

SCHOOL CLUBS AND VIOLENCE AMONG PRIMARY SCHOOL STUDENT^a

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Abstract

The topic of this study was the research of the connection between the active participation of primary school students in school sport clubs and their relation towards school violence. The goal of this study was to determine the level of connection between the participation of students in school clubs, their exposure to violence in school and reaction to violence. In this study we start from the supposition that the *participation of primary school students in school sport clubs is predominantly connected with the diminishing of their exposure to the violence in school and their readiness to help students who suffer from violence*. In this research we applied the descriptive-analytical method and survey as research techniques. The research was realized in the first term of 2015/2016 school year and it included 236 students in the seventh and eighth grade of primary school “Jovan Jovanovic Zmaj” in Svilajnac. In this work, a special instrument was applied prepared only for this research -the survey about the connection of school sport clubs and violence at school. In the quantitative analysis of the data the following was applied: the percentage expression of frequencies and Pearson’s hi-square test (χ^2) for testing the hypothesis about the significance of the differences. The main results of this research showed that most non-sport students have no affirmative attitude towards inclusion school sport clubs, (b) students who are involved in school sport activities are less exposed to violence in school and they are more ready to help those students who are more exposed to violence.

Key words: primary school, students, school sport clubs, school violence.

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СПОРТСКЕ СЕКЦИЈЕ И НАСИЉЕ МЕЂУ УЧЕНИЦИМА ОСНОВНИХ ШКОЛА

Апстракт

Предмет овог рада је испитивање повезаности између активног учешћа ученика основних школа у спортским секцијама и њиховог односа према насиљу у школи. Циљ рада је да се утврди степен повезаности између учешћа ученика у спортским секцијама, њихове изложености насиљу у школи и реаговање на само насиље. У овом раду полази се од основне претпоставке *да је учешће ученика основних школа у школским спортским секцијама у значајној мери повезано са смањењем њихове изложености насиљу у школи и спремности да се помогне ученицима који трпе насиље*. У истраживању је примењен дескриптивно-аналитички метод и анкетање као истраживачка техника. Истраживање је спроведено у првом полугодшту школске 2015/2016. и обухватило је 236 ученика седмог и осмог разреда Основне школе „Јован Јовановић Змај” у Свилајнцу. У раду је примењен посебан инструмент припремљен управо за ово истраживање, Упитник о повезаности школских спортских секција и насиља у школи. У оквиру квантитативне анализе података примењено је: процентуално изражавање фреквенција и Пирсонов *хи*-квадрат тест (χ^2) за тестирање хипотеза о значајности разлика. Главни резултати истраживања показали су да највећи број ученика неспортиста нема афирмативан став према укључивању у школске спортске секције, (б) ученици који су укључени у школске спортске активности мање су изложени насиљу у школи и спремнији су да помогну ученицима изложеним насиљу.

Кључне речи: основна школа, ученици, школске спортске секције, насиље у школи.

INTRODUCTION

The research about the connection of school sport clubs and presence of the violence between students in primary school represents an attempt to reveal the mechanism which would activate the processes directed towards reducing school violence in the Republic of Serbia. Long social actions under the slogan “schools without violence”, in accordance with the project of international cooperation which was developed by the European Union under the name “*School violence*” (1998/99) and programme “School without violence – towards secure and incentive surrounding for children” which has been carried by UNICEF and the Ministry of Education and Technological Development of the Republic of Serbia since 2008/09, have not reached the expected results – violence is still a part of school life in Serbian society. School life shaped by the school rules and the way of participation of different participants in its “practice”, which are, at the same time, carriers of different values of life styles – are played within a broader social context. The multilevel and multi dimensionality of the context and participant faces the researches firstly with the demand to reveal their basic characteristics and bring them to causal-consequence connections, and

secondly, with the danger to ‘grasp’ only the surface form of the events in relation society-school-students without the ability to reveal deeper meaningful structures.

