

Project:

**“Providing opportunities for young people  
to ensure reconciliation of society:  
promoting mutual understanding and  
nonviolent communication”**



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Auswärtiges Amt



Institut für  
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## the School of Peace

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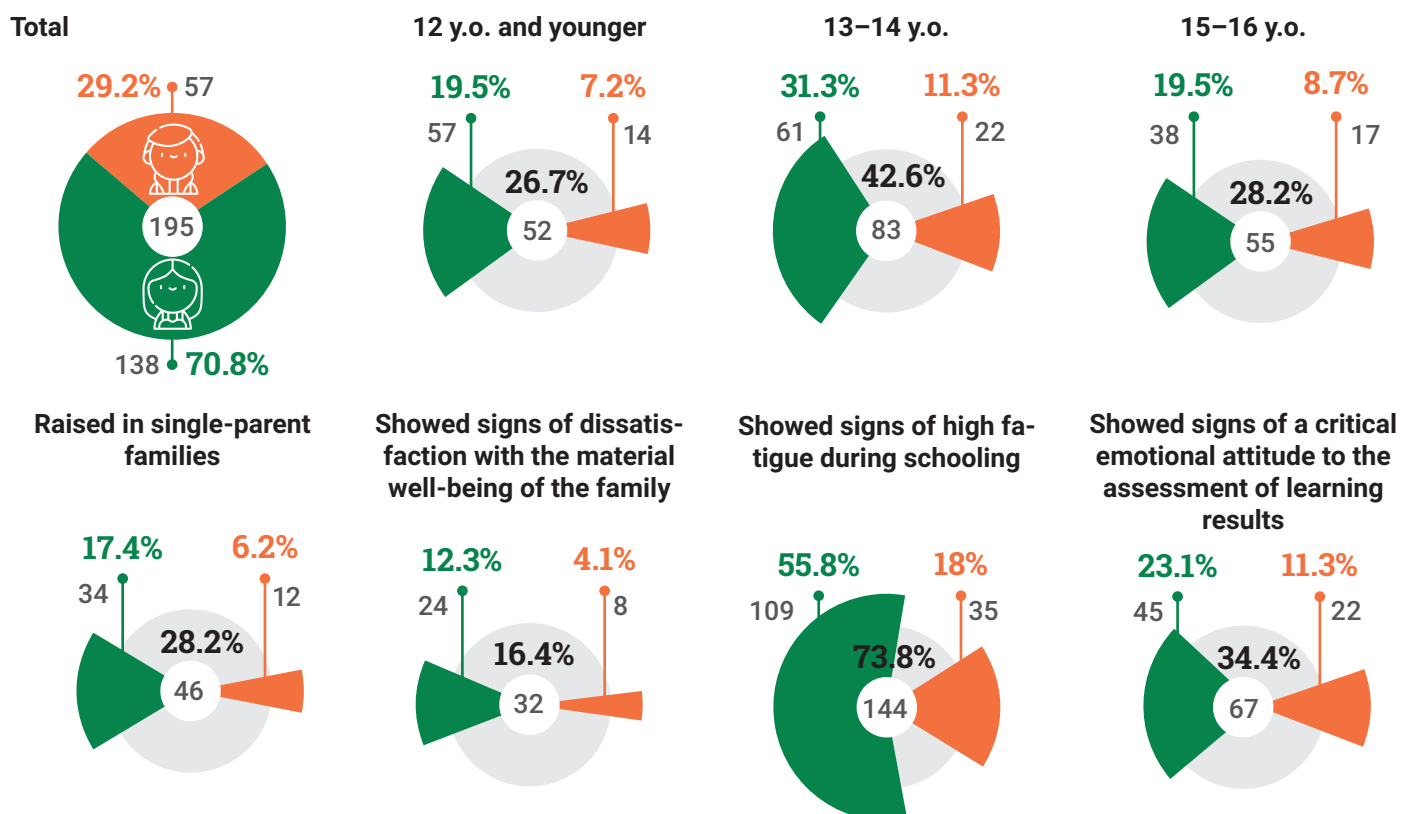
# 1. Socio-psychological characteristics of the school environment according to the results of the sample

At the core of the study of socio-psychological challenges to social cohesion of school communitys is the hypothesis of influence of characteristics such as:

- 1) family status of respondents (manifestation of the influence of living conditions and upbringing in a single-parent family);
- 2) subjective perception of family well-being by respondents (manifestation of the influence of material factors of the psychological balance of the respondents);
- 3) the level of fatigue of respondents in the learning process (manifestation of compliance of personal potential with the perceived student's life task);
- 4) emotional attitude of respondents to the evaluation of learning results (manifestation of the attitude to the assessment of their own achievements by the environment).

The distribution of the total number of respondents by the main socio-demographic characteristics is reflected in the data in Fig. 1.1.

**Fig. 1.1** The main socio-demographic characteristics of the sample



The data in the figure show that the most common challenge to social cohesion of school communitys is high fatigue of students in the learning process – this problem occurs in 73.8% of respondents (almost 79% of girls and 61.4% of boys indicated a constant and frequent feeling of fatigue in the questionnaires, which interferes with normal interaction with the environment).

Challenges related to single-parent family composition are typical for only 23.6% of respondents; with a subjective assessment of family well-being (signs of dissatisfaction with living conditions in the family) – 16.4% of respondents (17.4% of girls and 14.1% of boys expressed dissatisfaction with living conditions). Finally, 34.4% of respondents (16.7% of girls and 19.8% of boys) stated that their emotional attitude to the assessment of learning outcomes is critical (the mood and emotional state of the respondents critically depend on the assessments).

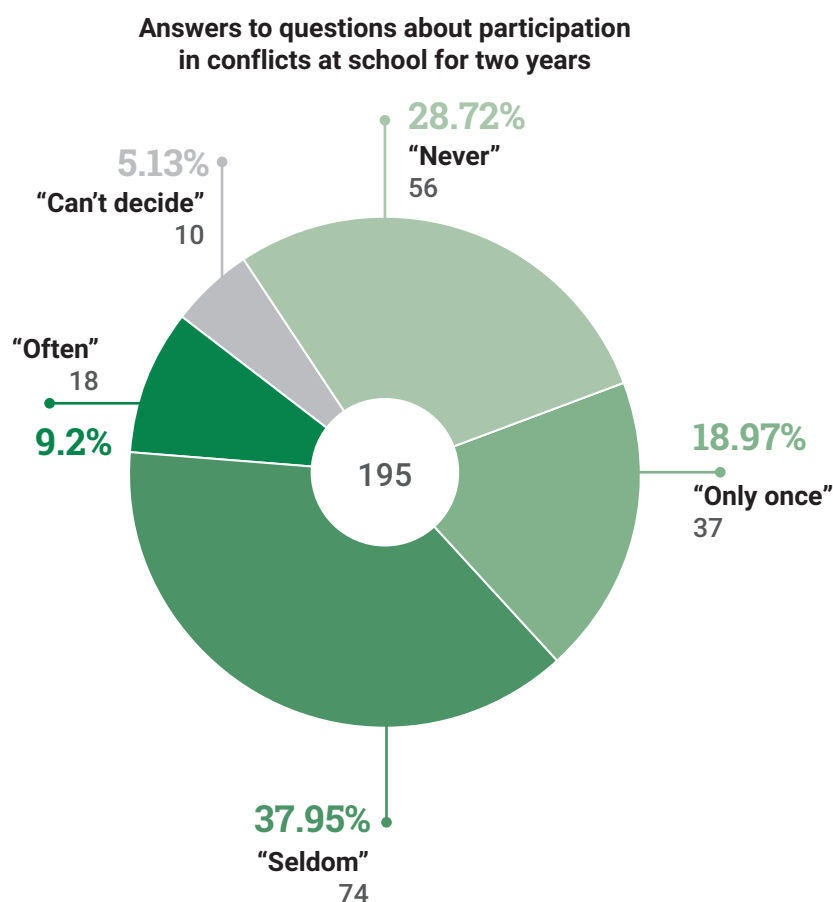


## 2. Prevalence and severity of conflicts in the school environment

Among the surveyed school students, only 56 stated that they had never had conflicts in the school environment for last two years (Fig. 2.1). The term “conflict” was explained to the respondents as communication, interaction between people, which on one or both sides is accompanied by: 1) threats or use of physical violence; 2) raising voice, cursing; allegations of insignificance, unworthiness of appearance, behavior, statements of any of the participants.

