to the other individual is an important element here. Direct aggressiveness points to any behavior which has an openly expressed intention to physically or verbally abuse somebody. Ilić quotes two main causes of child's aggressive behavior: „...urge for showing off physical domination and a need for abuse or negligence by the others” (Ilić 2010: 368). In recent years, there is much talk about socially manipulative behavior, i.e. indirect or relational aggressiveness, characterized by aggressive behavior in which the aggressor does not express aggressiveness directly, but has an intention to hurt another person. Its characteristics are: ignoring, gossip, spreading rumors, exclusion, threatening calls, messages.

In order to understand this phenomenon better, for inappropriate and excessive aggressiveness a term violence is used. It is usually defined as a form of expressing aggressive behavior, with a conscious effort to cause pain or injury. No one is immune to „...it, neither the individuals, nor the social groups, not even the state...” (Šutović 2009: 94). Violence, itself is a complex phenomenon and a state which is „...motivationally, emotionally and operationally manifested as an urge, fury, anger, hostility, grabbing and attacking an individual, object, territory, groups and communities” (Previšić 1999: 16-17). It is used in order to control the other person, by the use of power in different

forms and intensity. It always leaves behind the deepest traces on body and soul, regardless of the conditions in which it takes place. Violent behavior is „...a complex and ambivalent phenomenon – it can be expressed by a real or fictional activity, with or without words, physical actions, harm which is done to oneself or to the others, forms which society or society groups approve of or do not approve of, where the victim recognizes or does not recognize the violence“ (Lalić 1999: 44). The World Health Organization defines it as „...the intentional use of physical or psychological force or power, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, development, or deprivation“ (Georgievski 2009: 3).

When discussing school violence, in literature one can find an explanation that it is a violence which occurs at school, and that the terms violence and bullying are related to it. Bullying is „... any intentional, repeated, unprovoked use of power with the aim of causing pain or stress in another person“ (Spaić 2012: 184). Aggression in school is „...any form of behavior aimed at harming or hurting another living being motivated to avoid such act“ (Popadić 2009: 14). Violence has been spreading in schools, it is a group phenomenon which takes place inside the institution and among the members of the group. The universal starting point of school violence is that it encompasses causing physical injuries in relation to pupil-pupil or pupil-teacher. Criticizing such view Henry Stuart, stresses that such conventional opinions „...neglect symbolic social hurting and revocation of humanity through violation of human rights from the position of power“ (Stuart 2000: 17). Within the school context, such violence includes hurting pupil by the teacher or pupil and teacher by the school authorities. This also includes organization of teaching which is harmful for the pupils' creativity and educational process.

Causes of violence are very specific and complex and are found on different levels. There is a great number of risk factors for pupils' violence occurrences, starting from the family to the contemporary mass media impact. In order to understand violence in schools, it is necessary to observe it within the context of social environment, because it also depends on the out of school influences which come from the microsystem, such as large communities or groups, as segments of society. Contemporary media, especially television and internet, as the most represented means of mass communications, complete the social context of violence, inspiring and spreading some of its forms. Pupils, as passive observers easily become targets and subject of their manipulation, thus the role of the family becomes minimized. With the overuse of mass media (mobile telephone, internet, social networks, computer games etc.), mutual communication is limited, improve proper development of school age children. However, we cannot talk only about negative influence of the mass media, (although they are easily identified and present at every step), it should be stressed that there is plenty of talk about violence and aggressive behavior as negative phenomena, their causes and consequences, as well as of measures of prevention.

