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Factors in preventing violence in schools

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Abstract

Relevance. It becomes important to search for factors and determine their role in the organization of a favourable educational environment in schools in Kosovo, to develop a methodology that contributes to the prevention of violence among schoolchildren based on mutual help and mutual respect.

Purpose. The purpose of the article is to substantiate the factors that can influence the eradication of bullying, mobbing and cyberbullying in the school environment of Kosovo.

Methodology. The methodological approach of the research is based on theoretical methods (comparative analysis, synthesis and generalization of theoretical data); empirical (questionnaires, testing, observations, surveys, heuristic conversation, dialogue, discussion, psychological and pedagogical trainings, seminars, debates); diagnostic (pedagogical observation and pedagogical experiment (diagnostic, formative, control).

Results. In the course of an experimental study conducted at the stage of ascertainment among students of 6-9 grades in Lower Secondary School No. 1, Lower Secondary School No. 2, Lower Secondary School No. 3, problems of violence between schoolchildren in classes were identified, and methods of creating a favourable educational environment to prevent bullying were outlined. A methodological toolkit was developed to improve the educational environment, which will contribute to the eradication of bullying among students of 6-9 grades. In particular, four elements of creating a favourable educational environment were highlighted: creating a favourable psychological climate, updating the content of education and learning technologies; favourable about food environment; providing opportunities for development. The outlined levels were assessed at high (5 points), medium (4 points) and low (1-3 points) levels.

Conclusions. After conducting an experimental study, promising directions for improving the favourable educational environment in schools in Kosovo were formed. The practical value of the work lies in the development of methods of organization and implementation of a favourable educational environment in schools in Kosovo, which contributes to the eradication of bullying among students.

Keywords: school bullying; mobbing; cyberbullying; agile educational environment; opportunities for development.

Introduction

Today, the issue of violence and aggression among teenagers deserves special attention. In the 21st century, the phenomenon of bullying is becoming global and is one

of the most important social problems of society. D. Olweus [1] should be considered the founder of the experimental study of the outlined problems. The researcher has determined the typical features of students

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who are prone to bullying. The following traits are attributed: an irresistible desire to subjugate other students, impulsiveness and sudden mood swings, lack of a sense of empathy. In addition, the problem of violence was studied by British researchers D. Lein & E. Miller [2], who identified seven signs of bullying, namely: emotional humiliation in verbal and non-verbal ways, emotional humiliation for a long time, distrustful behavior, interference in the personal life of the person being bullied, deterioration of the psychological and physical health of the person being bullied, predominance of the role of the aggressor over the victim of bullying. L.R. Huesmann & L.D. Eron [3] investigated the peculiarities and sequence of occurrence of bullying. According to the scientists, the appearance of a new student in the class can disrupt the balance, which leads to the further moral destruction of such a student.

V.R. Petrosyants [4] developed a questionnaire that allows to detect bullying at school. The researcher understands bullying as aggressive behavior aimed at humiliating feelings, expressing negative emotions and humiliating assessments of others. In the works of Y.Y. Sobol & A.O. Kornichenko [5] considerable attention is paid to studying the types of children involved in bullying. In 1974-1988, the British researchers P. Smith *et al.* [6] in their works outlined the concept of bullying in detail and emphasized the structure of this process. The scientists tried to prove the existence of a relationship between the use of emotionally coloured words among students of the middle and older groups and the formation of the gender identity of the younger generation. Numerous studies allow stating that every year the problem of preventing violence in the school environment becomes more and more urgent and requires special attention, since ensuring the creation of a resilient educational environment at school undoubtedly affects the further development of the individual schoolchildren [7]. That is why the purpose of the study is to define the concepts of "bullying", "cyberbullying", "mobbing", "favourable educational environment" and to develop and further implement the methodology of creating a favourable educational environment to prevent violence in schools in Kosovo. The urgency of the problem of school violence in Kosovo is proven by statistics that indicate disappointing results.