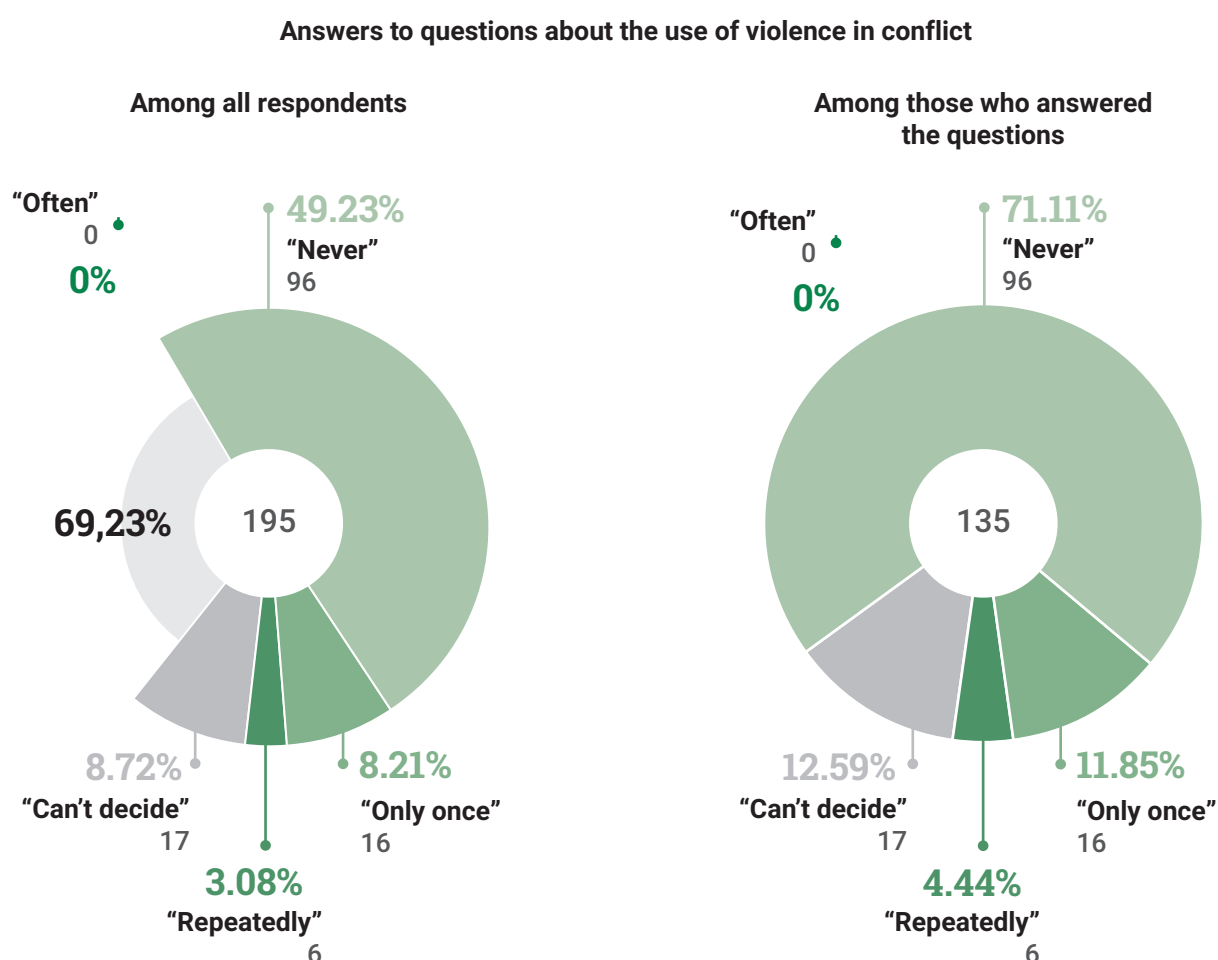
Accordingly, only 28.7% of respondents were protected from conflict situations: 39 girls (28.3% of their total number of respondents) and 17 boys (29.8% of their number in the sample). The closeness of this indicator for girls and boys, in our opinion, indicates the non-randomness of the obtained values and the high importance of social, not just demographic and psychological determinants of the share of “conflict-free students” in the school community.

**Fig. 2.1** Characteristics of the frequency of conflict situations according to the answers of the respondents



The severity of conflicts is characterized by the presence / absence of physical force. The answers to this question were given only by those respondents who chose all other answers, except “never”, to the question “Have you personally been involved in the conflict during the current and last school year?” (Fig. 2.2).

**Fig. 2.2** Characteristics of the intensity (destructive one to the social cohesion of the school community force) of conflicts according to the answers of the respondents



Convincing evidence of the relevance of work on the spread of non-violent methods of conflict resolution in school is that only about two-thirds of respondents who participated in school conflict indicated that conflict was never accompanied by physical violence (moral violence, according to many studies, is always more common than physical). Thus, about a third of respondents who answered questions about physical violence (about 11% of all respondents) personally faced the problem of physical violence in school conflicts.

A group of respondents pointed out that they had repeatedly faced the problem of physical violence at school also requires special attention — the presence of such children indicates the critical need for balanced and provided with the necessary methodological training intervention in the situation.

