



Zorica S. Šaljić¹,
Emina J. Hebib

University of Belgrade, Faculty of Philosophy, Belgrade, Serbia

**Original
research paper**

Paper received: Dec 17 2020
Paper accepted: May 20 2021
Article Published: Jul 15 2021

Prevention of Anti-Social Behavior of Students from the Perspective of Teachers²

Extended summary

Preventing anti-social behavior is an important task of our modern society which is characterized by increasingly complex conditions and a number of changes that may affect the behavior of children and young people and represent one of the possible causes of the occurrence of behavioral problems. The professional literature points to the important role of the school, which, while realizing its educational function, provides numerous opportunities to act within the field of prevention of various forms of anti-social behavior in students.

Teachers, as the bearers of all school activities, have a key role in the preventive action of the school. Their opinion and assessment of the ways and possibilities of achieving the prevention of anti-social behavior of students are reflected in their participation in the planning and implementation of preventive activities, and thus in the outcomes of the school's preventive work.

Starting from the importance of the role of teachers, we opted for the research that was aimed at examining teachers' views and assessment of the prevention of students' anti-social behavior in school practice. For the purposes of the research, a questionnaire consisting of closed-type and open-ended questions and an assessment scale was designed. The closed-type questions were used to collect the data from teachers concerning the prevention of anti-social

1 zorica.saljic@f.bg.ac.rs

2 The paper presents the results of the research conducted for the purposes of a doctoral dissertation entitled *Educational Work in School for Preventing Undesirable Student Behavior*, defended at the Faculty of Philosophy of the University of Belgrade in 2014.

Copyright © 2021 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

behaviour in school practice, whereas the open-ended questions were used to examine teachers' opinions on the importance of preventive measures and activities implemented in schools, as well as the difficulties and possibilities of improving preventive school activities. The five-point assessment scale consisted of 12 statements where teachers expressed their level of agreement with the statements about the importance of the participation of significant stakeholders in the realization of the school's preventive function. For the analysis of the obtained data, basic statistical measures and procedures were applied - frequencies and percentages, arithmetic mean, as well as standard deviation and ranks.

A total of 162 teachers from the teams for the protection of students from violence from 28 primary schools in the city of Belgrade participated in the research. The main reason for making the decision to include the teachers engaged in the work of the above-mentioned teams lies in the defined tasks of the team that should initiate, encourage, and coordinate the preventive activities of the school, the involvement of significant subjects of educational work in performing the preventive action of the school, monitoring and evaluating the effects of the undertaken preventive measures and activities, etc.

According to the research, teachers emphasize, as the most common preventive actions in practice, the following: introducing students and parents with the rules of conduct, their rights and obligations, lectures about the harmfulness of psychoactive substances and violence, while they cite much less the use of the resources of extracurricular activities, advisory work and operation of student bodies for preventive purposes. As activities that can make the greatest contribution to the prevention of the problems with student behavior, teachers single out thematic workshops, while a smaller number of them believe that the activities such as involving students in extracurricular activities, the operation of the Student Council and Peer Team, the development of a plan of measures and activities for those students who exhibit behavioral problems, could significantly contribute to the prevention of students' behavioral problems. Teachers believe that the joint action of the important actors in school work is one of the most important prerequisites for performing the preventive function of the school, but 20% of the respondents confirmed that parents participate in the teams for protecting students from violence, whereas only 6% stated that students actively participated in the work of these teams.

According to the results of the research, we have found that the preventive measures and activities intended for all students and parents are most prevalent in schools, whereas the activities that provide additional support to students who are at risk or exhibiting behavioral problems are less common. The participation of students and parents in the planning of preventive activities of the school is insufficiently represented, and it is definitely they who may represent a significant source of information about the problems and needs of students. In addition to the need to improve the cooperation within the school, the problems singled out by teachers indicate the necessity to improve the working conditions and change teachers' attitudes towards the primary function of the school and the prevention of the problems with student behavior as an integral part of their daily work. Important changes in school practice should be aimed at considering the prevention of anti-social behavior of students in terms of providing additional support to students in order to adequately help different categories of students and

in accordance with the extent to which they are exposed to risk factors that may cause behavioral problems.