A 2015 study by the Kosovo Pedagogical Institute in nine municipalities, which involved 380 students and 138 teachers from high schools, shows that 50% of the students surveyed report having been called insulting and derogatory names by their peers on a daily, weekly, monthly or yearly basis. 27% report being physically pushed and knocked to the ground at least once or twice a year [8]. There is a need to create a new school culture based on prioritizing human rights. Overcoming bullying and extremism is possible thanks to the joint work of educators, experts, social workers, parents and school youth [9].

Materials and Methods

The main methods in the process of experimental research were aimed at studying the problems and causes of bullying, mobbing, cyberbullying and violence among students of 6-9 grades in schools in Kosovo, which

involved the development of a methodology for creating a favourable educational environment that contributes to the elimination of bullying among students and includes four elements: creation of a favourable psychological climate; updating the content of education and learning technologies; favourable spatial environment; providing opportunities for development.

The methodology of creating a favourable educational environment included the use of effective methods of creating a favourable educational environment during the educational process in schools in Kosovo. Such methods included, in particular, involvement in role-playing games, seminars, debates, and discussions, which in the future will ensure the establishment of such relationships in the classroom as tolerance, mutual assistance, care, the ability to communicate and emotional communication, mutual understanding and trust, tact in communication and mutual respect creation of online platforms in schools with educational and methodical materials, content libraries, smart complexes, electronic textbooks, new digital technologies, multimedia learning tools, high-tech educational and practical centers and laboratories, start-ups, educational and production clusters; participation of students in events (seminars, conferences, exhibitions, master classes, "round tables", creation of videos, presentations and pictures by students, their viewing and discussion in class groups, holding hours of communication in class groups; involvement of students in virtual mobility. The experimental study was conducted taking into account a carefully selected theoretical base – a qualitative base for further research. Lower secondary school No. 1, Lower secondary school No. 2, Lower secondary school No. 3 were chosen as the base of the study. Students of 6-9 grades are involved in the experiment.

At the ascertaining stage of the research, a study and analysis of scientific literature was conducted; synthesis; classification; systematization; theoretical modeling and generalization of factors and their role in preventing violence at school, verification of the level of creation of a favourable educational environment by the following components: creation of a favourable psychological climate; updating the content of education and learning technologies; favourable spatial environment; providing opportunities for development. The main problems of bullying among students of grades 6-9 of schools in Kosovo have been determined, which can be effectively and qualitatively solved with the help of the practical use of the outlined methodology.

At the formative stage of the experiment, an analytical study of the prospects for applying the method of creating a favourable educational environment for the prevention of school violence was conducted. To obtain results at this stage, the method of survey, questionnaire, testing, etc. was used. In order to ensure the representativeness and reliability of the sample, the peculiarities of the formation of the control and experimental groups were determined, namely: age and gender. The formation of the control-experimental array was carried out by the method of pairwise selection. The condition was taken into account that at the end of the selection, the number of the experimental group met the requirements of representativeness. The sample consisted of 136 children,

of which 60 were girls and 76 were boys. There were 66 respondents in the control group, 70 in the experimental group, aged from 11 to 15 years. To obtain results at this stage, the method of surveying according to the “Smob” questionnaire of the German scientists H. Kasper & I. Heinzelmann-Arnold [10], surveying according to the methodology of V.V. Shpalinskyi and E.G. Shelest “Diagnostics of the psychological climate in a small production group”, heuristic conversations among students, dialogues, discussions, symposia, group, individual and independent work, role-playing games, cooperative learning, psychological and pedagogical trainings, seminars and debates. At the control stage of the experiment, the obtained results were analysed and summaries were summarized.

Results

An experimental study was carried out, which was conducted in two stages – ascertaining and formative. At the ascertaining stage of the research, the questionnaire method was chosen. The research used the “Smob” questionnaire. Three schools were covered by the survey, in particular lower secondary school No. 1, lower secondary school No. 2, and lower secondary school No. 3. Students of 6-9 grades took part in the survey. The total number of respondents was 136 children, of which 60 were girls and 76 were boys. The responses to the questionnaire were evaluated and presented in Table 1.