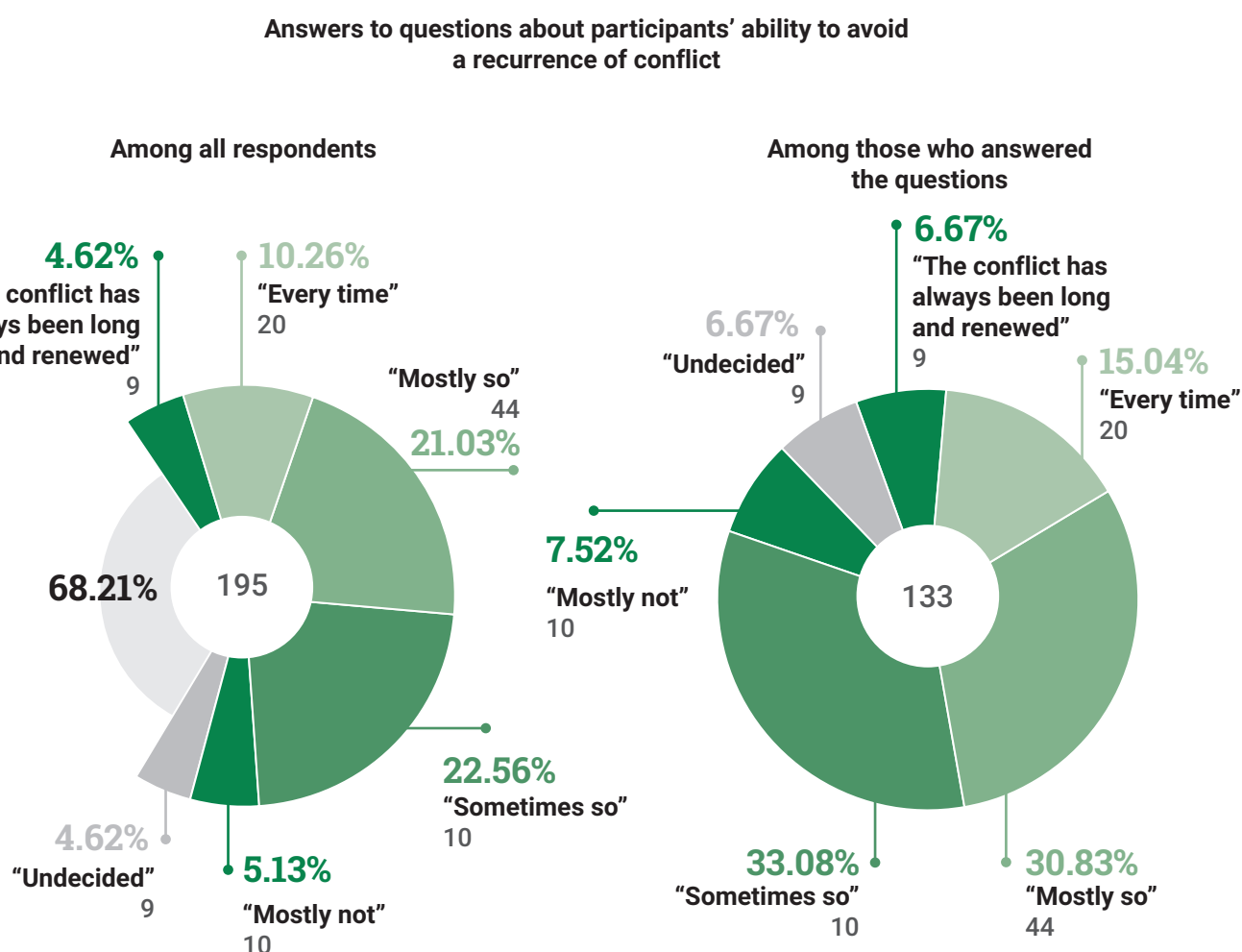
Similar conclusions can be drawn from the data on the duration of conflicts (the ability of participants to quickly exhaust the causes of conflict and resume full-fledged interaction in the group – Fig. 2.3).

Only 15% of those respondents who were directly involved in school conflicts (10.3% of all respondents) said that conflicts always stopped quickly and did not continue.

And about 14% of conflict participants said that, for the most part, conflicts did not end quickly or always lasted a long time and resumed on the same occasion.

The significant share of this group of respondents also confirms the need for corrective action and dissemination of practices and principles of non-violent conflict resolution in school.

**Fig. 2.3** Characteristics of the intensity (destructive one to the social cohesion of the school community force) of conflicts according to the answers of the respondents



### 3. Research of dependence of frequency and severity (signs of destructive force and possibilities of the termination of conflicts in the children's environment) on a family condition of respondents

To study the influence of the family status of respondents on the characteristics of conflict behavior, two groups were formed: children from nuclear and children from single-parent families. In terms of age and other socio-demographic characteristics, both groups have similar averages and median indicators. For example, the average age of respondents from single-parent families is 13.47 years, and from nuclear families — 13.37 years. This suggests that the differences in the studied characteristics of conflict in these groups are due to the feature selected for grouping, rather than side features inherent in groups (the phenomenon of multicollinearity is absent for the model of communication between grouping, other characteristics of respondents in selected groups and conflict characteristics).

#### **The first hypothesis**

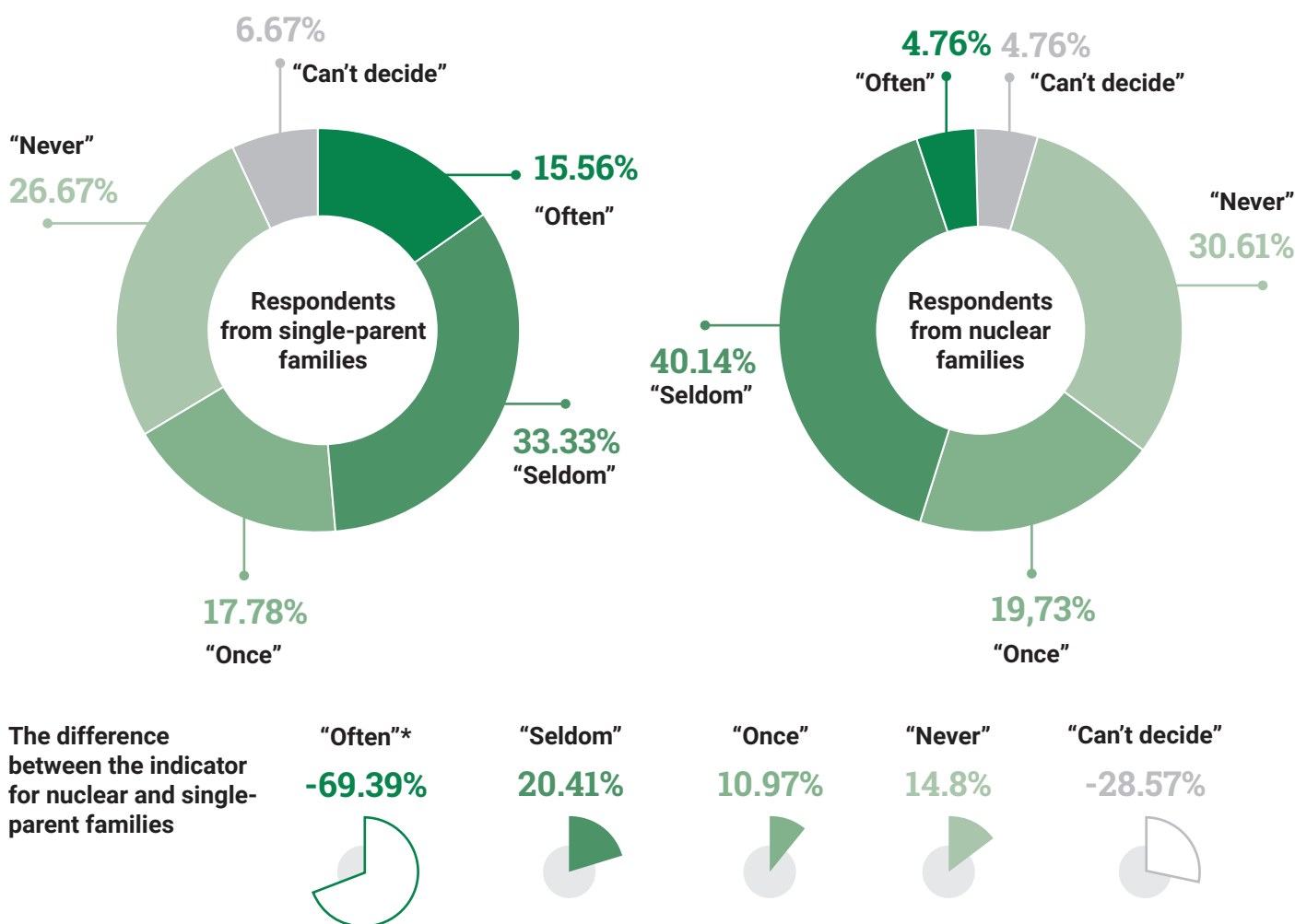
The first hypothesis, which is tested by the survey results, can be formulated as follows. Incomplete/single-parent family is a sign of greater frequency and destructive (relative to the sense of social cohesion in the children's community) force of conflict.