A special protocol for the protection of children and pupils from the violence, abuse and negligence in the educational institutions (2007) quotes different types of violence such as follows: physical, verbal, cyber and sexual ones. Physical violence is the most common one as it encompasses the use of force, and is used „...for causing pain

and injuries“ (Popadić 2009: 44). Verbal abuse is the one based on words, i.e. insult. It is used to derogate, humiliate and hurt the opponent. Cyberbullying is becoming more present form of violence, which encompasses sending or publishing offending texts or photographs via e-mail. Kostić stresses that the development of informational technologies, and especially a rising number of services, as social nets have created new threats, so „...unless a minor has no a profile on the network, even publishing of his photograph may cause a problem“ (2017: 424). According to Popadić (2009) the most prominent forms of this type of violence are such as follows: e-mail messages which contain vulgarities and offences; threatening messages; blaming someone by spreading rumors and lies in order to ruin his/her career, reputation or relationships with others; personation which ruins one`s reputation which leads to confrontation with the others: indiscretion, i.e. revealing of secrets, data and pictures which are not meant to be public; intentional ejecting someone from the on-line group. Cyber violence occurs through the chatroom, blogs, forums, mobile telephones, e-mail, voice mail and so on. To be in a virtual reality means „...to be beyond physical environment“ (Guga 2015: 272), thus virtual violence is, due to its anonymity more dangerous than the violence in real world, it can last 24 hours, victim does not feel safe anywhere, child`s internet contacts may be quite numerous, and children have difficulties to understand consequences of this violent behavior because they do not have a direct contact with abully. Sexual violence goes from milder forms to abuse, but also refers to jeopardizing sexual identity of the victim, mainly by forcing some kind of sexual communication.

#### THE TEACHERS` ROLE AND SOCIAL PROGRAMS OF PREVENTION OF VIOLENCE IN SCHOOLS

Educational system in Serbia, from its beginning until today, has undergone numerous reforms as a result of social changes and needs, as well as scientific and technological developments. With changes taking place within the school system, importance and role of the teacher changed as well, whose behavior and personal example had always been the most efficient teaching aid in the educational process. In traditional schools, the teacher`s role was the authoritarian one „...where the child was to take its role of a passive object“ (Ilić 2003: 214). These forms have been kept up to this day, and often lead to a conflict between pupils and teachers. Today, the roles of teachers and pupils are more democratic and are based on freedom of speech and mutual respect. Success and efficiency of teaching, to a great extent, depend on the teacher, his education and training. Contemporary role of the teacher refers to the pupil`s mastering of quality communication skills and abilities, which are forced by the way and style of life in a social community (lack of free time, parents overworking, mass media contents). Modern teachers observe conflicting behavior of their pupils as polarization of possible relations from the two angles: interrupted conflicting behavior or unsuccessful attempt, where the teacher failed, and the pupils carry on with the conflicts after school or at the first opportunity of the teacher`s absence. During education process, the teacher exchanges important information through the communication with the pupils and their parents, thus building relationship with them. That is why, it is necessary that

the teacher successfully performs his role as a mediator, both in an unhindered communication or a conflict one. From the pupil-teacher relationship „...depends whether it would contribute to developing of the pupil or would limit him and cause damage“ (Gordon, 2006: 137). The role of the teacher in overcoming a conflict is a specific one, as it may cause a situation in which he himself becomes a part of the conflict. The teacher must estimate the situation successfully, possibility of success or failure in overcoming of the conflict, as the consequences may be otherwise far-reaching for all the parties concerned. An indirect role of the teacher in a conflict may be a bad one and deepen the problem, while clear and direct message uttered by the language of non-violent communication has for its aim confirming a presence of the problem, as well as emphasizing a wish to help all the participants.