Table 1. Results of the “Smob” questionnaire survey

Statistics	Guys	Girls	Total
The number of respondents	60	76	136
Actions of bullying	81	75	156
Cases of bullying I	3	1	4
Cases of bullying II	12	10	24
Total number of victims of bullying	15	11	28
Bullying I, %	0.16%	0.06%	0.11%
Bullying II, %	0.7%	0.5%	0.6%
Number of victims of bullying, %	0.9%	0.6%	1.5%

The analysis of the results of the survey gives reason to claim that boys marked 81 actions related to bullying, and girls – 75 actions from among those surveyed. It was found that bullying of the I type is bullying as such, which occurs in a more severe form, to which children were subjected for six months or more with an interval of several times a week. Bullying of the II type is carried out at least once a week for less than six months. The results of the survey are presented in Figure 1.

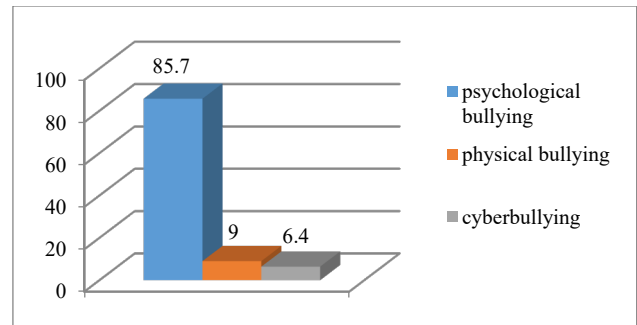


Figure 1. The results of the survey on the type of bullying

Thus, 81.6% of respondents used psychological terror as the most common form of bullying, 10.2% suffered from physical bullying, and 8.2% – from cyberbullying. Actions of bullying among boys and girls are presented in Figures 2, 3.

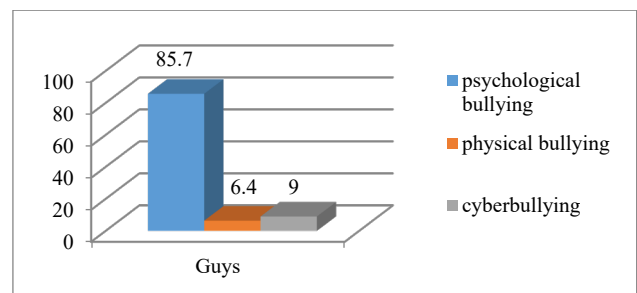


Figure 2. Results of the survey on types of bullying (guys)

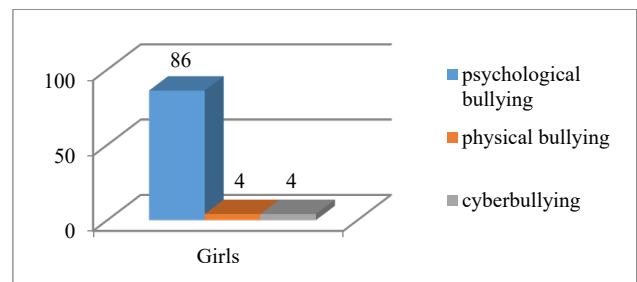


Figure 3. Results of the survey on types of bullying (girls)

The diagram shows that 62 (85%) moral bullying, 5 (7.1%) acts of cyberbullying, and 6 acts of physical violence were noted by girls, which is 7.9%. Boys noted 57 acts of psychological bullying, which is 75.7%, 9 acts of cyberbullying – 10%, and 5 acts of psychological violence – 14.3%. Based on the results of the research, it was determined that psychological terror was more common among teenagers than physical terror.

In order to prevent and counteract manifestations of violence (bullying), the factors of creating a favourable and safe educational environment in schools in Kosovo have been identified. Three schools were involved in the survey: lower secondary school No. 1, lower secondary school No. 2, lower secondary school No. 3. At the formative stage of the experiment, four elements of creating a favourable educational environment were identified: creation of a favourable psychological climate; updating the content of education and learning technologies; favourable spatial environment; providing opportunities for development. Assessment of the level of formation of the elements of

creating a favourable psychological climate was carried out at high (5 points), medium (4 points) and low (1-3 points) levels. It is the creation of a favourable psychological climate in the school team that can ensure comfort for every student, which includes relationships between a teacher and a student, relationships in a student group, etc.

A student who feels respect and mutual understanding on the part of the team and its individual members, as well as teachers, has the opportunity to reveal their abilities, to take an active part in the educational process. Therefore, taking into account the outlined problem, the method of V.V. Shpalinskyi and E.G. Shelest "Diagnostics of the psychological climate in a small production group" was used to diagnose the level of creation of a favourable psychological climate. The questionnaire provided for the identification of signs of a healthy and unhealthy psychological climate in the classroom. The final results of the diagnosis of the psychological climate according to this scale are in the range from 65 to 13 points. Indicators in the range of 42-65 points correspond to a high level of this phenomenon; on average – 31-41 points; slight favourability – 20-30 points. Quantitative indicators of less than 20 points indicate an unfavourable psychological climate. The results of the survey give grounds for asserting that lower secondary school No. 1 has the lowest level of formation of the element of ability for mutual respect among students (43.3%), and the highest ability for tact in communication (36.7%); in lower secondary school No. 2, the lowest level is the ability to mutual understanding and trust (41.1%), and the highest level is the ability to mutual respect (33.9%); in lower secondary school No. 3, the lowest level is the ability to communicate and emotional communication (37.5%), and the highest is the ability to mutual respect (35.9%).

In order to improve the favourable psychological climate in the educational process in the schools of Kosovo, which are involved in the experiment, role-playing games, seminars, debates, and discussions should be introduced into the educational process, which will contribute to the establishment of such relationships in the classroom as tolerance, mutual assistance, care, the ability to communicate and emotional communication, mutual understanding and trust, tact in communication and mutual respect. Diagnostics of the next element – updating the content of education and learning technologies was carried out according to the author's questionnaires. Updating the content of education and learning technologies at school should ensure the growth of each student, that is, involving them in active activities through solving educational tasks due to their gradual complication. The results of the questionnaire conducted in lower secondary school No. 1 revealed a low level of ensuring free expression of opinions (48.3%), a high level of the use of modern industrial, educational and digital technologies in the educational process (40%). Respondents at lower secondary school No. 2 see the lowest level in the element of free expression of opinions by students (46.5%), and the highest in the use of modern industrial, educational and digital technologies in the educational process (39.3%). According to the results of the survey at the lower secondary school No. 3, the lowest level of the element of a favourable educational environment is the provision of

free expression of opinions (53.1%), and the highest level is the correspondence of the content of the educational program to the current needs of the labor market (37.5%).

Thus, conducting a questionnaire to determine the level of provision of the element of creating a favourable educational environment, updating the content of education and learning technologies, gave reasons to understand that in order to solve the problem, we recommend strengthening the creation of online platforms in schools with educational and methodical materials, which provide for the work of students in pairs and mini groups, multimedia learning tools, high-tech educational and practical centers and laboratories, start-ups, educational-production clusters to ensure student learning through digital learning tools, which are gaining quite a lot of popularity among students. Attention should be paid to conducting practical work as the main form of educational activities at school, use modeling and discussion of various situations to which students who have misunderstandings should be involved.

The next aspect for which the questionnaire was conducted was the provision of opportunities for development. To ensure students' development opportunities, one of the priority directions is to involve them in various conferences, seminars, and round tables. This direction aims to improve the quality of education, as well as the study and implementation of best practices of schools near and far abroad in the fight against bullying. Investigating the aspect of the possibility of development, a questionnaire was conducted according to the element of the possibility of development and selected criteria (participation in events (seminars, conferences, exhibitions, master classes, etc.; participation in "round tables" where opinions are exchanged. It is suggested that students create videos, presentations, watch them and discussion in class teams on the topic: "What is bullying. How to recognize it. How to counteract it", "Cyberbullying or aggression on the Internet: Ways to recognize and protect a child", viewing and discussion of the videos "Nick Vujicic about bullying at school", "Bullying at school and how to deal with it", "Stop!!! My story about bullying and cyberbullying", conducting hours of communication in class groups with the aim of learning moral-ethical, social and value guidelines for students on the topic: "A person begins with good".