An empirical feature of the hypothesis is the statistically significant differences in the frequency of answers "often" and "never" by groups of respondents belonging to nuclear and single-parent families. Two formal conditions are considered to confirm the hypothesis of a direct connection between belonging to a single-parent family and a relatively higher frequency of conflict in the school environment. The first condition: in a group of respondents from single-parent families to the question "How often have you been in conflict situations during the last two years at school?" the answer "often" has a statistically higher share than in the group of respondents from nuclear families. The second one: the answer to the above question "never" in the group of respondents from single-parent families has a statistically significantly lower share than in the group of respondents from nuclear families.

The distribution of answers to the above question in the two groups of respondents is shown in Fig. 3.1.



**Fig. 3.1** Distribution of responses of respondents from nuclear and single-parent families regarding the frequency of conflict situations at school



\* Statistical significance of differences: significant by  $p = 10\%$

Of the above two signs of the hypothesis of belonging to a single-parent family as a factor of higher (compared to children from single-parent families) frequency of conflict in the school environment is performed only if  $p = 10\%$  (probability of error on the significance of differences is not higher than 10%), which indicates the lack of reliability of statistical confirmation of the original hypothesis (the required probability of error should not exceed 5%). However, the significant difference in the share of "frequent" answers among the two groups of respondents (this answer is almost 70% more common among respondents from single-parent families than among children from nuclear families) allows us to clarify the initial hypothesis: "Belonging to a single-parent family is not in itself a sufficient precondition for a higher frequency of a child getting into conflict situations at school; however, it is likely that among children from single-parent families more than among members of complete families, an additional feature is common, which leads to a significant increase in the frequency of conflict situations for such children". Accordingly, the identification (specification) of such an additional feature, common among children from single-parent families and associated with an increased likelihood (frequency) of conflict in school should be the subject of further study on

the causes of conflict and factors of maintaining social cohesion in the school environment.

### Reference conclusion on the first working hypothesis of the study is:

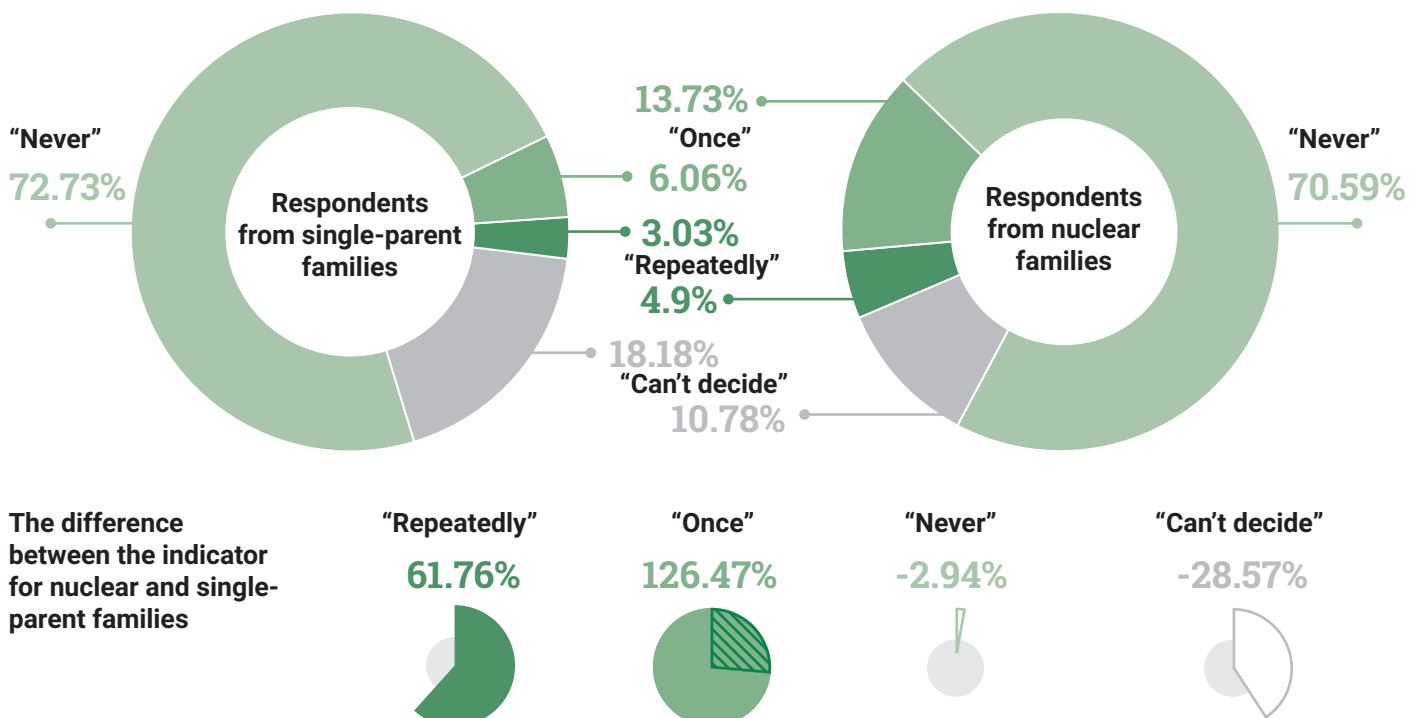
Belonging to a single-parent family is not in itself a sufficient condition for a higher frequency of a child in conflict situations at school, but indicates a higher vulnerability of the child to additional adverse factors for integration into the school environment, which may be the subject of further research.

### The second hypothesis

The second hypothesis, which is tested according to the survey, is that children from single-parent families have an average higher intensity (destructive force for social cohesion in the school environment) of conflict situations, compared to children from nuclear families. Two conditions are defined as a sign of the confirmation of this hypothesis. The first condition: among respondents from single-parent families to the question "Were conflict situations accompanied by the use of physical violence?" the answer "never" is significantly (more than twice) less common than among children from nuclear families. The second one: among respondents from single-parent families to the question "Were conflict situations accompanied by the use of physical violence?" the total percentage of answers "once", "seldom" and "often" is statistically significantly higher than the similar total percentage among respondents from nuclear families.

The distribution of respondents' answers is shown in Fig. 3.2.

**Fig. 3.2** Distribution of answers of respondents from nuclear and single-parent families regarding the intensity (destructive force) of conflict situations at school (on the basis of the use of physical violence in conflict)



The distribution shown in the table shows that there is no direct link between belonging to a single-parent family and the intensity (destructive force for the social cohesion of the community) of conflict situations. After all, the percentage of those involved in conflicts using physical force among children from single-parent families is even lower than among children from nuclear families: the “once” answer among children from single-parent families is more than twice as rare as among children from nuclear families.

**Accordingly, the basic conclusion about the second working hypothesis is:**

Belonging to a single-parent family cannot be considered a factor associated with a higher intensity (destructive force for the social cohesion of the school community) of conflicts that arise in the school environment.