The intention of the author is to point out the significance of school sport clubs as a part of school culture in successful socialization of each new generation of students, also including the forming of their relation towards violence. School standards indicate acceptance of a whole range of norms and models of behavior to the participants of educational process to whom their freedom is limited, and on the other hand, students have no real chance to participate in the creation of school rules, which brings certain tension in the students-school relation. A higher production of tension often leads to a higher expression of emotions, even to aggression, which is closely connected with violence (Anderson & Huesman, 2003; Horne, Stoddard, & Bell, 2007). Institutional education offers students certain possibilities of participation in the predefined matrixes of school life, which can lead to certain “relaxation” in the school-students relation, one of which is after-school sport clubs. The way in which young people participate in sport clubs creating their own school life is an indicator of their preparation and boldness to grow from *an object to a subject* of the society (Dibe, 2002).

THEORETICAL FRAMEWORK

The theoretical frame for the analysis of the connection of school sport and violence in school has been developed on the basis of literature which studies: the role of school in transferring knowledge and cultural models; the role of physical education and school sports in articulation of the aggressive behavior of students and surpassing of the problem of school violence.

Studying the school’s role in transferring values and cultural models is based on the following approaches in the research:

Between the social organization of studying and social organization of culture there is a correlation (Granese, 1978), school creates and transfers certain cultural models (Ogbu, 1989) and partly enables the individuals within the school to reflect their culture, and partly their own style of life (Golubovic, 1973). Shaped in this way, school culture transfers the desired cultural patterns, which always promote socially acceptable behavior.

According to the theory of the *rational choice of participants*, school system has the ability to create its own culture, which is not one directed but represents the expression of a complex multi action of different constructions of a reality based on different values of their carriers (Boudon, 1974). In accordance with this, the behavior of the participants of the educational process can be explained by the choices which are made in accordance with their own ideas about the *price and usefulness* of the applied social action.

Physical education teaching programme predicts extracurricular activities which are planned with one or two lessons weekly (Budja, 1995). In most cases, the choice of the students are sport activities, so called after-school sport clubs, which imply the activities and disciplines which obligatory physical education programme cannot cover, and it is individual choice of the students on the basis of the material-technical conditions of the school, predispositions and wish to train the chosen activity, deepen their knowledge and to compete with their mates (Ackovic, 1996). The result in after-school sport clubs can be manifested through different types of competitions: the lowest form of competition is class competition, then school, municipal, regional and republic competitions.

“Physical activity establishes happy balance in the sphere of moral”; in sport freedom is complete and courage sublime; it contributes to morality in the way that it “satisfies senses and pacifies imagination” ...athletics has significant importance for whole intellectual development..” (Lechner & Boli, 2008, p. 11).

Doing sports always represents questioning the identity and developing the abilities for surpassing conflicts.

“Sport enables to different cultures to research old and new identities and conflicts, especially those connected with community, sexes, social class and nationality..” (Djulijanoti, 2008, p. 6).

The development of society is followed by a deviation of social norms and values, which is most often explained by certain social relations, which are characterized by inequalities, contradictions and conflicts (Spadijer-Dzinic, 1988). One of the forms of the socially unacceptable phenomena is the growing rate of violence, although it is not equal to the panic that it provokes (Toh, 1978). Violence in schools in the world has a pandemic form (Brkic, 1998) and in our country as well (Gasic-Pavisc, 2004; Savovic, 2001 and 2002), and a large percentage of students is exposed daily to violence (Roland & Idsøe, 2001; Veenstra et al., 2005), which demands deeper studying of this phenomenon and finding out the ways to prevent it. Effective ways are not, it seems, repressions of different intensity towards bullies because they encourage violence rather than curb it (Toh, 1978a) but prevention of aggressive and bullying behavior (Savovic, 2006) by the development of healthy life styles, including sport as a life style (Kokovic, 2005).