The results of the questionnaire in lower secondary school No. 1 showed that participation in professional events (seminars, conferences, exhibitions, master classes, etc.) was at a low level an element of a favourable educational environment (41.6%), participation in "round tables" was at a high level (43.3%). In the lower secondary school No. 2, the lowest level was the element of participation in professional events (42.8%), and the highest was the opportunity to communicate (35.7%). According to the results of the survey at the lower secondary school No. 3, the element of a favourable educational environment was the opportunity to communicate during "round tables" (45.3%), and at the highest level – participation in professional events (seminars, conferences, exhibitions, workshops, classes) (39.2%). Regarding the provision of opportunities for the development of students in institutions of lower secondary education, analysing the results of the questionnaire, it was

found that schools in Kosovo needed to update their material and technical support, create conditions for meeting personal needs: creative and scientific circles, sports sections, electives, organize seminars, conferences, exhibitions, master classes and involve students, especially teenagers, in them. It is necessary to improve the learning environment, namely to involve students in virtual mobility. According to the results of the survey, remote technologies and technologies for organizing video conferences can be considered the most appropriate information technologies for providing virtual mobility. It is necessary to create state information centers on issues of virtual mobility.

The next aspect of creating a favourable educational environment is a favourable spatial environment. The elements of the spatial environment in the school are anthropogenic or natural objects directly involved in the educational process or those that directly affect its organization, namely: the organization of the natural and anthropogenic environment of the building of the institution; organization of the school site; interior design of premises; furniture and equipment in classrooms; design and decoration of premises; provision of classes with educational and visual aids; educational and educational and auxiliary literature used in the educational process; educational tools. Diagnosis of the level of creation of a favourable educational environment by the element of the spatial environment and criteria (accessibility to the educational institution, convenience of the educational environment, availability of relaxation zones, provision of the necessary resources for productive learning, safety of the environment).

According to the results of the survey of satisfaction with the spatial environment, attention should be paid to the structure of the building, which pushes the teacher to move away from the traditional model of teaching, the model of the institution as a social and cultural hub, where training for students can take place, with new equipment and furniture, is relevant. Educators should create an environment for the personal growth of students in an atmosphere of communication, cooperation, creativity, and the formation of leadership qualities. The space should be not only beautiful, but also comfortable [11]. The organization of classrooms should support the student's right to choose the place of study, the pace, and help the teacher create conditions for a quick response to the needs of students. Students do not like poorly lit corners in the school, empty walls, and uninformative stands. To ensure a favourable educational environment, it is necessary to provide educational institutions with modular furniture, rugs, ottomans, balls, chairs, etc., which will satisfy the natural need of students to move, change the environment. In creating a favourable educational environment, it is possible to use the technology "Talking Walls" [12-14].

In creating a favourable educational environment, it is important not to oversaturate it with things and to create a balance in the use of colours. Pupils are exposed to the emotional and figurative influence of colour, which has a psychophysiological effect, acts as a means of aesthetic education. It is necessary to increase the accessibility to the educational institution of students with limited needs, to provide relaxation zones in the school, to provide the

necessary resources for productive learning, to make the environment safe in order to prevent violence in the school.

Discussion

On today's terrain, the problem of bullying is getting worse all over the world, particularly in Kosovo, as the number of victims of bullying increases every year. The concept of "bullying" is considered as a process of oppression, discrimination, harassment, accompanied by a long-term conscious and cruel attitude of a person or a group of persons towards another child or children. Along with the concept of "bullying", there is also a distinction between "mobbing", which means mass bullying, a crowd. Schools lack school psychologists and counsellors who could promote the implementation of anti-school violence and bullying preventions programs. In addition, schools in Kosovo have no tradition of implementing structured mental health or socio-emotional interventions including bullying or violence prevention programs [15-18].

P. Randall [16] is inclined to think that adolescents who are bullied usually have such traits as: shyness and closeness to communication, unattractive appearance, low self-esteem, academic performance, pronounced physical disabilities, violation of the rules and boundaries of others. A person who commits bullying does it for the sake of revenge or attracting attention, gaining power, feeling envy or a feeling of hostility, unfriendliness, self-affirmation or a desire to neutralize an opponent [19; 20]. The social structure of bullying includes the following elements: the bully, the victim, and the observer [21]. The procedure for combating violence at school should include the following levels: primary, secondary and tertiary. The primary level, which consists in the prevention of violence, deserves special attention.