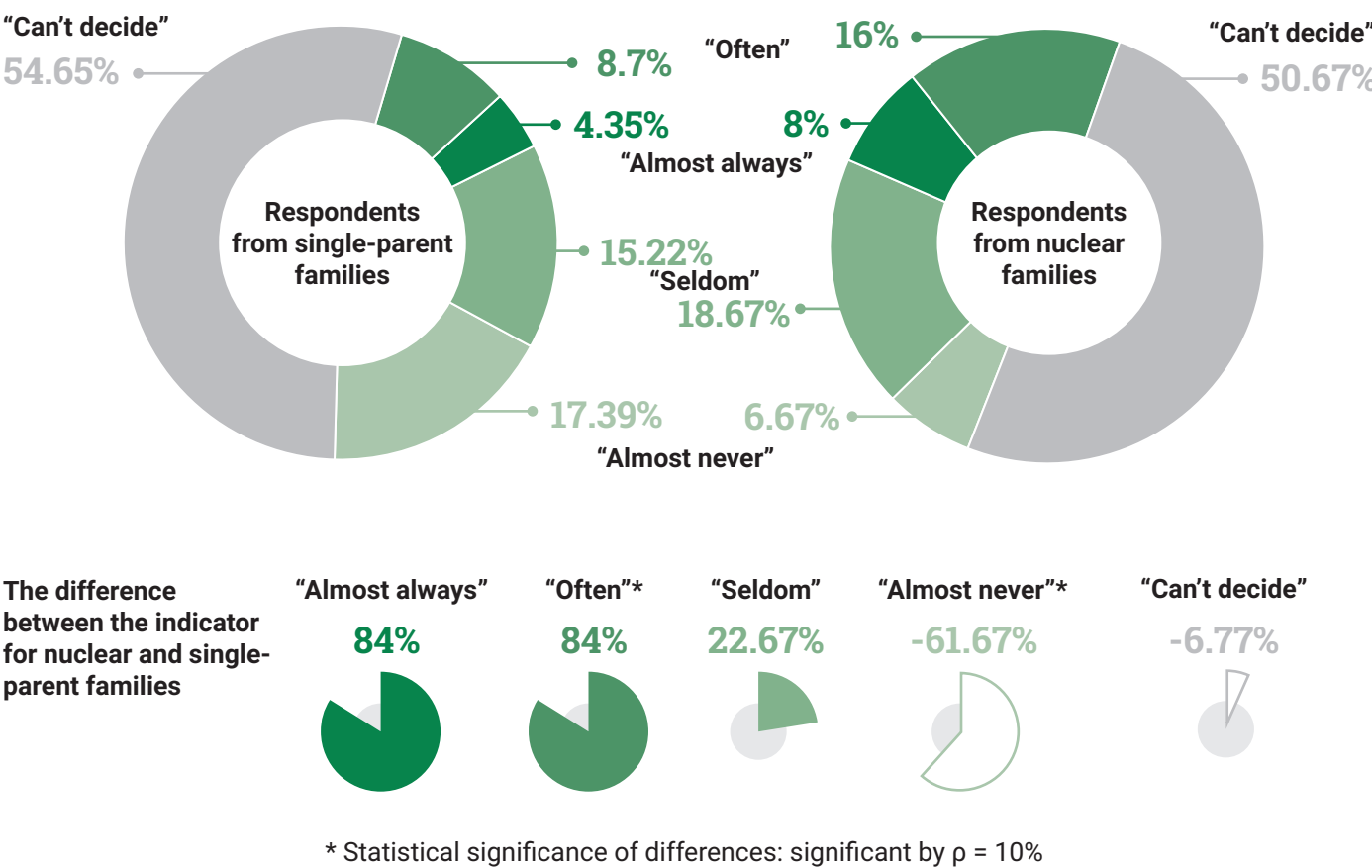
### **The third hypothesis**

The third working hypothesis, which is tested according to the survey, is that children from single-parent families have on average a higher frequency of conflict resolution than children from nuclear families due to asymmetric concessions of the sides: when instead of finding a compromise together, only one side gives way. However, this hypothesis is not related to the hypotheses either about the greater propensity of such children to achieve their goals in conflict situations, or about the greater tendency to give up their interests. We study only the prevalence of compromise (by concessions of both sides) and unilateral (by concessions of only one side) resolution of the conflict. In this case, we consider the growing prevalence of the first option for resolving conflict situations (mutual concessions) to be a positive trend, which indicates the spread of constructive and compromise conflict resolution practices. Conversely, the proliferation of the second option (resolution through the concessions of only one side) is interpreted as evidence of the proliferation of unconstructive and forceful practices of conflict resolution. An important starting point of the study is the thesis about the importance of even distribution of “force of influence” within the school community and counteracting the formation and concentration of “centers of power” in the school environment.

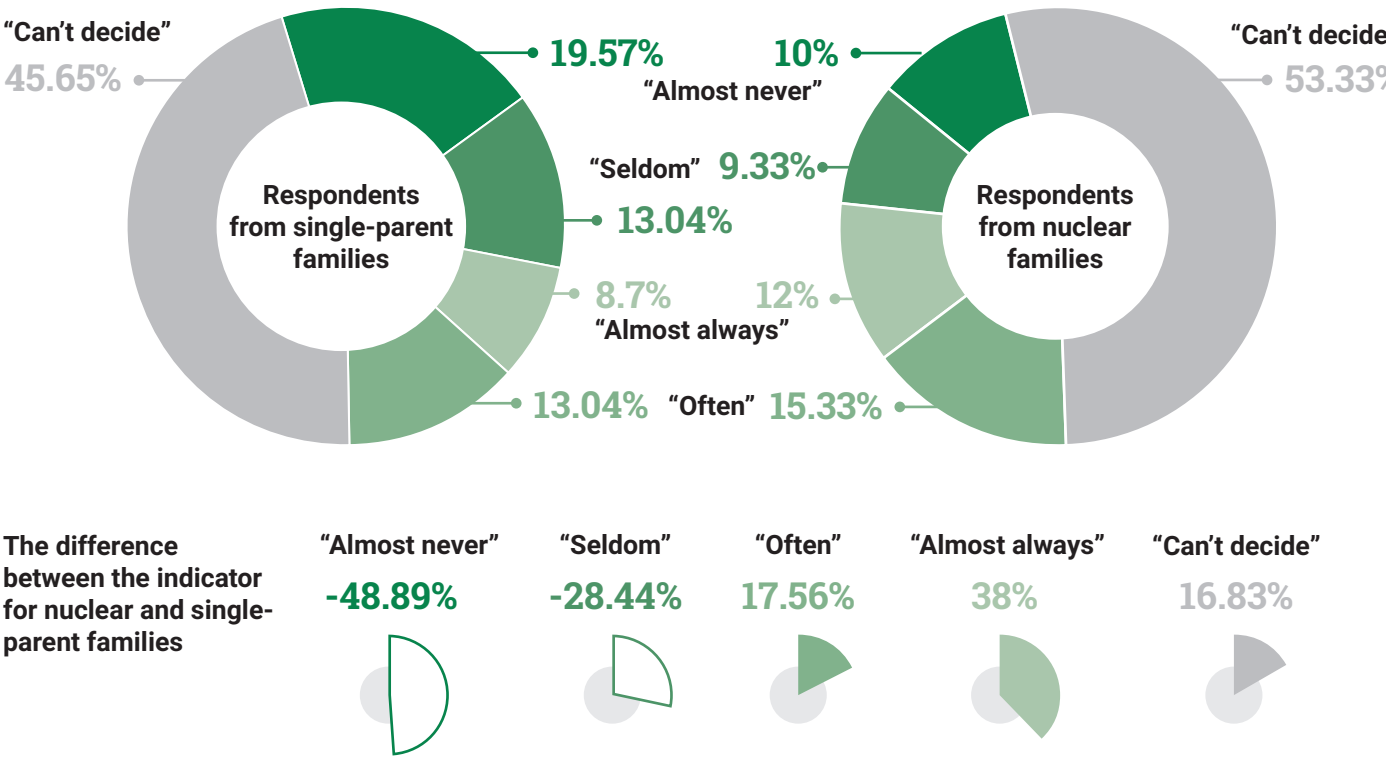
Two conditions will be the signs of empirical confirmation of this hypothesis. The first condition: among children from single-parent families to the question “What, in your experience, put an end to the conflict?” the answer “compromise and concessions of both sides” is less common than among children from nuclear families. The second one: the answer “compromise and concessions of both sides” to the above question among children from single-parent families is less common than among children from nuclear families.