Violence in school is seen as a phenomenon which can be understood only through the prism of context in which violent behavior is happening – through the prism of microstructures, mesostructures and macrostructures of the ecological system (Bronfrenbrenner, 1979; Popadic, Plut and Pavlovic, 2015) Our research dealt with the connection of individual characteristics of primary school students (sex), participation in the work of after-school sport clubs (additional body movement and exercise) and violence as an

element of school context (peer violence, exposure to violence, reactions to violence).

The exposure to intentionally negative, repeated action by one or more students, with disproportionately real or perceptive force, because of which a child suffers physical and (or) emotional damage, and is helpless to confront it (Olweus, 1993), is determined as violence. Violence is more present in the age of adolescence than in other periods of life (Vejmelka, 2012) and it is the expression of a complex interaction of intra individual and inter individual variables (Popadic, 2009). Individual characteristics are under the influence of different contexts (Nedimovic and Biro, 2011), including school as well, which can contribute to the occurrence and demonstration of violence in school. The research about the connection of sex and violence indicate that boys in relation to girls are more inclined to showing violence (Keenan and Shaw, 1997), that boys opt more for harder forms of violence (Lahey et al, 2000) and that between boys and girls there is difference in response to peer violence (Baldry, 2005).

In the realized research it was started from the following definitions of violence and violence in school:

Violence is a behavior which fulfils the following criteria – it brings to a psychological or physical damage of the other person; the intention of such behavior is to hurt the other person; hurting is unduly (Popadic et al., 2015b, p. 24-25).

Violence in schools is an interaction in which the participants behave towards each other based on their roles which they have inside school context even when the interaction is not within “school walls” (Popadic et al., 2015c, p. 38). For the basic unit of the analysis of violent behavior, the social situation taken is that which at least two persons are involved in, in the school context.

METHOD

The subject of this work is the research of the connection between active participation of primary school students in school sport clubs and their relation towards violence in school. *The goal* of this work was to determine the level of connection between participation of school children in after-school clubs, their exposure to violence in school and reaction to violence itself.

- (1) determine the most frequent forms of violence in primary schools;
- (2) determine the percent of students who were exposed to violence during present schooling;
- (3) determine the percent of students who were exposed to violence during physical education lessons during present schooling;

- (4) determine if there is significant percentual difference between sport and non sport students who were exposed to violence during physical education lessons in former schooling
- (5) determine who students address for help when they are exposed to violence and
- (6) determine the level of readiness of students to help the victims of violence in schools.

The following hypotheses were determined: 1. Basic hypothesis – *Participation of primary school students in school sport clubs is primarily connected with the reduction of their exposure to violence in school and their readiness to help those students who suffer violence.*

Special hypotheses:

- (1) Older primary school students are involved in the after school sport clubs in small number.
- (2) The most frequent form of violence in older grades of primary school is verbal violence, and the least present is physical violence.
- (3) A significantly small number of older primary school students were exposed to violence.
- (4) During physical education lessons the students who are not the members of school sport sections (non sport students) experience violence more often than the students who are active in sport sections.
- (5) Students who are exposed to violence in school, regardless of sexual differences, react in the same way – they are inclined to respond by violence.
- (6) Students who are exposed to violence usually address their class teacher.
- (7) Male students in older grades of primary school show significantly higher readiness to help the victim of violence than female students.

In this work, the descriptive-analytical method and survey technique were applied.

The Sample of Examinees

The research was realized in November 2015 in the primary school “Jovan Jovanovic Zmaj” in Svilajnac. The sample consisted of 236 students of the seventh grade (104) and the eighth grade (132), which was divided into four characteristic sub samples in relation to sex and active involvement in a sport club: the sub sample of 45 sport male students, the sub sample of 84 non-sport male students, the sub sample of 35 sport female students and the sub sample of 72 non-sport female students.

