

THE ROLE OF ACTION RESEARCH IN PREVENTION OF VIOLENCE IN SCHOOLS - EXAMPLE OF REFLEXIVE PRACTICE

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Abstract

The aim of the action research conducted is focused on professional training and creating a favorable climate in the classroom for the development of each student. The paper emphasises how important and efficient action researches are in improving teachers' reflective practice, as well as in providing support for its practical application. The research presented in this paper involved four stages of action research: teachers' training, creation and realization of activities, evaluation of teachers and students and of the complete programme, as well. The formative evaluation was done by means of the questionnaire for the assessment of the accomplishments of workshop activities and interview conducted with the teachers after each of the activity was completed. The summation evaluation was done by means of the questionnaire for the assessment of the initial knowledge of the students and the ultimate knowledge they acquired regarding types and forms of violence, and reacting to and reporting peer violence. Finally, third questionnaire was used for the self-assessment of the teachers' practice. The workshop activities included: active methods, the method of experiential learning, cooperative and problem method. The activities were realized through simultaneous individual activities, work in small groups, group discussions, talking circles and frontal forms of work. The results obtained showed positive changes among teachers regarding the acquisition of knowledge related to the preventive measures against peer violence. With regard to the students, the observed changes were related to their expansion of knowledge about violence, improvement of their mutual cooperation and higher level of tolerance in resolving conflicts.

Key words: action research, evaluation, teachers and students, prevention of violence, reflective practice.

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УЛОГА АКЦИОНОГ ИСТРАЖИВАЊА У ПРЕВЕНЦИЈИ НАСИЉА У ШКОЛАМА – ПРИМЕР РЕФЛЕКСИВНЕ ПРАКСЕ

Апстракт

Циљ спроведеног акционог истраживања усмерен је на подстицање наставника на стручно и професионално усавршавање, као и на укључивање у спровођење програма превенције насиља, уз стварање повољне климе у разреду за развој сваког ученика. Такође, у раду се указује на важност и ефикасност примене акционих истраживања у унапређивању рефлексивне праксе наставника. У истраживању су примењене четири фазе акционог истраживања: спровођење обуке за наставнике, осмишљавање и реализовање активности, евалуација наставника и ученика, као и целокупног програма. За формативну евалуацију коришћен је упитник за процену успешности акције, односно радионичарских активности, као и интервју са наставницима након спровођења сваке активности. За сумативну евалуацију коришћен је упитник о процени почетног и завршног знања ученика о врстама и облицима насиља. Трећи упитник осмишљен је за испитивање саморефлексија праксе наставника. У акционом истраживању је за потребе спровођења активности коришћен широк спектар метода: активна метода, метода искуственог учења, кооперативна и проблемска метода. Од облика рада са ученицима организовани су, а потом и остварени: симултана индивидуална активност, рад у малим групама, групна дискусија, разговор у кругу и фронтални облик рада. Након спроведене обуке наставника о превенцији појаве насиља у школама, која је била саставни део акције, резултати истраживања показали су позитивне промене у погледу стицања знања о начинима превентивног деловања. Истовремено, промене у односу на ученике видљиве су у завршном мерењу у погледу проширивања знања о насиљу, побољшања међусобне кооперације и вишег нивоа толерантног понашања у решавању сукоба.

Кључне речи: акционо истраживање, евалуација, наставници и ученици, превенција насиља, рефлексивна пракса.

INTRODUCTION

In recent years, school violence has escalated to a worrying scale. The members of the school community are constantly looking for effective solutions in its prevention. Therefore, the starting point of this action research was the problem of peer violence, the discovery of different prevention models that will reduce the incidence rate and improve the classroom and school climate. The choice of the research problem arose from the desire to introduce innovations that would change the existing situation, i.e. to find out how the prevention of peer violence improves the teaching practice.

Action research aims to improve pedagogical-educational practice, but the specificity of this research is that the problems are identified and solved by teachers themselves, and not by professional researchers. The action research, primarily starts from the needs of teachers as reflective practitioners, and not from the ideas of individuals or institutions outside the school context. However, the action research, unlike other research approaches, is closest to the modern notion of practice. Through the process

of action research, teachers can solve the identified problems and improve practice in accordance with autonomously set goals. At the heart of the action research is the action, and the data collected serve as feedback on the basis of which it is possible to adjust and change the planned activities. Thus, the whole research process becomes a flexible and creative response to the needs of research participants. Despite the fact that the action research implies the internal motivation of those who do it, it is important that there is a need to achieve this very demanding professional role in schools, and the need to conduct action research advocates the need to change the role of teachers in the teaching process and is the important tool of strengthening teachers.

The action research is a systematic process of identifying problems in practice, planning an intervention, implementing an intervention, evaluating results and reflective practice. This type of research is related to the improvement of pedagogical-educational practice and teaching and starts from a different epistemological order of social sciences and social practice, and therefore differs significantly from classical methodological research models.

The action research project is not methodologically precise as required by empirical-analytical research. According to its methodological structure, it is very flexible and represents only a research framework. It can be changed, supplemented and corrected depending on the circumstances. The action research is a specific process of combining different methods in the process with the aim of raising awareness, encouraging intergroup interactions and motivating teachers and students for change. Also, they are used in solving specific practical problems that may be encountered in the classroom, school or in individuals engaged in independent education and learning. Despite the benefits that the action research has in improving teacher practice, it is still rare and little attention is unjustifiably paid to it in our theory and practice. The action research includes action and research, improvement of the existing situation by introducing innovations, and in this research, the emphasis is on the prevention of peer violence.

ROLE OF TEACHERS OF REFLECTIVE PRACTITIONERS IN SCHOOL VIOLENCE PREVENTION

The understanding that a teacher practitioner, after completing studies and professional training, applies in practice her/his knowledge acquired from a certain narrow professional field, which determines her/his work and her/his role, is no longer so limited. The teaching profession becomes practical and implies reflection in action. The teacher considers all aspects of her/his practical work and strives to re-examine where he takes into account his knowledge, beliefs and personality. The teacher becomes a researcher and evaluator of her/his own practice and the initiator of action research (Budevac et al., 2015). Such reflective

practice helps the teacher in solving practical issues that are important for her/his professional development (Florez, 2001).

Reflexive practice shows positive effects in terms of understanding the role of teachers in changing practice (Hrevnack, 2011). It provides support to teachers in improving student teaching and learning (Hoffman et al., 2003; Fendler, 2003). Research by these authors has shown that teachers can be reflective practitioners who can contribute to curriculum change. Their self-reflection influences classrooms to experience as learning communities, where students are curriculum creators and collaborators in the teaching process (Bintz & Dillard, 2007). Other research (Zafar Iqbal, 2017) also confirms that a teacher who is a reflective practitioner manages the class better. What is required in the notion of reflexivity is the awareness of what influence the participants, as practitioners, have on the research process, how their values, attitudes, perceptions and feelings are reflected in the situation being studied. In this context, a sample of teachers was selected for the action research and their role in the possibilities of preventing the occurrence of violence was tested.

Due to the increasing frequency of violence, schools face many problems involving antisocial behavior of students. Such a situation requires development of different approaches and prevention programs for students (Mayer, 2001) in order to develop a nonviolent environment in the school community. The most recent research (Donat Bacioğlu & Onat Kocabiyik, 2019) shows that individual factors of students' violent behavior are: conflict management skills, psychological problems, unhealthy communication and personality traits. Other studies emphasize low self-esteem (Miller, 1994), low tolerance in case of disappointment (Weir, 2005), but also environmental factors such as: culture, role models, poor housing conditions, technology, etc. (Öztürk-Çopur et al., 2015). Another study (De Wet, 2016) shows an increase in violence, not only within the school community, but also outside its framework. Because of such exposure of children primarily, there is a greater danger and risk for the adoption of destructive behavior. For this reason, the need and necessity of implementing prevention programs within the school community is recognized. Prevention of school violence involves the formation of attitudes, beliefs and behaviors of children before unacceptable behaviors become an integral and everyday part of their lives (Hitrec, 2010). Its application is possible through teaching and extracurricular activities. Through teaching activities, the responsibility for preventive action lies with the teacher. The communication channel between teachers and students contributes to an open and cooperative relationship, which contributes to the positive influence of teachers on student behavior. In addition to personal example, teachers have the opportunity to act and introduce children to violence through teaching content. It is equally important to take into account that prevention programs, as well as interventional action on the occurrence of violent behavior, apply not only to students, but also to parents,

school, local and social community (Smokowski & Holland Kopasz, 2005). Therefore, recent research emphasizes the acquisition of skills needed for planning and implementing prevention programs (Donat Bacioğlu & Onat Kocabıyık, 2019). If the role of teachers in the prevention of violence is seen through her/his reflective practice, then the importance of her/his competence for the implementation of various programs that contribute to its reduction is noticed.

The aim of the paper is aimed at training teachers for preventive action, reacting in case of problems, recognizing the types and forms of violence, as well as getting acquainted with the ways of preventive programs. In accordance with the planned aim, the action research has been realized and further analyzed in accordance with the phases of the action research, which include: planning, action, observation and reflection.

RESEARCH METHODOLOGY

Action research is, as the term itself says, both action and research, a process of changing practice and the construction of knowledge. At the heart of the action research is the action, and the data collected serves as feedback on the basis of which it is possible to adjust and change the planned activities. Thus, the whole research process becomes a flexible and creative response to the needs of research participants. It is a flexible, situation-sensitive methodology. The characteristic of the action research is its endless dialectic. It does not change the population, but only individuals.

We start the action research with the baseline values and research questions that provide clear guidelines to action researchers. The starting values of the action research are: improvement of the pedagogical-educational practice, prevention and suppression of peer violence, favorable social climate in the classroom.

The questions for conducting the action research are as follows: 1. What is the role of the action research and how can it contribute to the search for the causes of violence, violent behavior and aggression of respondents? 2. Does the active participation of the respondents and this type of workshop work improve the practice of teachers? 3. Does the application of this way of work develop desirable traits, attitudes and adopt positive behavior patterns by students? 4. What can be changed in the school climate by applying the action research? 5. What are the reflections of all respondents, i.e. participants before and after the research? 6. Is the slightest shift, more positive attitude and result, visible after the conducted workshops?

When it comes to the type of the action research, collaborative, i.e. participatory research has been applied, which implies the inclusion of two or more teachers and classes in which the same problem occurs, in this case, violence. The collaborative approach enables communication

between the implementers of the action research through a discussion that leads to a deeper understanding of the problem. The aim is to find solutions to a given problem through the action, i.e. to strengthen the capacities of students and provide teachers with new competencies, in order to improve their own practice.

The following goals were set in the action research: 1. Acquisition of new competencies of teachers in violence prevention and their training for the practical application of what has been learned; 2. Improving the competencies of students for the active action in case of violence and getting acquainted with the ways of preventive action; 3. Encouraging personal engagement of teachers and students and their mutual cooperation in the application of acquired knowledge and skills in violence prevention; 4. The ultimate goal is to create a healthy and functional environment which will ensure the safety of students in the school community.

When it comes to workshops, two educational workshops with students from two classes have been applied, in which the problem of violence has been noticed. The workshops are designed specifically for the purposes of this research. The following has been used in the workshops: active methods, experiential learning method, cooperative and problem method. The following forms of work have been realized: simultaneous individual activity, work in small groups, group discussion and conversation in a circle. One part of the workshop included a frontal form of work, where the emphasis was on teachers' lectures on the topic of violence. In that way, the emphasis was on acquiring knowledge, ways of reacting and reporting violence. In the research and its analysis, a descriptive method was used with the techniques of surveying students and teachers and interviewing teachers after certain implementation activities.

In order to determine the desired changes in students' knowledge at the beginning and the end of the workshop work with students, a questionnaire was realized, which consisted of 8 open-ended questions. This questionnaire was also a summarized evaluation of the effectiveness of the action research. Formative evaluation of workshop activities was realized through a questionnaire with three open questions.

An open-ended questionnaire for teachers was also used in the research. It was conducted in order to find out the self-assessment of their reflexive practice, recognition of changes and the importance of the action research in the prevention of violence. The research involved 43 students from the fifth grade (two classes) and 2 teachers from the classes where the need for violence prevention was recognized. The research was realized in the elementary school *Učitelj Tasa* on the territory of the City of Nis in 2019. Three phases were applied in the research. The first included planning – problem identification, teachers' training and activities creation. The second phase included practical application, i.e. the implementation of activities and evaluation. The last, third phase, involved the evaluation of the entire

program, with the aim of recognizing the achieved results by comparing the initial and the final state.

INITIATING OF THE ACTION RESEARCH

The action research is considered a specific method by which theoretical assumptions are practically applied, by testing its effectiveness (Carr, 2006; Larrivee, 2000). Other authors (Reason & Bradbury, 2001) consider the action research in a broader context, which implies a focus on a participatory view to the world. It is a democratic process that combines theory and practice, action and reflection and encourages cooperation in order to find practical solutions and ensure the progress of the individual and the community. In order for the action research to have fundamental scientific support, it is important to fulfill its core, which includes: the role of teachers in improving their own practice, considering problems through reflection, self-reflection and the action, as well as introducing associates to acquired experiences (Altrichter et al., 2002). On the other hand, the action research contributes to the simultaneous improvement of practice in the school community. Collaborative relationships are established not only between teachers, but also parents, municipal boards and other educational institutions. The established cooperation and solving common problems through involvement in research cycles enables professionalization of all participants (Calhoun, 1993). So, empowering teachers to conduct the action research is achieved by developing techniques, networking successful practice expertise, and creating conditions for innovation testing (Gallagher-Brett, 2019). That is why the application of the action research for teaching practice is important, because its goals are aimed at solving common problems. In this paper, as already emphasized, the action research encompasses and analyzes through phases: planning, action, observation and reflection (McNiff, 2002) and the obtained results are presented and interpreted through these phases.

DISSCUSSION RESULTS AND REFLEXION AND PLANNING PHASES

The action research in relation to other research approaches is a modern and purposeful way of solving practical problems. Such an approach implies flexibility in work and reflexive openness to new challenges in improving pedagogical-educational practice. Their importance is also evidenced by the results of research that has been proven to contribute to the professional development of teachers (Maijala & Pageze, 2018). On the other hand, students' experiences have shown that the action research strategies have contributed to them to feel more capable of learning (Kenny & Puig, 2018). As already emphasized, the action research implies several phases, and in this part, the problem of violence in practice is identified through the

cooperation of teachers. Emphasis is placed on achieving the first goal of the research, which includes the acquisition of new competencies of teachers in the prevention of violence and their training for the practical application of what has been learned.

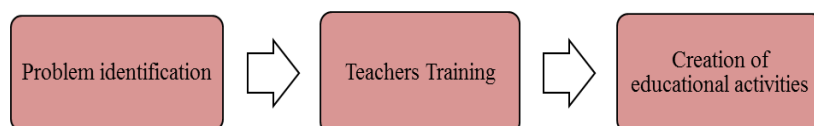


Figure 1. Activities in the first phase of research

By observing and analyzing the current situation, i.e. primary problems, teachers who need help have been identified and accordingly, conditions have been created for strengthening the capacity of teachers and active action in problem solving. The teachers in school were informed about the goal of this research and agreed to be participants in the research on a voluntary basis. In cooperation and direct conversation with teachers, the following problems were identified in the class: discriminatory behavior of students, frequency of peer violence, passivity in situations of violence, lack of responsibility for reporting and reacting, etc. Regarding the role of teachers, the problems were noticed: underdevelopment of the pedagogical approach in the way of reacting in case of violence, lack of knowledge about the ways of preventive action and realization of the action research. After identifying the existing problems through conversation with the teachers, the training of teachers started in order to prepare them adequately for the practical implementation and change of the existing practice. The training was held by researchers, assistants and critical friends who were active participants in the research.

The training was about providing knowledge about the role of the teacher of reflective practitioners, in recognizing the types and forms of violent behavior, measures and programs of preventive action, introduction of techniques and forms of workshop and pedagogical approach. The training segments were realized from the direct experience of working with teachers and students. The training proved to be successful, especially in the field of prevention programs and the adoption of techniques, methods and forms of the workshop. Teachers were introduced with the programs aimed at strengthening the relationship between children and their parents, social support, media intervention and support programs for victims of violence. The training of teachers lasted for two weeks, with an agreement that the meeting should take place when it suits them, before classes or after classes, in classrooms when there are no students. For the training, we used power point presentations, educational films, results of empirical research of violence prevention programs, and accordingly, they were introduced to the role of the action research. The training is mostly dedicated to programs that aim to de-

velop social skills in students as one of the ways to prevent violence. After the training, we started creating educational workshops for students in accordance with the segments covered by the training and thus managed to create a sense of empowerment in *teachers* "I am a reflective practitioner, action researcher." The content of educational workshops refers to introducing students to the problem of violence, their experiences, providing information on how to react and report violence. The workshops are adapted to the age and abilities of students and are aimed at developing their social competencies. In order to more adequately prepare for the implementation of educational workshops, teachers had the opportunity to consult researchers.

ACTIVITIES IMPLEMENTATION AND RESEARCH PROCESS EVALUATION

After the held teachers training, the selected target group (consisting of 43 students and 2 teachers) approached the second phase of the research, which included the activities shown in Figure 2.

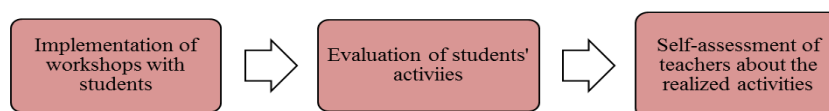


Figure 2. Activities in the second research phase

Before the beginning of the realization of the educational workshops, the students were given a short questionnaire with open-ended questions in order to check their current knowledge about the forms and types of violence, the ways of their action in case of violence, etc.

Table 1. Open-ended questions for students

1. Define the concept of violence in your own words?
2. What types of violence exist?
3. What forms of violence exist?
4. What do you do when you see one student behaving violently towards another one?
5. What do you do when one student is violent towards another one?
6. State the characteristics of a person who suffers the violence and the person who commits violence against other people?
7. When the violence occurs, to whom do you report it?
8. List suggestions on how to reduce violence in your school?

By analyzing the questionnaire in the initial measurement, we were able to see the following results. The most common responses of the respondents were analyzed. The answers indicate that most of 43 students are able to define the concept of violence and most often do so using ex-

amples and their own definitions. When it comes to the second and third questions, the students know and state the types and forms of violence, but it was obvious that they do not know everything (social and sexual violence is most absent). Students often do not know how to react in case of violence, and some respondents state that they invite older people to intervene. Students believe that they should *not interfere* in the conflicts of others or *make an even bigger conflict*, but also that "one should not laugh at others who suffer violence. The majority characterized the victims as lonely "*they are children who have no friends or sit alone in a bench*". Some respondents point out that these are most often *children who have some problem, an aggressive attitude*. On the other hand, most of the respondents think that the bullies are *restless students in a class, harass others because they are jealous, because they do not have good results or something else*.

When reacting to violence is in question, almost all students point out that violence is reported to parents and teachers, and only some individuals mention the pedagogical-psychological service and the police. Students see the solution to the problem of violence in punishing those students who show violent behavior, that teachers in class should talk more about students' problems and that there should be education for students. None of the students emphasizes their active work in the prevention of violence. By obvious comparative analysis, when it comes to differences in relation to classes, there were none, the answers are uniform, i.e., mostly homogeneous.

In their classes, teachers presented instructions from researchers and knowledge about prevention measures to their students and they had the freedom to create them.

After having realized the workshops, the students evaluated the activities and work of the teachers through a questionnaire. Formative evaluation was applied in both classes.

Table 2. Evaluation of teachers' work

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1. *What did you like most in educational workshops?*
 2. *What did you like least in educational workshops?*
 3. *Would you like this way of work to be applied in teaching other subjects and why?*
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By analyzing the answers of the respondents, the following answers are sorted out: *it is much better in this class, it was very interesting to learn like this, it was very relaxed, we could express our opinion without being criticized, this is how we learn more*.

Everyone was pleasantly surprised by the way they worked, which they pointed out in their answers: *I like it a lot, this is the first time we work like this, I don't know what we don't do with others in class, at first I was bored, and then I got the desire to answer*. The students stated that they like

this way of working and that they want to apply it to other subjects. As a reason, they cite greater motivation for adopting the teaching content: *it is much better, because time passes very quickly, and in other classes it never passes, it is interesting, because we talk to others and learn together, it is somehow relaxed, I don't have to watch everything I will say, in an interesting way we learned everything about violence and how we should behave and how to prevent it, everyone would love boring subjects if they learned like this.* We received answers with a more negative connotation from the students of the second grade. In general, the students praised the activities, emphasizing that they learned more in this way than during the classical classes.

Thus, the differences in students' responses in relation to the class are visible in terms of the "performance effects" of teachers who have implemented educational workshops. In the first, better mutual interaction with students was achieved, than in the second. We may recognize the possibility of more negative student responses in the fear of a new way of working that "may" have prevented a teacher from another class from conducting workshops as well as the first teacher. Therefore, this formative evaluation by the students confirmed that it is necessary for the teacher of the second class to change the leadership style, in order to additionally motivate the students to work and meet the criteria required by this innovative way of working. After the realization of educational activities, a meeting was organized with teachers in order to initiate a discussion on possible problems, self-reflection, changes and finding ways to improve their further work. First, an individual self-assessment was made, and then a discussion was initiated in order to more adequately assess their work and future improvement. Therefore, formative evaluation was applied here as well. Teachers in both classes were realistic in their assessment, with teachers from the other class showing insecurity and still unwillingness to implement this way of working, which was in line with the perception of students in that class. In this regard, it can be stated that there is a visible lack of pedagogical competencies in working with students. This points to the need for teacher education and the importance of strengthening the competencies of "their weaknesses".

EVALUATION OF PROGRAMME EFFECTIVENESS

After the end of the action, in the final phase, a summative evaluation of the entire program and self-evaluation, i.e. critical reflection of the teacher's own work, was started. One of the methods used in this research is to determine the effectiveness of the program through a final survey of students. The questionnaire created for the needs of this research was used in the first and final phase of the action research (*Table 1*), in order to notice the achieved changes and evaluate the quality of the program. It examined whether the activities carried out by the teacher contributed to

the expansion of knowledge in relation to the initial situation, when it comes to violence.

Based on the repeated survey, the following changes in the knowledge of most students were identified: (1) a more adequate description of the concept of violence by giving examples; (2) recognition of all types and forms of violence; (3) providing multiple answers regarding reporting of violence (parents, teachers, professional service, principal, police, NGO sector, etc.); (4) a more substantial description of the person who suffers violence, emphasizing the characteristics of the victim of violence; (5) ways of preventive action, unlike the original answers, indicate that active and preventive action includes the action of students and the application of preventive activities within the school community. Thus, the results indicate positive changes in the expansion of students' knowledge, but also improvements in group relations and mutual cooperation of students who exhibit aggressive behavior.

The summative evaluation also included the application of a questionnaire for teachers in order to find out their self-assessment of reflexive practice, to recognize the changes and the importance of the action research in prevention of violence. Based on the teachers' answers, it can be concluded that the self-assessment was equal in terms of the assessment of their work. They pointed out that they had fulfilled all the tasks and met the criteria. On the other hand, they pointed out that there was dissatisfaction with some segments such as: approach to working with students, lack of self-confidence, competence and experience in using the workshop mode. Since this is their first experience in such a program, self-reflection has proven to be an excellent way to understand their quality of work and improve further reflexive-practice. Having in mind the training attended, they point out that they provided all the information regarding the problems and ways of preventive action on the occurrence of violence, which left a positive effect on students. They see positive changes in terms of student participation, positive reactions that are often lacking in classical teaching, increased cooperation between students who exhibit aggressive behaviors and often enter into conflicts, as well as in the manifestation of higher levels of tolerant behaviors. In their opinion, the workshops were educational for both students and for them as educators and reflective practitioners. Students had the opportunity to learn in a creative way, using innovative working methods. The teachers pointed out that they learned more about the programs of preventive action, ways of reacting to the occurrence of violence, as well as the workshop approach, which were the bases for creating the opportunities for the development of students' social competencies. As suggestions for improving the program, teachers state: the inclusion of a larger number of teachers, more practical exercises and familiarity with the action research, in order to strengthen their capacities for further application.

CONCLUSION

Every innovation in the educational system or pedagogical practice is not at the same time the action research. The action research always represents the transformation of pedagogical-educational practice, "controlled innovation", i.e. an attempt to change / improve pedagogical practice, which is at the same time a way of learning about the practice itself and the situation in which it takes place. In order for the action to really lead to changing and learning about social and pedagogical-educational practice, it must be planned, as an attempt to solve the problem, and then subjected to systematic monitoring, analysis and evaluation, again from the point of view of its contribution to solving the problem.

The focus of this action research is the involvement of a reflective practitioner teacher in preventive solution of current problems of violence, with the aim of improving her/his professional role, self-reflection of her/his own work and developing social competencies as one of the ways to prevent violence among students. The phases of the action research included: the realization of teachers' training, creation of activities, realization of activities and evaluation of teachers, students and the entire program.

Taking into account the mentioned goal, the effect of a change is visible in relation to teachers and students. Changes were noticed with students in the expansion of theoretical knowledge and the development of awareness of their active work in prevention of violence. In relation to the starting phase of initiating the action research, it can be concluded that the implementation of training and practical application of violence prevention programs for students has led to changes in social relations and greater interactivity in the classroom. So, it is visible in terms of showing greater cooperation, tolerance and non-violent conflict resolution in educational workshops. After the summative evaluation, it was determined that the students were encouraged to be responsible in terms of their active action in solving the problem of violence, but also that in general there was an expansion of their knowledge about this problem. On the whole, the workshop way of working was successfully evaluated by both the students and the two teachers. This opens the possibility for the application of this type of work in regular classes.

On the other hand, this research is also significant due to changes in the work of teachers. The changes are visible in: an open approach to the application of workshop work, motivation to acquire new competencies, an active approach to problem solving, but also the most important successful results in working with students in prevention of violence. If the overall results are considered, the need for the implementation of long-term programs for prevention of violence by teachers can be indicated. This paper confirms that the reflexion practice of teachers provides an incentive for professional enrichment and solving key problems of the school community in prevention of violence.

For this reason, we note that the validity of the action research cannot be calibrated nor can the presented results be generalized to the entire teacher or student population. Every change, micro-change is a kind of empowerment of teachers and an opportunity to improve this issue. Every teacher can apply a similar method of work in their work with the aim of educating prevention of violence in schools.

The conducted action research also opens new questions: whether the change in student behavior is real or whether it will be of a short-term character or will have long-term effects. The questions and dilemmas that are crystallizing before us, can be solved with a new research in school. The action research does not represent the end of one process, but a new beginning for further research and changing and improving pedagogical-educational practice.

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УЛОГА АКЦИОНОГ ИСТРАЖИВАЊА У ПРЕВЕНЦИЈИ НАСИЉА У ШКОЛАМА – ПРИМЕР РЕФЛЕКСИВНЕ ПРАКСЕ

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Резиме

Примена акционих истраживања у школском контексту може довести до важних промена, које су данас саставни део наставничке професије. Овај рад показује да путем колаборативног акционог истраживања можемо развијати најразличитије компетенције и код ученика, као што су прихватање и толеранција. Акционо истраживање представља пут, начин или метод како унапредити сопствену праксу. Основни циљ истраживања заснован је на формирању пријатне школске климе и на осигуравању безбедности ученика у школској заједници. Задаци истраживања усмерени су ка формирању компетенција наставника за активно деловање и превенцију у ситуацијама појаве насиља. Са друге стране, у процес истраживања били су укључени

чени и ученици, који су радионицама оспособљени да спознају и делују у случају појаве насиља.

Акционо истраживање имало је фазу планирања, фазу акције и фазу рефлексије. Спроведено је у два одељења, при чему је у њима претходно био уочен проблем насиља. У истраживању које је спроведено 2019. године учествовало је укупно 43 ученика и 2 наставника разредне наставе. У емпиријском делу истраживања примењене су две едукативне радионице у којима су коришћени различити облици рада, почев од рада у малим групама, дискусије, па све до предавања наставника на тему насиља и превенције насиља, а који су претходно прошли обуку истраживача. Организовано је почетно и завршно мерење путем упитника отвореног типа како би се измериле разлике у сазнањима ученика о насиљу пре истраживања и након њега, што је за потребе извештаја о спроведеном акционом истраживању представљало сумативну евалуацију. За ученике је осмишљен и упитник, који је такође био отвореног типа ради испитивања ученика о импресијама након спроведених радионица, што је пружио формативну евалуацију истраживања. На крају, трећи упитник отвореног типа био је намењен наставницима, а помоћу њега су испитане саморефлексије о рефлексивној пракси, импресијама о насталим променама које су наставници учили, а које се могу десити посредством акционог истраживања. Истраживање је дало значајне резултате. Наставници су исказали мотивисаност за примену акционог истраживања и примену радионица у сопственој пракси. Са друге стране, резултати показују да су ученици показали веће теоријско знање о појму, врстама и облицима насиља, као и о начинима превенције ове појаве у школском окружењу. Истраживање нуди низ педагошких импликација: спровођење акционог истраживања јача наставничке компетенције, ствара бољу климу у одељењу, стално се стручно усавршавају, врше непрестано критичко преиспитивање, што је основна карактеристика акционог истраживача и рефлексивног практичара. Како би и ученици и наставници превентивно деловали у сузбијању насиља, неопходни су дугорочни покушаји и спровођење непрекидне акције. Истраживање је практично и применљиво на решавање најразличитијих ситуација које се дешавају у школском контексту, па се стога указује на још већу афирмацију примене акционих истраживања.