Data on the distribution of responses of respondents from both groups (children from single-parent families and nuclear families) to the question “What, in your experience, put an end to the conflict?” shown in Fig. 3.3 and 3.4.

**Fig. 3.3** Distribution of respondents' answers on the prevalence of uncompromising conflict resolution at school (resolution through concessions of one of the sides)



**Fig. 3.4** Distribution of respondents' answers on the prevalence of compromise conflict resolution at school (resolution through concessions of both sides)



The results of the survey, shown in the figures, show weak signs of greater prevalence of uncompromising (forceful) ways of resolving conflicts among respondents from complete families (the answer “often” regarding the prevalence of resolution through concessions of one of the sides was 16.0% of respondents from nuclear families and only 8.7% – from single-parent families). Even more convincing is almost three times bigger prevalence of the “never” answer to the question of uncompromising ways of resolving conflicts among respondents from single-parent families than among respondents from nuclear families (17.39% vs. 6.67%).

Regarding the prevalence of compromise conflict resolution, there were no statistically significant differences in the prevalence of different responses among respondents from nuclear and single-parent families (Fig. 3.4).

Accordingly, **the basic conclusion about the third working hypothesis of the study is:**

Belonging to a single-parent family can be interpreted as a sign that is directly related to the reduction of the prevalence of uncompromising (forceful) conflict resolution practices and does not affect the prevalence of compromise conflict resolution practices in the school environment. Accordingly, the problem of single-parent families cannot be interpreted as a reason for the spread of uncompromising conflict resolution practices in the school environment, but there is no evidence that children from such families are more prone to compromise constructive conflict resolution practices.

#### **The forth hypothesis**

The fourth working hypothesis, which is being tested according to the survey, is that children from single-parent families are, on average, more dependent on adult intervention in a conflict situation to complete it. Empirical features of the hypothesis are two conditions. The first condition: among children from single-parent families, the response to ending the conflict through the intervention of other children is less common than among children from nuclear families. The second one: the response to ending a conflict situation through adult intervention is more common among children from single-parent families than among children from nuclear families.

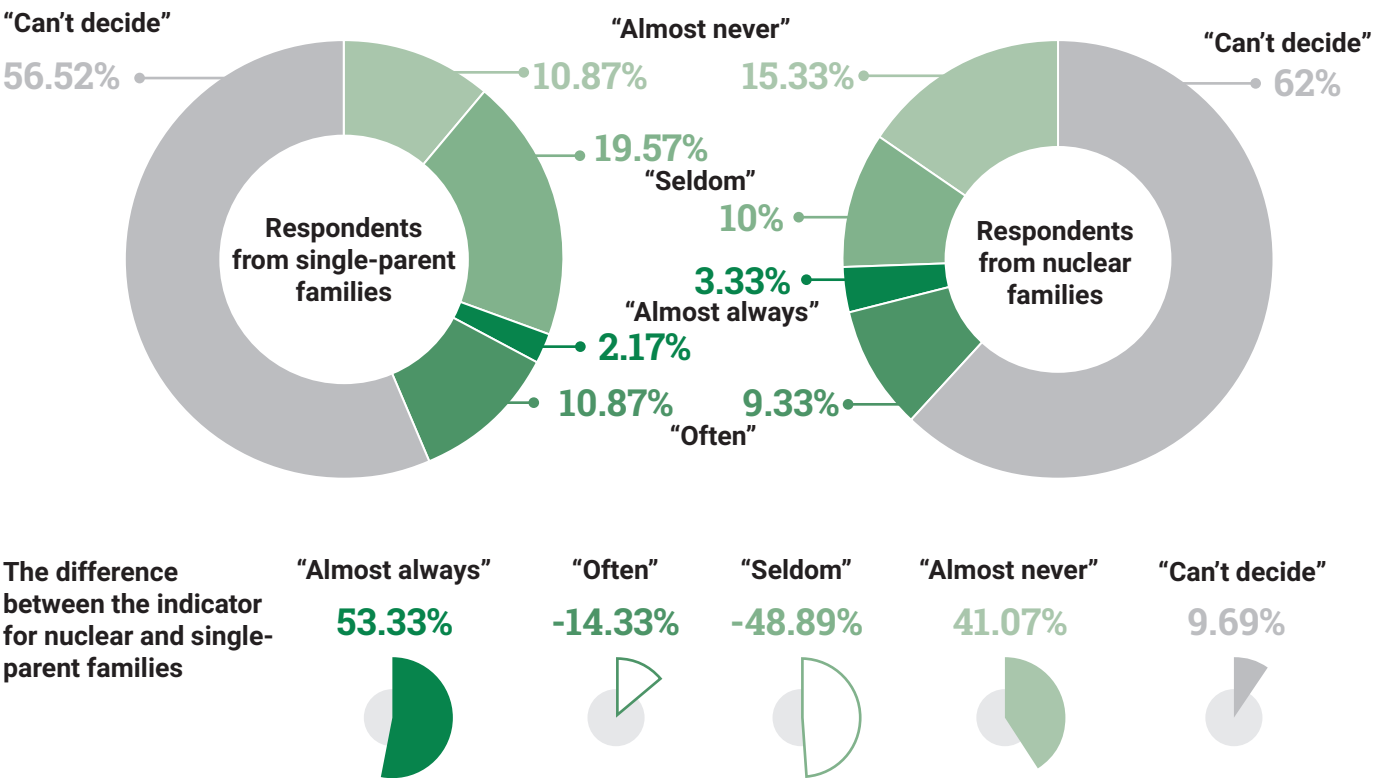
The distribution of respondents’ answers to questions about the prevalence of conflict resolution with the help of other students is shown in Fig. 3.5, and regarding the prevalence of cases of conflict termination due to adult intervention – in Fig. 3.6.

The distribution in the figures did not confirm the greater dependence of the ability to end the conflict on the participation of other students for children from single-parent families.