According to F.M. Cavite & D.E. Marcial [17], the psychoanalytical approach to the formation of human character defines violence as one of the results of the conflict between primitive instincts inherent in every person. Taking into account the experience of foreign countries, preventive measures should be used instead of punitive measures to combat bullying in Kosovo, as the latter have a better effect. It is proposed to implement special preventive and corrective programs to prevent bullying and overcome its consequences. It is recommended to use the program initiated in 2001 in Norway by psychologist D. Olweus [1]. According to the results of monitoring carried out over many years, it can be seen that the number of schoolchildren subjected to bullying has decreased by 50%. There is a tendency to decrease indicators of antisocial behavior, namely: vandalism, theft, and an improvement in social relations among schoolchildren is observed.

In Kosovo, the fight against bullying takes place at the legislative level. For the commission of crimes involving violence and bullying, not only the perpetrators, but also witnesses are brought to justice. The state has developed methods of early psychodiagnosis of children's aggressiveness, which help to predict and correct the future behavior of a potentially problematic child. Many European countries, as well as in Australia and the United States of America, have created telephone "hotlines" and public organizations, the purpose of which is to protect the rights of victims of bullying [6; 22; 23].

One can agree with the opinion of scientists T. Booth *et al.* [18], that in order to implement preventive measures against bullying, a positive culture of schoolchildren should be formed based on respect and tolerance, and strict adherence to the rules of behavior in educational institutions. Prevention and counteraction of bullying in Kosovo requires a complex approach to this problem: on the one hand, clear management actions of authorized subjects are necessary, on the other – systematic educational activities [24-26]. In order to prevent bullying and violence in schools in Kosovo, work should be done to create a favourable educational environment for students to learn.

A favourable educational environment is the interaction of the subjects of the pedagogical process on the basis of their spiritual, intellectual, moral, aesthetic and physical mutual enrichment [27-30]. In such an environment, the development of creative potential, the ability to self-realize, self-improvement, and self-affirmation is possible [19; 31]. Indicators of a favourable educational environment are: involving students in joint activities, ensuring trusting relations between participants in the educational process, defining common goals, satisfaction with the team, the ability to self-criticize, creating a favourable psychological microclimate, ensuring a democratic style of management, a good material base. Depending on the psychological climate in the classroom and the creation of a favourable educational environment in the schools of Kosovo, the educational process can take place in an atmosphere of interaction and community, or indifference and conflict confrontation.

According to statistical data, bullying is quite widespread among schoolchildren in Kosovo. In order to prevent the occurrence of bullying among students of the class, the teaching team must respond in time and prevent bullying at its initial manifestations, create a favourable educational environment for the education of young people, involve students in educational and preventive activities, trainings, and conduct conversations with the parent team on the topic of violence among students [20; 32]. To ensure a favourable educational environment, it is necessary to provide schools with modern modular furniture, informative stands, use a favourable colour combination when painting the walls. Tables can be placed in clusters, a circle, the letter “P”, an amphitheatre, etc., which will allow the use of different formats of group formation, conducting different types of classes, taking into account the different learning styles of students.

Carrying out effective work on issues of prevention and eradication of bullying is an important direction of educating the gender culture of the young generation, which should be carried out at the state level. It is necessary to train teachers to combat bullying in schools in Kosovo with the involvement of psychological services, parents, educational authorities, and law enforcement services. After all, eradicating bullying is not an easy task because it requires a change in the model of relations between women and men at the current stage of the development of society [33-35]. Teachers need to take action on methods of combating violence and methods of resolving conflicts between minors, namely: ensuring preventive work in educational institutions, implementing psychological, pedagogical and social influence on bullies, forming

positive culture of participants in the educational process based on mutual respect and tolerance [10; 36; 37].

The lower secondary school is an important institution of the society and should be involved in solving the problem of combating bullying. Principals of schools should first of all be involved in solving the problem of bullying, who should adopt the international experience of combating bullying, and promote the implementation of special programs aimed at creating a safe educational environment.

Conclusions

During the study, the concepts of “bullying”, “cyberbullying”, “mobbing”, “favourable educational environment” were defined. Prospective directions for improving the learning process based on the creation of a favourable educational environment for the prevention of bullying in schools in Kosovo have been formed.

The research was conducted with the aim of checking the methodology and outlined elements of creating a favourable educational environment: creating a favourable psychological climate; updating the content of education and learning technologies; favourable spatial environment; providing opportunities for development. In the process of conducting the ascertaining stage of the research, it was established that a significant number of surveyed students were subjected to violence by their peers. Such a trend requires the creation of a favourable educational environment in schools in Kosovo to prevent and eradicate bullying. However, the generalized data of the results of the formative stage of the experiment after the implementation of the proposed methodology allow for drawing conclusions about the effectiveness of the implemented methodical materials.

Thus, the development and implementation of the methodology for creating a favourable educational environment will ensure the elimination of cases of violence among students of 6-9 grades in schools in Kosovo. A promising direction for further research is the examination of modern programs of the international level for teachers in order to increase their awareness of the prevention of bullying among students. The scientific research, as well as the conclusions formulated on its basis and prospects for further research, can be used in the future as an effective scientific basis for improving the training of teachers to eradicate bullying in schools, using the experience of foreign countries.

In this sense, the policy of schools in Kosovo should be aimed at updating the structures of buildings where training for students can take place, with new equipment and furniture, creating an environment for the personal growth of students in an atmosphere of communication, cooperation, creativity, forming leadership qualities, providing educational institutions with modular furniture, rugs, poufs, balls, chairs, etc., which will satisfy the natural need of students to move, change the environment, use the technology “Talking Walls”, which provides the student with the opportunity to be in full control of their personal space, do not oversaturate the educational environment with things, observe the corporate colours of the school walls, provide the school with modern modular furniture, informative stands, use a favourable colour combination when painting the walls. Prospects for further exploration

and research are seen in the participation of Kosovo schools in international level programs aimed at overcoming bullying in schools and creating a favourable educational environment for learning.

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None.

Conflict of Interest

None.

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Чинники запобігання насильству в школах

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Анотація

Актуальність. Важливим стає пошук факторів і визначення їх ролі в організації сприятливого освітнього середовища в школах Косово, розробка методології, що сприяє профілактиці насильства серед школярів на основі взаємодопомоги і взаємоповаги.

Мета. Мета статті – обґрунтувати чинники, які можуть вплинути на викорінення булінгу, мобінгу та кібербулінгу в шкільному середовищі Косово.

Методологія. Методологічний підхід дослідження ґрунтується на теоретичних методах (порівняльний аналіз, синтез та узагальнення теоретичних даних); емпіричних (анкетування, тестування, спостереження, опитування, евристична бесіда, діалог, дискусія, психолого-педагогічні тренінги, семінари, диспути); діагностичних (педагогічне спостереження та педагогічний експеримент (констатувальний, формувальний, контрольний)).

Результати. У ході експериментального дослідження, проведеного на констатувальному етапі серед учнів 6-9 класів ЗОШ I-III ступенів №1, ЗОШ I-III ступенів №2, ЗОШ I-III ступенів №3, було виявлено проблеми насильства між школярами в класах та окреслено шляхи створення сприятливого освітнього середовища для запобігання булінгу. Розроблено методичний інструментарій для покращення освітнього середовища, що сприятиме викоріненню булінгу серед учнів 6-9 класів. Зокрема, виділено чотири елементи створення сприятливого освітнього середовища: створення сприятливого психологічного клімату; оновлення змісту освіти та технологій навчання; сприятливе харчове середовище; забезпечення можливостей для розвитку. Окреслені рівні оцінювалися на високому (5 балів), середньому (4 бали) та низькому (1-3 бали) рівнях.

Висновки. Після проведення експериментального дослідження сформовано перспективні напрями вдосконалення сприятливого освітнього середовища в школах Косово. Практична цінність роботи полягає в розробці методики організації та впровадження сприятливого освітнього середовища в школах Косово, що сприяє викоріненню булінгу серед учнів.

Ключові слова: шкільний булінг; мобінг; кібербулінг; гнучке освітнє середовище; можливості для розвитку.