The Instrument of Research

A special instrument was applied which was prepared just for this research: a questionnaire about the connection of after school sport clubs and violence at school. The survey contained questions (a) which questioned the social matrix of the families from which the students came from, (b) which questioned the attitudes of the students towards sport and their participation in after school sport clubs, (c) which questioned the students' attitudes about violence, their exposure to violence in school and readiness to help the victims of violence. Before filling in the questionnaire the students were informed that the term violence indicates all these cases when someone suffers, by procedures or words, pain, fear or humiliation. It was also indicated that teasing and small arguments, as well as, accidental occurrences, with no intention of doing harm and damage did not represent violence (Popadic and Plut, 2007). The research was done by expert surveyors during November 2015, with the consent of the school's principal. All students of the seventh and the eighth grade who were in school that day filled in the questionnaires during one school class with the help of the surveyors.

Statistical Processing of the Data

In the processing of the data acquired by empirical research, the nature and distribution of the results determined the adequate statistical procedures. In the quantitative analysis of the data, the following was applied: the percentage research of frequencies and the Pearson's chi-square test (χ^2) for testing the hypotheses about the significance of differences.

The realised research belongs to the micro researches and the general conclusions are not possible, but, the data can be used to fulfill the image of violence in schools in the Serbian society today and to highlight the importance of school sports (physical education), as an important factor which can contribute to the reduction of violence.

RESULTS AND DISCUSSION

By looking at the Table 1 it can be stated that there is a higher involvement of sportsmen and sportswomen in the after school sport clubs in relation to non-sport male students and non-sport female students. Female students who do sport are more frequent in school clubs in comparison to male students. With 21.4% for non sportsmen and 22.2% of sportswomen it can be seen that there is a difference in the after school sport clubs.

Table 1. Numerical and percentage frequency in after school sport clubs

	Yes	I was but not any more	No	Total
Sportsmen	27 (60.0%)	3 (6.7%)	15 (33.35%)	45 (100.0%)
Non-sportsmen	8 (9.5%)	18 (21.4%)	58 (69.0%)	84 (100.0%)
<i>Sportswomen</i>	28 (80.0%)	5 (14.3%)	2 (5.7%)	35 (100.0%)
<i>Non-sportswomen</i>	4 (5.6%)	16 (22.2%)	52 (72.2%)	72 (100.0%)

$$\chi^2=38.044, \text{ df } 25, \text{ p}=.000; \chi^2=65.041 \text{ df } 2 \text{ p}=.000$$

The interesting thing is the knowledge that a large number of male students is not involved in the after school sport clubs. One of the reasons in most of the cases is everyday practices in the clubs. For both sexes, between the students sportsmen and non sportsmen, there is a statistically significant difference in participation in the after school sport clubs with the level of statistical significance of $p=.000$.

Table 2. Numerical and percentage frequency of types of violence in school

	Hooliganism and bullying	Organizing of students into gangs	Physical violence	Sexual harassment	Disturbing by threatening	Verbal violence	Total
Sportsmen	8 (17.8%)	5 (11.1%)	16 (35.6%)	3 (6.7%)	2 (4.4%)	11 (24.4%)	45 (100.0%)
Non-sportsmen	15 (17.9%)	4 (4.8%)	43 (51.2%)	2 (2.4%)	3 (3.6%)	17 (20.2%)	84 (100.0%)
<i>Sportswomen</i>	3 (8.6%)	4 (11.4%)	16 (45.7%)	1 (2.9%)	0 (0.0%)	11 (31.4%)	35 (100.0%)
<i>Non-sportswomen</i>	6 (8.3%)	2 (2.8%)	31 (43.1%)	0 (0.0%)	3 (4.2%)	30 (41.7%)	72 (100.0%)

$$\chi^2=4.944, \text{ df } 5, \text{ p}=.423; \chi^2=9.644 \text{ df } 6 \text{ p}=.140$$

The most of maltreatment and violence is happening in schools (Kasen et al, 2004). Physical violence is most frequent according to the claims of all examinees; it is predominant for the students non-sportsmen with 51.2%. In the second place is verbal violence, which is most frequent for girls who do sports with 41.7%. In the third place is hooliganism and bullying which are more prominent for boys. With growing up we come to the changes in frequency and dominant forms of aggression. Physical violence is most frequent from eight to eighteenth year of age (Björkvist et al., 1992), which has been determined by this research. The values of the χ^2 -test and the level of statistical significance indicate that there are no statistically significant differences between the students sportsmen and

non-sportsmen and the female students sportswomen and non-sportswomen in relation to the frequency of the kind of violence in their school (Table 2).

Table 3. Numerical and percentage frequency of the violence during schooling of students of their school

	Yes more than once	Yes only once	I don't remember	No	Total
Sportsmen	6 (13.3%)	3 (6.7%)	6 (13.3%)	30 (66.7%)	45 (100.0%)
Non-sportsmen	10 (11.9%)	11 (13.1%)	7 (8.3%)	56 (66.7%)	84 (100.0%)
<i>Sportswomen</i>	2 (5.7%)	2 (5.7%)	1 (2.9%)	30 (85.7%)	35 (100.0%)
<i>Non-sportswomen</i>	6 (8.3%)	3 (4.2%)	10 (13.9%)	53 (73.6%)	72 (100.0%)

$\chi^2=1.891$, df 3, p=.595; $\chi^2=3.570$, df 3, p=.312

According to the results, 66.7% of male students did not experience any kind of violence from their friends during their schooling. The percentage of female students who were not exposed to violence is even higher and for female non-sport students it is 85.7%. Violence experienced once or several times is more frequent for male students and it is typical for 20% of the male sportsmen students and 25% of the non-sport students. The frequency and exposure to one or several types of violence is identical to the results which were discovered by Plut and Popadic (2007) in which 27% of male students in Serbia responded that in the last three months they had been exposed to peer violence (once or more). The results of the students correspond to the results of the research by Craig & Harel (2004) about school violence done in 2001/2002 in 35 countries and regions on the sample of over 120.000 students between 11,13 and 15 years of age where in the group of the 15 year olds students 11% were exposed to the violence at least two times.

The exposure to violence of female students is smaller: for sportswomen it is 11.4% and for non-sportswomen it is 12.5%. The values of the χ^2 - test indicate that there are no statistically significant differences between the students sportsmen and non-sportsmen (p=.595) and female students sportswomen and non-sportswomen (p=.312) in relation to the frequency of experienced violence during schooling by the students of the same school (Table 3).

By the insight in Table 4 it can be seen that there is a high percentage of male and female students who did not, during schooling, experience any kind of violence from their friends. Only one student was exposed to constant violence during classes, and it showed that it was verbal violence (mocking) because of his obesity. The data show that, during physical education classes, six students experienced violence once and seven students more than once. For female students that number is smaller and only two female students experienced violence once and five female students experienced violence several times. Physical education

class with its contents has the function to relax the students from their intellectual and psychical burden and one of the roles of the teacher is directing the energy towards the body exercises and not to violence towards the friends in the class. Therefore, although the facts show a relatively small percentage of the exposure of students to violence, its existence is still worrying.

Table 4. Numerical and percentage frequency of violence during physical education classes by peer students

	Yes, on every class	Yes, more than once	Yes, only once	I don't remember	No	Total
Sportsmen	1 (2.2%)	3 (6.7%)	1 (2.2%)	3 (6.7%)	37 (82.2%)	45 (100.0%)
Non-sportsmen	0 (0.0%)	4 (4.8%)	5 (6.0%)	5 (6.0%)	70 (83.3%)	84 (100.0%)
<i>Sportswomen</i>	0 (0.0%)	2 (5.7%)	2 (5.7%)	1 (2.9%)	30 (85.7%)	35 (100.0%)
<i>Non-sportswomen</i>	0 (0.0%)	3 (4.2%)	0 (0.0%)	2 (2.8%)	67 (93.1%)	72 (100.0%)

$\chi^2=2.986$ df 4, p=.563; $\chi^2=4.376$ df 3, p=.224

The values of the χ^2 -test indicate that there are no statistically significant differences between the male students sportsmen and non-sportsmen (p=.563) and female students sportswomen and non-sportswomen (p=.224) in relation to the exposure to violence from their peers during physical education classes.

Table 5. Numerical and percentage frequency of the kind of reaction to violence

	I respond in the same way	I suffer and I am silent	I address my teacher	I address my parents	I return violence twice as much	Total
Sportsmen	22 (48.9%)	7 (15.6%)	9 (20.0%)	6 (13.3%)	1 (2.2%)	45 (100.0%)
Non-sportsmen	39 (46.4%)	11 (13.1%)	17 (20.2%)	9 (10.7%)	8 (9.5%)	84 (100.0%)
<i>Sportswomen</i>	14 (40.0%)	1 (2.9%)	9 (25.8%)	10 (28.6%)	1 (2.9%)	35 (100.0%)
<i>Non-sportswomen</i>	20 (27.8%)	9 (12.5%)	20 (27.8%)	18 (25.0%)	5 (6.9%)	72 (100.0%)

$\chi^2=2.577$ df 4, p=.631; $\chi^2=4.304$ df 4, p=.366

The students sportsmen (48.9%) and non-sportsmen (46.4%) respond similarly to violence. A smaller number addresses their teacher; a

number of them is silent and suffers (15.6%), while a small number of them decide to address their parents (13.3%). In the non-sportsmen category we meet students who, with the help of their friends, return violence twice as much (9.5%). In the category of the students sportswomen the situation is identical. Most of them respond with the same measure (40.0%). Help is similarly searched from the teacher and from the parents. Most students sportswomen are silent and they suffer (12.5%) or they return violence twice as much, with their friends (6.9%).

The relation that students have towards peer violence from their class is under the influence of certain factors: the structure of the class and its non-formal organization, characteristics of class norms, attitudes that the students who are present during violence and victimization have, sex and the experience of previous victimization (Markovic, 2014).

The values of the χ^2 -test indicate that there are no statistically significant differences between the students sportsmen and non-sportsmen ($p=.451$) and female students sportswomen and non-sportswomen ($p=.460$) in relation to the kind of the reaction to violence.

Table 6. Numerical and percentage frequency of searching for help

	Friend from the class	Friends from the club	Class teacher	Teacher who leads the club	Total
Sportsmen	10 (22.2%)	2 (4.4%)	31 (68.9%)	2 (4.4%)	45 (100.0%)
Non-sportsmen	24 (28.6%)	1 (1.2%)	52 (61.9%)	7 (8.3%)	84 (100.0%)
<i>Sportswomen</i>	7 (20.0%)	0 (0.0%)	25 (71.4%)	3 (8.6%)	35 (100.0%)
<i>Non-sportswomen</i>	19 (26.4%)	1 (1.4%)	50 (69.4%)	2 (2.8%)	72 (100.0%)
$\chi^2=2.640$ df 3, $p=.451$; $\chi^2=2.587$ df 3, $p=.460$					

As different from bullies, the victims of violence have several close friends who have similar social status in peer group, which puts the min a position where they find it harder to protect the victim from an attack from others (Hanish et al., 2004). There fore, the role of a class teacher is very important in solving students' problems. The research shows that trusting a class teacher is the same both for male and female students. The results of the studies in which the evaluation of students and teachers are compared show that teachers make mistakes in evaluating the vulnerability of their students (Benbenishty and Astor, 2005; Espelage and Swearer, 2003; Popadic, 2009). In many studies it is shown that teachers are most sensitive towards physical violence. Teachers' perception of violence as a problem and the level of their empathy towards students are the strongest predictors of the level up to which they will be ready to engage themselves in preventive programmes (Popadic and Plut, 2013).

Friends from the same class help students in trouble even though they have good class teachers. Friends from school clubs are less reliable,

they are from different grades and different classes and they are together only for one or two lessons weekly. The teacher who leads the club can help only during these extracurricular activities.

Small numerical and percentage differences did not produce a statistically significant difference between the students sportsmen and non-sportsmen ($p=.451$) and female students sportswomen and non-sportswomen ($p=.460$) in relation to the trust towards the persons who can help them most in the situations when they are exposed to violence.

Table 7. Numerical and percentage frequency of helping friends who are exposed to violence

	Yes if this happens in school	Yes if this happens outside school	I am not sure	No	Total
Sportsmen	9 (20.0%)	32 (71.1%)	3 (6.7%)	1 (2.2%)	45 (100.0%)
Non-sportsmen	16 (19.0%)	50 (59.5%)	12 (14.3%)	6 (7.1%)	84 (100.0%)
<i>Sportswomen</i>	8 (22.9%)	21 (60.0%)	5 (14.3%)	1 (2.9%)	35 (100.0%)
<i>Non-sportswomen</i>	15 (20.8%)	51 (70.8%)	5 (6.9%)	1 (1.4%)	72 (100.0%)
$\chi^2=3.403$, df 3, $p=.334$; $\chi^2=2.085$, df 3, $p=.555$					

Readiness to help someone who is in jeopardy outside of school was represented by 71.1% of sportsmen, and 59.5% of non-sportsmen. The same attitudes are for sportswomen and non-sportswomen. Almost the same ratio is for both male and female students who would like to help a friend who is exposed to violence, only in school. All of this indicates humane relations and a high level of friendship in the higher grades of primary school students. The results show that a number of the non-sport students' (7.1%) reaction to violence which they notice, is harmonized with their own notions of *price and usefulness* of the undertaken social action, which is in line with Boudon's (Boudon, 1974) theory of rational choice of participants. Minimal differences in reaction to violence to which the others are exposed are not statistically significant differences between the students sportsmen and the non-sportsmen ($p=.334$) as well as the female students sportswomen and the non-sportswomen ($p=.555$) in relation to readiness to prevent violence done to other friends, regardless if that is happening in school or outside of it.

CONCLUSION

Institutional education represents one of the sources of forming culture and at the same time, it is a catalyst of certain cultural patterns and values. *After school sport clubs* in primary schools are a special segment because they have special possibilities to promote the spirit of knighthood,

morality and solidarity between students, which, as a consequence, can create conditions for the development of school culture in which violence will be stigmatized and rejected. However, a smaller number of the total student population is active in different school sport clubs, which considerably reduces the capacities of a school sport to have influence in the field of improving life styles, as the best prevention of violence. It is interesting that only 11.4% of students who are members of their school sport clubs consider that they have a friend in the club who would help them if they were exposed to violence, which indicates that more emphasis is put on achieving results within the club and that the educational component is lost.

The following are stated as the most common forms of violence: *physical violence* (43.2%), *verbal violence* (29.2%) and *hooliganism and bullying* (13.6%). The examinees claim that they saw violence done on the students in their school *several times* (18.6%) or *only once* (12.7%) and that 49.6% of students who are members of school clubs claim that they would help the student who is exposed to violence if they knew that he/she is a member of the same school club. The last fact, however, shows that participation in school sport clubs increases team work, cooperation, solidarity, empathy, which is a resource for reducing aggressive behavior of students.

However, only the whole range of repeated researches and cumulative data could contribute to a clear knowledge about school clubs as a factor of forming students' attitudes about violence and forming their behavior as a reaction to violence. The realized research represents a small contribution to revealing the connection between the participation in after school sport clubs and forming the decision of the student on how to react to violence in schools, and at the same time, the results cannot be analyzed out of the context in which they were achieved. The results of this research in fact reveal basic characteristics of school clubs, typical forms of violence and the ways of reaction of students to violence in schools, which represent a part of the local social environment and represent a complex area of interrelations of microstructures, mesostructures and macrostructures, an ecological system (Bronfrenbrenner, 1979).