Keywords: anti-social behavior of students, prevention of anti-social behavior of children and youth in school, preventive measures and activities, opinions and attitudes of teachers on the prevention of anti-social behavior of students

References

- Bašić, J. (2009). *Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih*. Zagreb: Školska knjiga.
- Cabrera, F. J. P., Herrera, A. R. C., Rubalcava, S. J. A. & Martinez, K. I. M. (2017). Behavior Patterns of Antisocial Teenagers Interacting with Parents and Peers: A Longitudinal Study. *Frontiers in Psychology*, 8, 757.
- Dias, D. & Tereza Ventura, T. (2017). The role of teacher's attitudes towards the aggressive behavior of pupils. *International Journal of Technology and Inclusive Education (IJTIE)*, 6 (1), 1068-1076.
- Gojković, V., Vukičević, L. (2011). Vršnjačko nasilje - bullying kod učenika srednjih škola. *Zbornik Instituta za kriminološka i sociološka istraživanja*, 30 (1-2), 199-218.
- Hebib, E. (2009). *Škola kao sistem*. Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta u Beogradu.
- Hebib, E., Spasenović, V. (2011). Značaj razgranate strukture školskih aktivnosti. *Nastava i vaspitanje*, 60 (1), 65-80.
- Knoff, H. M. (2012). *School Discipline, Classroom Management & Student Self-Management: A PBS Implementation Guide*. Thousand Oaks: Corwin, A Sage Publications Company.
- Kuzmanović, D., Pavlović, Z., Popadić, D. i Milošević, T. (2019). *Korišćenje interneta i digitalne tehnologije kod dece i mladih u Srbiji: rezultati istraživanja Deca Evrope na internetu*. Beograd: Institut za psihologiju Filozofskog fakulteta u Beogradu.
- Ljubičić, M. (2012). Pregled definicija i trendova rizičnih ponašanja mladih. *Teme*, 36 (1), 85-100.
- Malak, M. S., Sharma, U. & Deppeler, J. M. (2017). Development of a scale for measuring teachers' attitudes toward students' inappropriate behavior. *International Journal of Whole Schooling*, 13 (1), 1-20.
- McGuire, J. (2008). A review of effective interventions for reducing aggression and violence. *Philosophical Transactions of The Royal Society*, 363 (1503), 2577-2597.
- Pavlović Breneselović, D. (2012) Partnerstvo porodice i škole kao dimenzija kvaliteta obrazovanja - kontroverze učešća roditelja u odlučivanju u školi. U: Alibabić, Š., Medić, S. i Bodroški Spariosu, B. (ur.). *Kvalitet u obrazovanju - izazovi i perspektive* (185-208). Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta Univerziteta u Beogradu.
- Popadić, D., Plut, D. (2007). Nasilje u osnovnim školama u Srbiji - oblici i učestalost. *Psihologija*, 40 (2), 309-328.