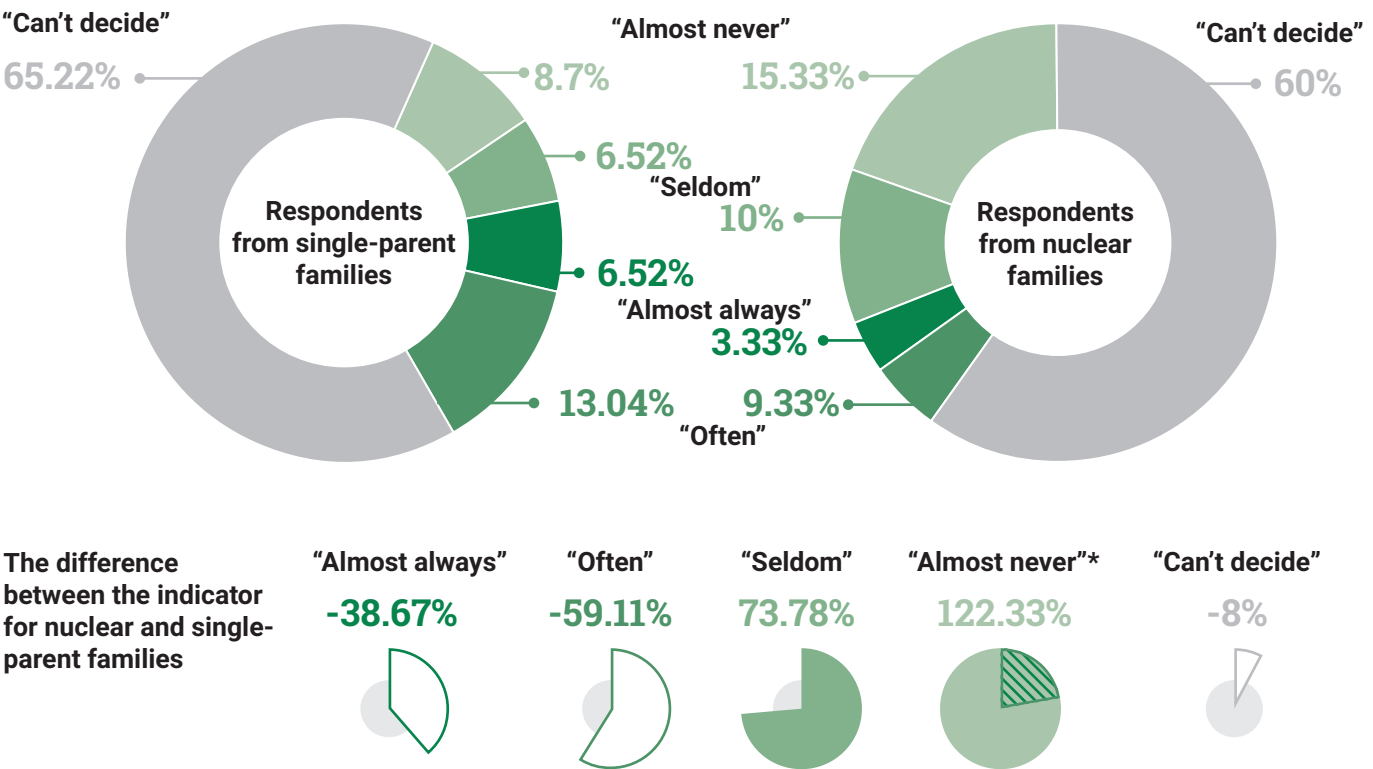
In terms of the prevalence of conflict resolution through adult intervention, the group of children from single-parent families is more dependent on adult intervention than children from nuclear families. Thus, the completion of conflict situations due to adult intervention was characterized as a “frequent” case by 13.04% of children from single-parent families against 5.33% of children from nuclear families. The minimum prevalence of this method of ending the conflict (the answer is “almost never”) was indicated



**Fig. 3.5** Distribution of respondents' answers on the prevalence of conflict resolution at school due to the intervention of other children



**Fig. 3.6** Distribution of respondents' answers on the prevalence of conflict resolution at school due to adult intervention



\* Statistical significance of differences: significant by  $p = 10\%$

by 8.7% of children from single-parent families against 19.3% of children from nuclear families.

Accordingly, there are weak (statistically significant differences with a probability of error of 10%) indications that children from single-parent families are more dependent on adult assistance in resolving conflicts.

In this case, the results obtained may be due to the behavioral and emotional state of children from single-parent families, and greater attention to the circumstances and conditions of communication of these children by adults.

After all, not only a request for help can increase the participation of adults in conflict resolution for children from single-parent families, but also the previous attitude of adults – their desire to pay extra attention to children from single-parent families.

**Reference conclusion for the fourth working hypothesis is:**

There are weak signs of greater dependence of children from single-parent families on the participation of adults to end the conflict, which may indicate both the presence of demand (need) for such children and the giving such children additional attention by teachers at school. However, the latter, despite the positive assessment of the additional attention that adults, in particular teachers, pay to the full inclusion of children from single-parent families, indicates the incompleteness of this process: ideally, additional dependence on adult participation should be replaced by precautionary measures and acquiring skills to resolve conflicts on their own. Clarification of the comparative characteristics of this ability for children from nuclear and single-parent families requires additional research. In particular, the formation of a larger sample with a larger scatter of respondents by age and identifying whether there is a tendency to reduce dependence on adult participation in resolving conflicts with the age of respondents and whether this trend is different for children from nuclear and single-parent families.

## 4. Research of dependence of frequency and weight of signs of destructive force and possibilities of the termination of conflicts in the children's environment on subjective perception by respondents of level of family well-being

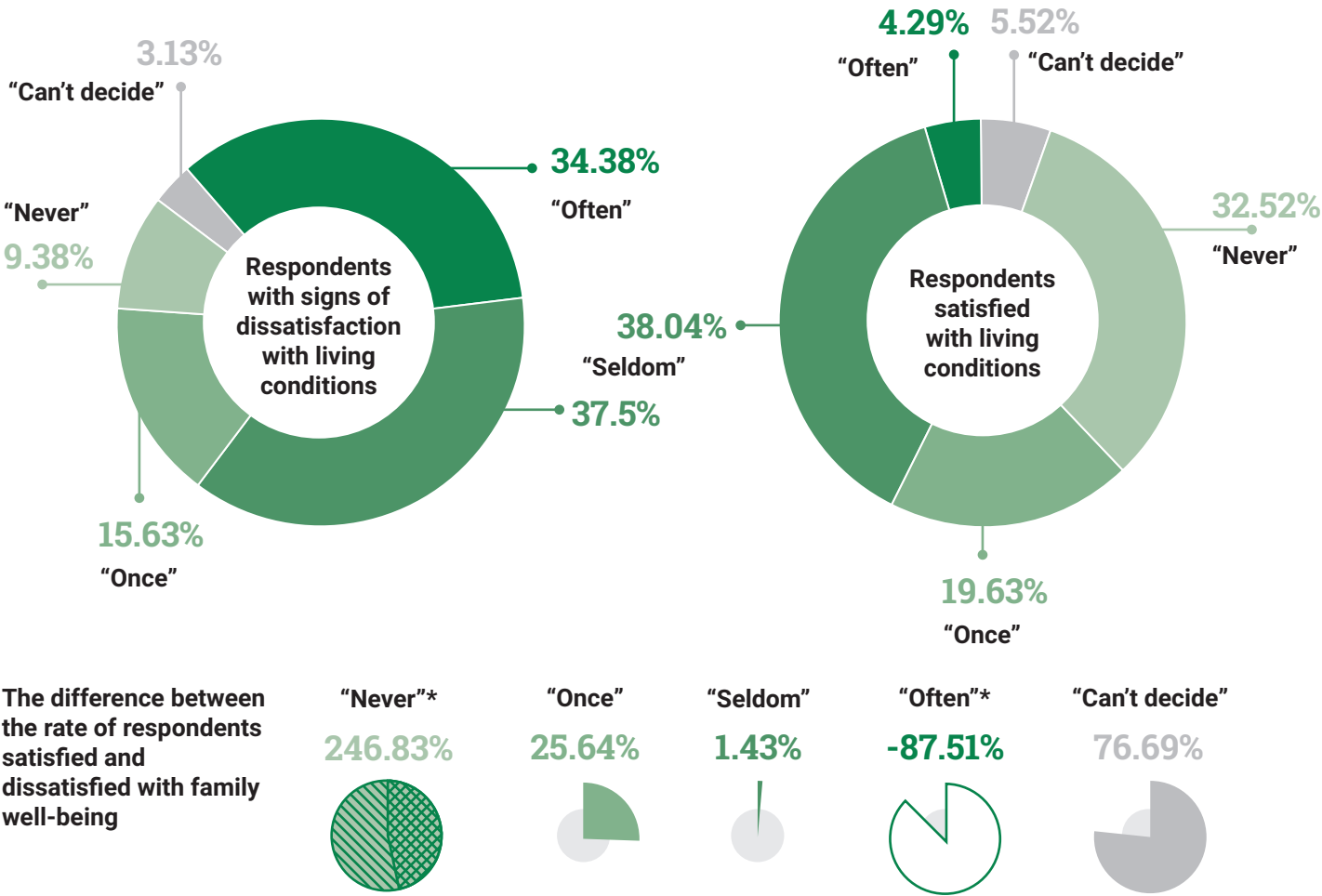
Respondents were divided into two groups. The first group included those whose answers to the questionnaire indicate the presence of factors of dissatisfaction with living conditions for rest and recovery. We consider the answer "it is desirable to improve something" (score of dissatisfaction – 0.5 points), the answer "I am not very satisfied" (score of dissatisfaction – 1 point) and the answer "dissatisfied with the conditions" (score of dissatisfaction – 2 points).