In order to comprehend properly and to solve „...this very serious problem, schools must play a significant role by introducing initiative in violence prevention. Mechanism of activities must, therefore, exist even before the violence occurs“ (Jovanović, Minić 2000: 265). When talking about violence prevention in schools, it should be emphasized that there is primary, secondary and tertiary prevention. Primary one is directed at the whole population, and it motivates children who are not inclined to violence to help its reduction. Developing skills in social communication of children, which lead to successful solving of conflicts and violence has a significant role in it. Secondary prevention encompasses work with risk population or with those who manifest socially inappropriate behavior in a milder form. Those are mainly children inclined to violence, that is, children of low intellectual achievements, undeveloped social skills, inappropriate education procedures by their parents, hyperactive children, children of low social economic and cultural status, violent behavior and so on. Tertiary prevention refers to work with children who are violent, and is carried out in Correctional institutions and Centers for social work. Vasilev stresses that the professional institutions for recovery of inappropriate behavior of youth are „...centers for social work, guidance centers, student hostels, health institutions, correctional institutions, courts and prosecutor's office“ (2005: 57-60).

School violence prevention program is aimed at school obligation and its social role to prevent violence and determines measures and procedures for protection and safety of the pupils. It is, according to the law of our country, obliged to provide 'conditions for pupils' protection from all forms of violence, abuse and negligence' (Official Gazette RS, No. 30/10). To that end, adequate measures are undertaken such as follows: daily cooperation with state bodies and bodies of the units of the local authorities, on duties class teachers and subject teachers, as well as support staff of the school, security of the pupils while at school, protection from fire, flood, natural disasters which may jeopardize safety, as well as other measures of protection. Prevention of conflicts is, as emphasized by Kotite (Kotite Phyllis) „...morally healthy and cost-effective investment“ (Kotite 2012: 12). Prevention measures: The school has a duty to plan prevention measures in a form of the annual plan of work, and „...on the basis of a detailed analysis of frequency of violent cases, forms of violence, safety of the school facilities and so on“ (Minić 2018: 858). It has a legal obligation to conduct quote intervening measures in situation of violence. However, the emphasis is on the prevention of violence,

therefore the school should nourish an ambience of acceptance, tolerance, mutual communication and respect, it also should develop complete programs of prevention, raise the level of consciousness of violence recognition, define the procedures for the protection from violence and reaction in cases of violence. It informs all the interest groups on protection procedures, develops competence of all interests groups for observing and preventing violence. In order to protect and provide safety of the pupils, the school, according to the Law on the basis of education system (Official Gazzette RS, No. 72/2009) and Rule book on protocol procedure of the institution as a response to violence, abuse and negligence (Official Gazzette RS, No. 30/10), conducts measures such as follows: Establishes cooperation with the state bodies and bodies of the units of local authorities; Establishes cooperation with Centre for social work; Establishes cooperation with Health center and Red Cross; Provides all elements of protection from fire, flood, thunder stroke and other natural disasters which may endanger safety of the pupils; Enables security of the pupils; Conducts duties of the teaching and technical staff; establishes Team for protection safety which acts as prevention and intervention, draws up an action plan; Informs the pupils and parents of the Team`s work, estimates the risk and timely and properly reacts in cases of suspecting violence or its occurrence, makes plans of participation and keeps record of professional training of the employees on the subject; Organizes and promotes school activities on the protection of children from the violence; Provides conditions for frequent sports activities and competitions; Organizes panels for pupils, parents and employees on the subject and encourages engaging of pupils in projects; Informs pupils and parents on school prevention activities and professional bodies on realization of programs on violence protection; Participates in the projects undertaken by the local authorities for taking measures for prevention of violation of the ban; Cooperates with media, promotes examples of good practice; Gives suggestions for improvement of the institutions safety; Takes care of realization of the plans of team for safety and protection of children from violence, abuse and negligence of the pupils and other teams which are formed in schools; It takes care of conducting the decisions of Schoolboard, Parental Council, Teacher`s Council, School class Council, Pupil`s Parliament and Class community; it also conducts other measures in order to protect and keep safe the pupils, determined by the Law and General school act.

There is a program in our country under the name *School without violence – towards secure and inspiring environment for children*, realized by UNICEF in cooperation with the Ministry of Education, Ministry of Health and Ministry of Labor and Social Policy of RS, Council for children`s rights and Institute for developing education, Ministry of Interior Affairs, as well as Ministry of Youth and Sport. This program began in 2005/06 school year in four schools, as a pilot project, and expanded later, where the selection of the schools was carried out on the basis of the geographical distribution, available funds and capacities of both school and local community. Its aim is reduction of the degree of violence upon children and creating of safe environment which will be inspiring for learning and work. It is intended for children, class teachers and subject teachers, first of all, but also parents and whole of the local community (Milenović 2012). This program is observed on several levels Administrative board, Expert team, Supervisor team and



School team (<http://unicef.rs/skola-bez-nasilja.html>, 5.5 2020, 11:30h). The program comprises four components: *research*, which explores experiences and views of everybody in school on violence, processes the data and presents its results to the pupils, class teachers and teachers, parents and the local community; *educational*, which conducts training if class teachers and subject teachers on school violence, communication skills, constructive interventions, forming of the inner protective net in school; *peer*, which refers to work with child-peers, on identifying and revealing violence, peer protection of both a bully and a victim, building relations of trust and reduction of violent behavior between them; *parents-media-local community component*, which promotes mutual relations of cooperation and public mobilization on the importance of building partnership, as well as active operation on the violence reduction within the community. The use of the program *School without violence* which lasts at least one school year is carried out in seven steps: 1. Raising awareness of the problem, i.e. Accepting the fact that there is violence at school 2. Forming an inner protective net – i.e. using procedures and mechanisms for their permanent functioning; 3. Successful functioning – observing violence and taking measures of precaution; 4. Forming the outer protective network – including Health centers, Centers for social work; 5. Appeal for helping children/families exposed to violence and establishing trust in the protective net; 6. Functioning of peer teams – prevention, efficient intervention of integration of the participants in violence into community; 7. Self-assessment of the school i.e. whether it became a safe environment for children. Apart from this program, there are school policemen in our schools, as well as teams for protection from violence, which have function and task of identifying and preventing violence within the school environment.

### CONCLUDING REMARKS

Having in mind terminological explanation of conflicts, aggression and violence in schools, it is found that the negative connotation is being emphasized which reflects badly on the psychological and physical development of the pupils. Conflicts and violence are common situations in pupils' social interactions in school, and it is impossible to repressor eliminate them fully. However, they should not be approved of or justified, but should be constantly reduced, with a particular stress on their prevention. In discussions about conflicts, it is mostly pointed at the fact that a constructive way of overcoming the problem peacefully, for non-violent solution is actually a skill which should be realized as a possibility for shared activities of both parties and their urge to solve the problem. Violence is a form of inappropriate activity and unwelcome behavior of the pupils, which influences their educational possibilities, bad mood, and numerous difficulties of behavior of all the participants. It bears fear, tension, uncertainty, which is negatively reflected on the overall child development. School violence is not isolated from the social directions and trends, thus a talk on socially conditioned violence in schools, determined by the social -economic, social and cultural circumstances of the families the pupils from some schools come from. Causes of violence are complex and conditioned by several different levels, while the forms they take are such as follows: physical, verbal, electronic and sexual. In contemporary conditions of life there is more

talk on programs for prevention of violence, such as *School without violence*, which has been present in our country for a decade or so, with an aim of raising awareness of importance of violence and measures for its prevention.

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## КОНФЛИКТИ И НАСИЉЕ У САВРЕМЕНОЈ ШКОЛИ

### РЕЗИМЕ

Конфликти и насиље су данас у свету веома раширена појава, чији се узроци траже како у природи детета, тако и у друштвеним околностима и приликама. Разноврсне социјалне интеракције подразумевају већу вероватноћу супротстављања различитих интереса, чиме конфликти постају изражајан вид социјалне размене. У блиској вези с конфликтима у школи лежи насиље, које је сложена појава и стање за које је карактеристична употреба неке силе усмерене против некога. Манифестује се као нагон, љутња, непријатељство, и њиме се жели контролисати друго лице употребом моћи. Конфликти и насиље су данас у свету веома раширена појава, чији се узроци траже како у природи детета, тако и у друштвеним околностима и приликама. Разноврсне социјалне имајући у виду повећани степен конфликтног и насилничког понашања у школама у Србији, рад прати актуелност теме и фокусира се на проучавању појава конфликта и насиља у школи, узроцима, облицима, последицама, као и превенцији и друштвеним програмима спречавања насиља у школама.

Осврнувши се на чињеницу да XX век није био век детета како се предвиђало и очекивало, на почетку новог века се, због животних околности који дете и одраслог човека стављају у стање свакодневне напетости, фрустрација, агресије, деструктивних и друштвено неприхватљивих појава, може се поставити питање, да ли је ово, заправо време конфликта и насиља? Они су данас раширена појава свуда у свету, међутим то нису појаве карактеристичне само за савремено друштво. Оне су постојале одувек, само што су се њихове форме разликовале од епохе до епохе. У прошлости, истраживачи су се првенствено фокусирали на физичко и вербално насиље, док се у последње време, поред њих, све више говори о суптилнијим облицима агресивног понашања.

Ту се мисли на социјално манипулативно понашање, у коме је агресор присутан, без директне укључености у напад, користи се социјалном структуром, и покушава да повреди другу особу тако што утиче на њену повезаност са другим лицима или на његов статус у групи којој припада. Као друштвена појава, насиље се, нпр. Помиње још из доба Хераклита, Хобса, Дарвина И других филозофа и научника, преко психоаналитичара Фројда и Адлера, до средине прошлог века, када настаје велики број научних студија из овог подручја. Узроци агресивног понашања су веома сложени, а као најчешћи се спомињу породица, школски неуспеси, стил живота младе популације, узрасне и полне разлике, као и шири друштвени односи. Друштвени контекст насиља употпуњују мас-медји, посебно интернет и видео игрице, који подстичу и шире одређене облике насиља међу ученицима у школи. Имајући у виду да је проблем конфликтног и насилничког понашања у нашој земљи у порасту, постоје програм за њихову превенцију (примарна, секундарна и терцијална), који имају за циљ указивање на значај и благодети друштва без конфликта и насиља, као и спречавање друштвено непожељних облика понашања ученика.

Имајући у виду терминолошко појашњење конфликта, агресивности и насиља у школи, наглашава се негативна конотација која се лоше одражава на психо-физички развој ученика. Конфликти и насиље су ситуације које су честе у социјалним интеракцијама ученика у школи. Њих је немогуће сузбити или у потпуности елиминисати. Но, на њих не треба гледати са одобравањем и оправдавањем, већ стално радити на сузбијању, и посебно на превенцији. Када се говори о конфликтима, најчешће се указује на конструктивистички приступ њиховог мирног решавања, јер је ненасиљно решавање, заправо умеће које треба схватити као могућност заједничког деловања обе стране и њихове тежње да се проблем реше. Насиље је облик неприхватљивог деловања и понашања ученика, који утиче на њихове образовне могућности, лоше расположење, и бројне тешкоће у понашању свих ученика. Оно рађа страх, неизвесност, што се негативно рефлектује на целокупни дечји развој. Школско насиље није изоловано од друштвених токова и трендова, па се зато говори о друштвеној условљености насиља у школама, детерминисано друштвено-економским, социјалним и културним приликама породица из којих потичу ученици одређене школе. Узроци насиља су сложени и условљени са неколико различитих нивоа, а облици у којима се појављују су: физичко, вербално, електронско и сексуално. У савременим условима живота се све више говори о програмима превенције насиља, попут Школе без насиља, који већ деценију и више постоји у нашој земљи, а има за циљ подизање свести о значају насиља и мерама његовог спречавања.

*Кључне речи:* конфликти, агресивност, насиље, школа, деца.