-
- Popadić, D., Plut D. i Pavlović, Z. (2014). *Nasilje u školama Srbije: analiza stanja od 2006. do 2013. godine*. Beograd: Institut za psihologiju Filozofskog fakulteta Univerziteta u Beogradu i UNICEF.
 - Popadić, D. (2009). *Nasilje u školama*. Beograd: Institut za psihologiju Filozofskog fakulteta Univerziteta u Beogradu.
 - *Pravilnik o protokolu postupanja u ustanovi u odgovoru na nasilje, zlostavljanje i zanemarivanje (2019)*. *Službeni glasnik Republike Srbije*, br. 46.
 - Radojević, B. (ur.) (2014). Deca sa problemima u ponašanju. U: *Deca sa teškoćama: preporuke za procenu i podršku* (43-48). Beograd: Familia.
 - Reinke, W. M. & Herman, K. C. (2002). Creating school environments that deter antisocial behaviors in youth. *Psychology in the Schools*, 39 (5), 549-559. DOI: 10.1002/pits.10048
 - Rubin, K. H., Coplan, R. J. & Bowker, J. C. (2009). Social withdrawal in childhood. *Annual Review of Psychology*, 60 (1), 141-171. DOI: 10.1146/annurev.psych.60.110707.163642
 - Scott, T. M., Alter, P. J., Rosenberg, M. & Borgmeier, C. (2010). Decision-making in secondary and tertiary interventions of school-wide systems of positive behavior support. *Education and Treatment of Children*, 33 (4), 513-535.
 - Sheridan, S. M. & Kratochwill, T. M. (2007). *Conjoint Behavioral Consultation: Promoting Family – School Connections and Interventions* (2nd ed.). New York: Springer.
 - Simonsen, B., Sugai, G. & Negron, M. (2008). Schoolwide Positive Behavior Supports: Primary Systems and Practices. *Teaching Exceptional Children*, 40 (6), 32-40.
 - Sprague, J. (2008). *Creating Schoolwide Prevention and Intervention Strategies: Effective Strategies for Creating Safer Schools and Communities*. Washington: Hamilton Fish Institute on School and Community Violence.
 - Sørli, M. A., Ogden, T. & Olseth, A. R. (2015). Preventing problem behavior in school through school-wide staff empowerment: Intervention outcomes. *World Journal of Educational Research*, 2 (2), 117-139. DOI: 10.22158/wjer.v2n2p117
 - Šaljić, Z. & Hebib, E. (2020). The family-school partnership as regards providing students with additional support. U: Petrović, J. i Jovanić, G. (ur.). *Porodica i savremeno društvo – izazovi i perspective* (318-327). V međunarodna konferencija *Društvene devijacije*, 18. i 19. 09. 2020. Banja Luka: Centar modernih znanja.
 - Šaljić, Z. (2017). *Prevenција antisocijalnog ponašanja dece i mladih – Šta i kako raditi u školi?* Beograd: Institut za pedagoška istraživanja Filozofskog fakulteta Univerziteta u Beogradu.
 - Tomanović, S. (2012). Od omladine do socijalnih biografija mladih u postsocijalističkoj transformaciji društva Srbije: konceptualni i kontekstualni okvir istraživanja. U: Tomanović, S., Stanojević, D., Jarić, I., Mojić, D., Dragišić Labaš, S., Ljubičić, M. i Živadinović, I. (ur.). *Mladi – naša sadašnjost. Istraživanje socijalnih biografija mladih u Srbiji* (9-42). Beograd: Čigoja štampa i Institut za sociološka istraživanja Filozofskog fakulteta Univerziteta u Beogradu.
 - Veenstra R., Lindenberg S., Huitsing, G., Sainio, M. & Salmivalli, C. (2014). The role of teachers in bullying: the relation between antibullying attitudes, efficacy, and efforts to reduce bullying. *Journal of Educational Psychology*, 106 (4), 1135-1143. DOI: 10.1037/a0036110
-

-
- Vranješević, J. (2015). Deca kao istraživači: participativna istraživanja i najbolji interes deteta. *Primenjena psihologija*, 8 (2), 187–202.
 - Vranješević, J. (2012). *Razvojne kompetencije i participacija dece: od stvarnog ka mogućem*. Beograd: Učiteljski fakultet Univerziteta u Beogradu.
 - *Zakon o osnovama sistema obrazovanja i vaspitanja* (2017). Službeni glasnik Republike Srbije, br. 88.
 - *Zakon o osnovnom obrazovanju i vaspitanju* (2013). Službeni glasnik Republike Srbije, br. 55.
 - Žunić Pavlović, V., Popović Ćitić, B. i Pavlović, M. (2010). *Programi prevencije poremećaja ponašanja u školi*. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu.