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THE ROLE OF A TEACHER IN THE PREVENTION OF PUPILS' AGGRESSIVE BEHAVIOUR

Abstract

Agressive behaviour of elementary school pupils is constantly increasing. Be it verbal or non-verbal agresion, its consequences can be unpleasant for both, those who are exposed to it and and those who exert it upon others. Being exposed to aggressive beahviour causes anxiety, depression, lack of self-confidence and it can last until the adult age. On the other hand, pupil who act aggressively are not socially adapted in a proper way and therefore they are very often rejected by their peers. The lack of social communication and clashing with teachers' authorthy removes and isoltaes pupils from others which can cause bad results at school and consequetly to even more destructive behaviour. In order to prevent aggressive behaviour at school, it is necessary to get to know about the sources and reasons that cause such behaviour. Psychological and social conotation of aggressive behaviour should be detected and, also, try and understand what role agresiveness plays in pupils' growing up and getting independent. It should also bear in mind the fact that each kind of aggressive behaviour is not apriori negative. In relation to that, nowadays it is spoken of assertive behaviour i.e. about positive, healthy and controlled agresivness in which self-confidence dominates together with investing efforts and energy into the achivement of life-important aims. The role of teachers, school pedagogues, psychologists and parents is to get, through joint efforts, as much information as possible about eacht pupil's personality and to get to know them in the best possible way, udnerstand their problems and on the basis of that to apply the most adequate methods for the prevention of the unwanted forms of agresivenss.

Key words: agresivenss, assertiveness, behaviour, pupil, teacher, prevention.

INTRODUCTION

The term aggression originates from the latin word *agressio* (aggređi) which refers to attacking, assaulting, haressing, the use of force and treathening with the same. It is most defined as the form of behaviour whose aim is to harm somebody. Agresiveness is a very complex term that is comprised of many different criteria and meanings and therefore it is very difficult to define it. This article will not deal with human agresiveness that is

condemned by everybody and which manifests itself in wars, war destruction, aggressiveness in family, at sports fields and similar. The central idea of this article is to speak about aggressiveness as the phenomenon that has got different features at school as an educational institution. The majority of authors describe aggressive behaviour in their works as the bad side of a human's personality, its tendency and readiness to act aggressively to other people. However, when a child rebels against the authority, he is aggressive but he also expresses his need for independence, which is a necessary and very important feature in the process of growing up (Storr, 2007: 15). Therefore, at school, it should be differentiated between aggressive and assertive behaviour of a child. Assertive behaviour represents the positive, healthy and controlled aggressiveness in which confidence dominates together with investing efforts and energy into realization of the aim. In order to be able to differentiate between assertive (wanted) from aggressive (unwanted) behaviour of pupils, one needs to possess rich pedagogical and psychological education related to practical experience.

1. THEORETICAL STANCES ABOUT HUMAN AGGRESSIVE BEHAVIOUR

Despite the fact that aggressive behaviour is common among human beings, it is still being discussed whether aggressiveness is innate to human beings and, as sexual drive, it strives to be expressed spontaneously or it is only the spontaneous answer (natural reaction) to unfavourable outer circumstances, therefore, it is not an instinct. In order to be able to understand aggressiveness more properly we will first give a few theoretical viewpoints that can help us to understand aggressive behaviour among pupils. There are six types of theories that are related to the possible causes of aggressive behaviour:

1. *Instinct theories* explain aggressive behaviour as a result of the existence of more or less permanent and stable biologically determined moving force, i.e. instinct. The most important theories of this type are psychoanalytic theory, neoanalytic theory and etiology. The basic tenet of these theories is the belief that people have got an inborn instinct to be aggressive and it is being developed until it is finally expressed. The inborn instinct of aggressiveness can be expressed through the direct attack on another human being or it can be expressed through catharsis that is released or channeled through socially acceptable modes such as sport. However, a biologically innate instinct of aggressiveness has not been defined and also the term catharsis has not been further supported. Therefore this theory cannot be accepted and we, also, cannot claim that physical exercises provide socially acceptable tools for natural aggression instincts channeling.

2. *Frustration aggression theory*. The most common explanation of aggression sees frustration as its main cause. This theory is based on the hypothesis that human aggression is directly related to frustration that is caused by inability to achieve an aim or because because of a failure to succeed. This theory was established in 1939. By psychologists from Yale (Dollard et al.) Somewhat later it turned out that frustration results in other types of behaviour in addition to aggression. However, frustration-aggression hypothesis contributed to the deeper insight into aggressive behaviour among pupils since at traditional schools they are constantly being exposed to frustrating situations.

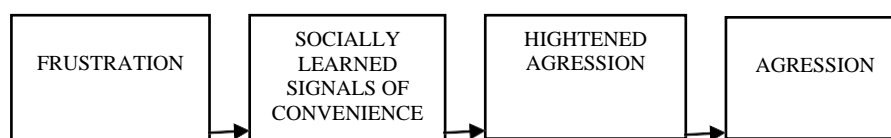
3. *Social learning theory* whose founder is A. Bandura (1973. and 1986.), is a very important theory which can contribute to better understanding of human aggression. This theory explains aggressive behaviour as being learned through observing others while behaving aggressively and who, therefore, serve as a model of aggressive behaviour. The one

who learns comes up with a conclusion as to whether aggressive behaviour of a model was a successful or unsuccessful aid in achieving the aim and whether it was punished or awarded. If aggressive behaviour is seen as a successful aid, the learning is generally taking place. Even if a model's aggressive behaviour was not approved, or if it is not punished, learning can still take place. Even if a pupil is not seen as acting aggressively as a model, it does not mean that „the lesson“ has not been learned.

4. *Revised frustration-aggression theory.* This theory combines elements of the original hypothesis of frustration-aggression theory. As seen from that perspective, and also on the basis of the claim that frustration doesn't inevitably lead to aggression, it was found out that aggression provokes heightening of excitement and fury. (Berkovic, 1993; Baron and Richardson, 1994). However, heightened excitement and fury result in aggression only when socially learned signs signal that aggression is convenient in a certain situation. If socially learned signals indicate that aggression is not convenient, in that case it will not appear. The process of aggression as based on Berkovic's model is presented on picture 1.

Firstly, an individual gets frustrated in some way (bad playing, loss of a game, etc.). Secondly, the level of excitement heightens, usually in the form of pain or fury as a result of frustration. Thirdly, such state will not automatically result in aggression. It will happen only if the individual has learned to be aggressive in a certain situation. Revised aggression-frustration theory offers in its essence an interactive model which combines the best achievement of the initial models of frustration-aggression theory and social theory of aggression.

Picture 1. The process of aggression (Berkovic's model)



5. *Cognitive theories.* These theories are oriented towards cognitive processes that take place in an individual from the moment he/she was exposed to a certain stimulus all the way to the eventual reaction, in other words – aggressive behaviour. The most important authors related to this group of theories are Kenneth Dodge and Raphael Human who suggested the model a separation of aggressive behaviour.

6. *Biological theories.* These theories explain aggressive behaviour as a result of the functioning of biological and physiological structures in a human body. According to the authors who support these theories, aggressive behaviour can be caused by genes, hormones or the centres in brain that are responsible for such behaviour. Moyer theory is the most famous one (up. Žužul, 1989: 42-43 and Čokorilo, 2010: 173-175).

Philosophers and scientists have never fully agreed as to whether aggression is innate, instinctive or such behaviour is learned (Baron and Richardson, 1994; Berkovic, 1993; Gin, 1998). The contradictory opinions of Hobbes and Rousseau on this issue were strengthened and rejected in the course of the time. According to Hobbes, human beings are in their natural animal state and, therefore, society can prevent their natural instincts by imposing on them the rule of law and order. Contrary to Hobbes, according to Rousseau's theory of the noble savage, human beings are in their natural state of being noble but the restrictive society forces them to be aggressive. Hobbes' pessimism was further developed by Freud who believed that human beings were born with the instinct for living (eros) and the instinct for dying (tanatos). The instinct of dying acts in every human being with the

tendency to bring it down to the level of its original state of still nature. Freud believed that aggressive energy needs to vent out so as not to create an illness. According to Freud, *society plays the main role in the control of these instincts and it helps people to subliminate them – i.e. to convert their energy into acceptable and useful behaviours* (Aronson et al., 2005: 417-418).

As observed from the point of view of pedagogy theories of aggressive behaviour can be divided into two groups: 1. Theories that do not accept the role of education on aggressive behaviour and its prevention; this group comprises instinct and biological theories. 2. Theories that explain aggressive behaviour as the result of the influence of the environment and learning; this group comprises theories of frustration and social learning (up. Savović, 2003: 11).

2. THE FORMS OF AGGRESSIVE BEHAVIOUR AT SCHOOL

There are different definitions of aggressive behaviour, however, they are essentially only variations of the theory that was suggested by Dollard and his coworkers according to whom *aggression is behaviour whose aim is to hurt a person towards whom it is directed*. The special form of behaviour of peers that takes the form of maltreating and molesting of pupils, and in English such behaviour is covered with terms *bullying and mobbing*. Along with the mentioned ones there is a whole array of other terms similar to the notion of aggression. Therefore, it is very difficult to give a precise answer to what aggression is. In connection to this, the notion of *asocial behaviour* represents a very broad category to which aggression belongs, too. Among pupils, asocial behaviour comprises the whole array of different kinds of behaviour (disobedience, undisciplined behaviour, lying, bad company, skipping classes, stubbornness, consuming drugs and alcohol, etc.). *Playing violent video games*. A child that plays violent games „destroys“ probably hundreds of enemies in a day, but that is not seen as real aggression or violence since no harm has been inflicted upon a human being but upon a fictional character. On the other hand, such games contribute to the appearance and growth of aggression, and it also increases a child's indifference towards violence. *Prejudices* themselves are not seen as violence, but discrimination as a result of prejudices is seen as such. *Punishment* as an educational measure is not seen as violence and it does not have to lead to it, even if non-pedagogical punishment can be seen as violence. What makes punishment different from violence is that it is used in order to help to a child, which makes a justifiable and legitimate educational measure.

In general, there are two criteria on the bases of which different kinds of aggressive behaviour at school can be differentiated among. Firstly, according to the way aggression is being exerted: a) verbal aggression (swearing, yelling, threatening) and b) physical aggression (hitting, tripping somebody up). Secondly, according to the causes of aggression: a) impulsive aggression (expressing emotions of rage and anger) and b) instrumental aggression (aggression used as an instrument for achieving a goal (Žužul. 1989: 53).

Apart from the mentioned forms of aggressive behaviour, in literature we come across other forms of aggressive behaviour of various kinds of aggressive behaviour at schools, such as: a) aggressive expansion – when a child, without expressing aggression openly, pushing himself and his personality in the foreground and by doing so is disturbing the rights of others; b) aggressive vengeance – stands for a pupil's vengeance because he was deprived of parental love and (because of death, divorce, long absence), or because of not being accepted by his peers; c) aggression as a pupil's reaction to big demands – it represents the inability of a pupil to answer to big demands set by his parents, teachers, or a wider social environment,

which provokes in him the feeling of guilt and defeat. (Gašić-Pavišić, 1996: 727).

At school, the biggest amount of attention is devoted to aggression of a pupil to too big and non-adequate educational demands. Those could be represented by too demanding subject curricula, inability to understand certain terminology, bad communication with teachers, etc. Very often these factors provoke in pupils the feeling of inability and failure, and on the other hand parents and teachers exert pressure upon them and that is very often followed by punishment. In that way a pupil develops repulsion towards the source of failure (school and school environment), and very often that feeling turns into aggression. It can be expressed through quarrelling, but also through physical conflicts among peers, as well as through destroying school assets, etc. Such kind of tension is especially noticeable in physical education classes, and it is expressed through the lack of cooperation when it comes to being a part of certain class activities. Repulsion towards school is sometimes expressed through formation of social groups of pupils who have got similar problems. Various researches point out to the conclusion that aggressive behaviour is a reaction to the situation which is perceived by an individual as being provoking. It depends on the following factors if the provoking situation will lead to aggression.

1. *Emotionally motivational factors.* When a provoking situation causes the increase of emotional excitement in the body and consequently it leads to the motivation for aggressive behaviour.

2. *Cognitive-informational factors.* They appear in three phases that are set in between the acting of social stimulation and reaction. The first factor is related to the recognition of the provoking situation, while it is thought that the aggressive reaction will not appear as a result of the situation, but it will depend on the way in which it is going to be perceived by an individual – as provoking or non-provoking. The second group of factors are related to the recognition of the emotional excitement and finding the possible answers to it. Finally, there is the third group of cognitive factors which is related to the estimation of the consequences and aggressive behaviour.

3. *Social factors.* Since aggressive behaviour is aggressive social behaviour it is logical that certain social factors will have an influence on the possible appearance of aggressive behaviour. Among different social factors that can have an influence on the appearance of aggression, three factors are of particular importance. The first factor is related to the sources of frustration. Individual characteristics of a person that is the source of provocation will have an influence on whether the situation will be seen as provoking. The second factor that has got an influence on the recognition of an emotion is the behaviour of other persons who are being present in a certain situation. The third social factor relates to the third cognitive factor and those are the characteristics of the aim of aggression.

4. *Situational factors.* Aggressive behaviour is always the reaction to a certain situation and therefore it is possible to single out three groups of situational factors. It is being emphasized that the intensity of the aggressive motivation is directly dependent on the intensity of emotional excitement. The second group of factors comprises the outer motives that did not come about as a result of emotional changes. The third and the most important group of factors is represented with aggressive symbols that stand for the stimuli from the surroundings and as such they purports the appearance of aggression. Such symbols of aggression can be films with aggressive contents, toys, observed violence, weapons and similar. (up. Žužul, 1989: 64-79).

3. CAUSES AND CONSEQUENCES OF PUPILS' AGGRESSIVE BEHAVIOUR

When speaking generally about the causes and consequences of pupils' aggressive behaviour at school, it is important to bear in mind the fact that the causes of such behaviour are multiple and that they differ in different development phases. The identification of causes is important because it helps with spotting „risky children“ and it makes it possible to act preventively before problematic behaviour appears. If we do not act preventively, aggression is more difficult to be dealt with once it appears.

3.1. A pupil's personality as the cause of aggressive behaviour

One of important factors that can cause to aggressive behaviour is a pupil's personality. The individuals that show biggest number of aggressive reactions in a situation tend to be more aggressive in other situations, too. This confirms the hypothesis of aggression being a stable feature of a personality and it gets formed rather early in one's life. (Žužul, 1989: 93-99).

The author Thomas A. Speaks about three kinds of temperament that can be recognized in the earliest childhood.

Unique temperament is related to babies that have a predictable rhythm eating and sleeping. These are children with a positive disposition and they are capable of adapting easily.

Children with temperament that is characterized by a somewhat slower „phase of warming up“, have also got a predictable rhythm of eating and sleeping. In new situations they act cautiously but they adapt to the situation as soon as they have investigated the circumstances in their own pace.

Difficult temperament in the earliest childhood comprises lability, restlessness and short attention span. Researches have shown that children with such temperament often show certain kinds of deviant behaviour in their youth. It depends of parents and their educational influence whether aggressive behaviour will appear or not. It is not difficult to conclude that „difficult temperament“ in itself does not obligatorily lead to aggressive behaviour.

Aggressive children very often find an excuse for their behaviour by claiming that they have been provoked, and less often by claiming that the victims are physically weaker and that they do show resistance. They are prone to attribute adversary intentions to others and to claim that victims are responsible for being maltreated. They find an excuse for their behaviour by claiming that their peers behaved in an adversary manner, and they tend to interpret „the social signs“ of their peers as the signs of antagonism. However, the researches shows that a small number of children behave provocatively and therefore we can assume a several causes of aggressive behaviour among children even though they have not been provoked. A certain number of children behaves aggressively in order to show others that they are powerful and strong. In this way they satisfy their need to dominant among their peers. Aggressive behaviour can also appear when a victim is similar to children that a bully sees as victims, if children tolerates the demands of a bully and when they do not show facial and verbal signs that act repressively of a bully's behaviour. (Krnjajić, 2002: 25).

4. THE POSSIBILITY OF AGGRESSIVE BEHAVIOUR PREVENTION AT SCHOOL

School as an educational institution puts in the foreground two sides in a partnership – pupils and teachers. Despite the fact that a teacher is traditionally seen as a lecturer and one who conveys knowledge, that is not his only role. Very often we tend to forget another very important educational role of a teacher whereby he acts educationally by setting his own example.

A teacher is a mediator between a school, school programme and a pupil. He has got a big role in school's functioning and therefore it can be concluded that he has got an important role when it comes to the appearance and prevention of aggressive behaviour. The researchers that dealt with discipline problems point out to the fact that teachers of slightly older children see speaking in the class and disturbing other children as the biggest discipline problems, while teachers of the youngest children see speaking in the class, aggressive behaviour and noise as the biggest discipline problems. (Krnjajić, 2002: 19).

When it comes to aggressive behaviour of pupils at school, the teacher has got the biggest role in its prevention. It is not unknown that quite often teachers use threats as well as physical punishment as strategies for the prevention of aggressive behaviour. Teachers very often use violent strategies that end the conflict, whereas pupils, according to the teachers' claims, also use kind of behaviour that are not adequate and do not contribute to the resolution of the conflict, but they often only deepen the initial conflict and lead to the new ones. In the same way, in order to prevent aggressive behaviour, teachers very often yell at pupils, threaten them with low grades and the removal from the class. Such „educational“ measures for the prevention of aggressive behaviour are least efficient and successful. In this way teachers become models of aggressive behaviour. It would be desirable for teachers to build up a kind of pedagogical behaviour that suppresses and rejects repressive measures and to build with pupils a relationship of cooperation and partnership.

We will single out some of the most efficient ways that teachers can use in order to prevent aggressive behaviour among pupils.

A teacher should get to know about a child's personality and the situation in his family, his the level of his emotional development, situations that he finds himself in at a school so he could discover the causes of a child's aggressive behaviour (it has been already said that discovering of causes of aggressive behaviour is the first step towards its).

A teacher should behave towards pupils with attention, kindness and respect.

A teacher should present pupils with kinds of social behaviour that are an alternative to aggressive behaviour.

A teacher should reward desirable behaviour and show open disapproval towards aggressive behaviour.

Teachers should be provided with educational contents that enables non-aggressive resolution of conflicting situations.

Parents, pedagogues and psychologists should be included in the process of solving the problems of aggressive behaviour.

A teacher should exchange their experience with their colleagues, follow the adequate literature and attend seminars of professional advancement.

It is important for a teacher to create the atmosphere in which everyone feels safe, accepted and appreciated. If there are problems related to pupils' behaviour, concrete responsive measures should be used in the classroom. We will list several concrete steps that create a positive atmosphere in the classroom.

A teacher should act efficiently as soon as the case of aggression appears.

A teacher should come up with a set of simple, concrete and applicable rules in the classroom and gymnastics hall (together with pupils).

A teacher should listen to pupils and try to understand them.

A teacher should try and help pupils to express their emotions.

A teacher should present to his pupils the skills that will help them to solve conflicts, to accept others (to develop the sense of empathy) and he should also promote team work.

A teacher should help pupils to develop self-confidence and self-respect.

One should never be aggressive towards a bully, since in this way, aggressive behaviour gets suppressed only temporarily, but it does not solve a problem, since in this way an example of positive behaviour is not being set.

A teacher should give an example of proper behaviour in all the situations.

A teacher should give an opportunity to bullies to „shine“, to be very good at certain activities and since it will make them feel that somebody has got belief in them. The key for constructive approach to aggressive behaviour among children is restitution. Restitution is the process in which the mistake is being corrected. Instead of a punishment it gives a child the opportunity to correct the mistake by his own efforts and in this way to keep and improve his self-respect, and all of that by not depriving him of the responsibility for his own decisions at the same time. Above all, it should be put to a pupil's knowledge that everyone makes mistakes and then an accent should be put on what should be done in order to correct a mistake that was made. The pupil should suggest solutions by himself and by acting in that way he corrects the mistake. It happens very often that pupils reject a teacher's help or talking to him (be about a victim of aggression or the bully himself). Teachers do not succeed to help pupils since they do not know how to act efficiently. Their failure is usually in what they say to a child when he has got problems with behaviour.

CONCLUSION

Our analysis showed that aggressive behaviour at school is a very complex problem to which proper attention should be devoted. Since aggressive behaviour is inevitably followed by the risk of the appearance of conflict, pupils' demotivation, neglecting primary school obligations, etc., it should be seen as a serious problem. Therefore, it is very important to differentiate between assertive (reliable) behaviour from aggressive behaviour, both at school and everyday life. On the basis of what has been learned about aggression so far, it is possible to give a main features of a strategy for control and regulation of this undesirable kind of pupils' behaviour.

As it has been already said, there are many sources of aggression at school, family and society. Discovering and controlling frustrating situations should be some of the main tasks of each teacher. It is difficult to control such situations if we do not follow a pupil and if we do not warn them after they show the first signs of aggressive behaviour. It is more

efficient to act preventively, i.e. to try and teach pupils the skills of controlling their emotions and reacting to frustration. On the basis of that it is possible to use the strategy of social learning (modelling and stimulating) so we could, in this way, enable pupils to solve conflicts related to school and social life with the use of non-aggressive techniques. Finally, we remind teachers of some important moments that can be of essential importance in their effort to act educationally and preventively when it comes to pupils' aggressive behaviour:

1. to work permanently on their pedagogical and psychological education,
2. to try and recognize the first symptoms of aggressive behaviour among pupils,
3. to learn to differentiate between aggressive and assertive behaviour of pupils,
4. to discover and control frustrating situations in which pupils find,
5. model non-aggressive behaviour,
6. moderate and timely punishment,
7. learn how to control your own emotions and emotions of your pupils,
8. help your pupils to express their rage and to get conscious of it,
9. provoke and „teach“ empathy,
10. use pedagogical tactics in order to sublimate (up. Čokorilo, 2010:180).

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