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СПОРТСКЕ СЕКЦИЈЕ И НАСИЉЕ МЕЂУ УЧЕНИЦИМА ОСНОВНИХ ШКОЛА

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Резиме

Повезаност учешћа ученика основних школа у школским спортским секцијама са формирањем њиховог односа према насиљу у школи предмет је истраживања овог рада. Основна намера аутора била је да утврди степен повезаности између учешћа ученика у спортским секцијама, њихове изложености насиљу у школи и реаговања на само насиље. Аутори сматрају да ова проблематика није довољно

истраживана, нарочито димензија која повезује учешће ученика основних школа у школским спортским секцијама са смањењем њихове изложености насиљу у школи, као и спремношћу да се помогне другима који трпе насиље – ученицима и онима који нису ученици.

Истраживање је спроведено у првом полугодишту школске 2015/2016. и обухватило је 236 ученика седмог и осмог разреда Основне школе „Јован Јовановић Змај” у Свилајнцу. У истраживању је примењен дескриптивно-аналитички метод и анкетирање као истраживачка техника. Примењен је посебан инструмент припремљен управо за ово истраживање: Упитник о повезаности школских спортских секција и насиља у школи. У оквиру квантитативне анализе података примењено је процентуално изражавање фреквенција и Пирсонов хи-квадрат тест (χ^2) за тестирање хипотеза о значајности разлика.

Добијени подаци указују на висок проценат укључености ученика спортиста (60,0%) и ученица спортисткиња (80,0%) у школске спортске секције. Ученици које се не баве активно спортом са 9,5% и ученице са 5,6% укључени су у школске спортске секције. Физичко насиље је најзаступљеније, према тврдњама свих испитаника, код ученика неспортиста са 51,2%. На другом месту је вербално насиље, које је најизраженије код девојчица које се не баве спортом са 41,7%. На трећем месту је хулиганство и силецијство, које је израженије код дечака. Оно што охрабрује јесте податак да 66,7% ученика није доживело било који вид насиља од својих другова у току школовања. Процент ученица које нису биле изложене насиљу је још већи и код ученица спортисткиња износи 85,7%.

Веома је висок проценат ученика и ученица који у току школовања нису ни на једном часу физичког васпитања доживели било који вид насиља од својих другова или другарица. Ученици спортисти у 48,9% и неспортисти у 46,4% случајева одговарају истом мером на насиље. Мањи број се обраћа наставнику, један број трпи и ћути, док се мањи број одлучује да са својим проблемом упозна родитеље. Код неспортиста срећемо ученике који уз помоћ другова враћају дупло више. Код ученица је ситуација скоро идентична. Највећи број враћа истом мером. Помоћ се подједнако тражи од наставника и од родитеља. Већи број ученица неспортисткиња ћути и трпи насиље (12,5%) или са друштвом враћа дупло више (6,9%). Највише поверења ученици и ученице имају у одељенског старешину. Поред старешине, ту се увек нађу добри другови и другарице из одељења да притекну у помоћ. Другови из секције су мање поуздани, док наставник који води секцију може помоћи само на часовима секције. Спремност да пружи помоћ онима који су изложени насиљу ван школе показује 71,1% ученика спортиста и 59,5% ученика неспортиста. Код спортисткиња (60,0%) и неспортисткиња које би помогле жртвама насиља је (70,8%). Постоје мале разлике између ученика и ученица у исказивању спремности да помогну другу или другарици жртвама насиља у школи. Мали је број ученика спортиста (2,2%) и ученица спортисткиња (2,9%) које не би помогле у ситуацијама насиља над својим другом или другарицом.