Respondents from the second group assessed the living conditions for rest and recovery as "ideal", "everything you need is available". It also includes those who could not decide on the answer.

Working hypotheses are similar to those tested for children from single-parent families. The first one is about the relationship between the level of dissatisfaction with living conditions at home and the frequency of conflict situations in the school environment. An empirical feature of hypothesis confirmation is the statistically significant differences in the frequency of answers "often" and "never" in groups of respondents who differ in the level of satisfaction with living conditions. Two formal conditions are considered to confirm the hypothesis of a direct connection between dissatisfaction with living conditions and the relatively higher frequency of a child getting into conflict situations in the school environment. The first condition: in the group of respondents with signs of dissatisfaction with living conditions to the question "How often have you been in conflict situations during the last two years at school?" the answer "often" has a statistically higher share than in the group of respondents without signs of dissatisfaction with living conditions. The second one: the answer to the above question "never" for a group of respondents with signs of dissatisfaction with living conditions has a lower share than for a group of respondents without signs of such dissatisfaction.

Data on the distribution of responses of representatives of both groups on the frequency of conflict situations are shown in Fig. 4.1.

**Fig. 4.1** Distribution of responses of respondents from both groups regarding the frequency of conflict situations at school



\* Statistical significance of differences: significant by  $p = 1\%$

These data indicate clear signs that dissatisfaction with home living conditions is an important factor in increasing the frequency of conflict situations at school. According to respondents dissatisfied with their living conditions, the answer “never” to the question about the frequency of getting into the conflict is only 9.4%, compared to 32.5% of such answers among respondents satisfied with home living conditions. The answer that “often” got into conflict situations in the group of dissatisfied with living conditions, gave 34.4% of respondents, and in the group of satisfied with living conditions – only 4.3%.

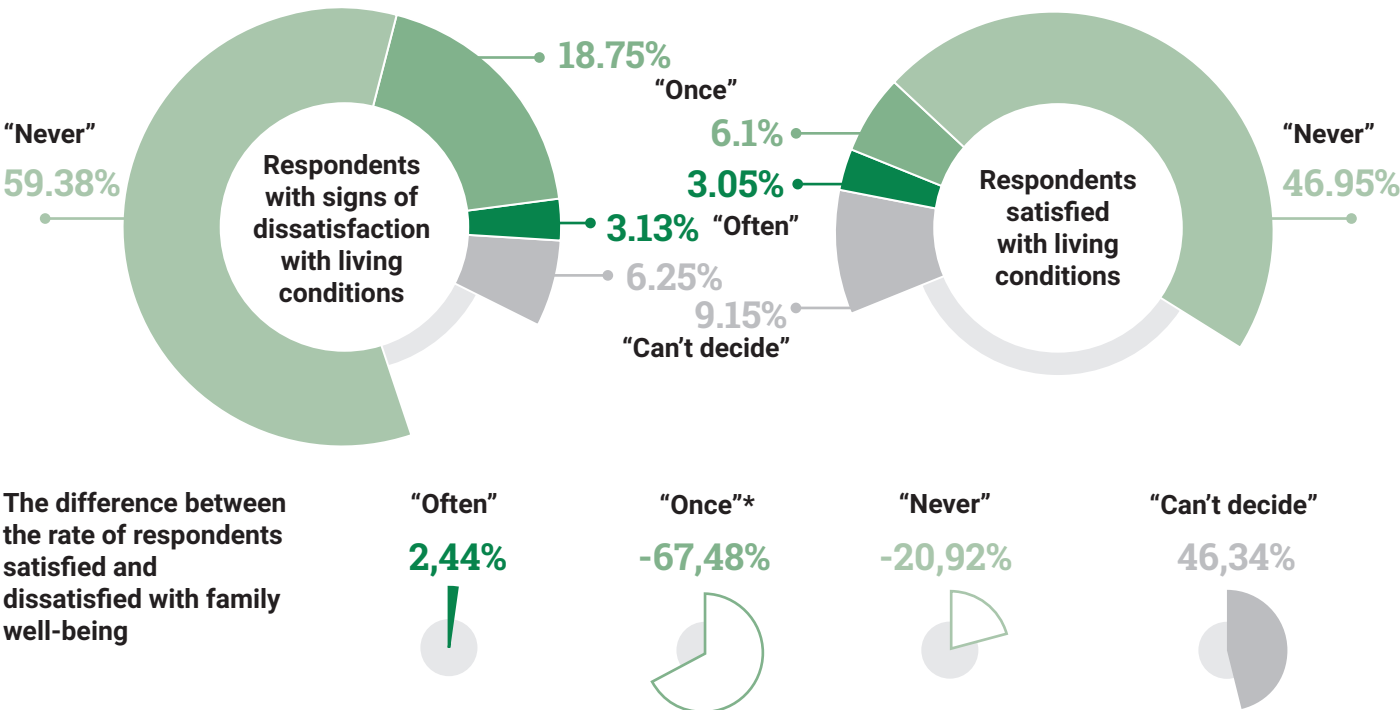
Accordingly, **the basic conclusion:** subjective dissatisfaction with living conditions (which can not be directly related to the objective characteristics of material well-being – it is only a “stress” arising from the discrepancy between desirable and available) is a significant factor in increasing prevalence of (frequency) conflict situations in the school environment.

### The second hypothesis

The second working hypothesis is that children who are dissatisfied with their living conditions will have a greater intensity of conflict situations (their destructive force for the social cohesion of the school community). Signs of empirical confirmation of this hypothesis are two conditions. The first condition: among respondents with signs of dissatisfaction with living conditions, to the question “Were conflict situations accompanied by the use of physical violence?” the answer “never” should be significantly less common than among children who are satisfied with their home living conditions. The second one: among respondents dissatisfied with their living conditions, when asked “Were conflict situations accompanied by the use of physical violence?” the total percentage of answers “once”, “occasionally” and “often” should be significantly higher than the similar total percentage for respondents who are satisfied with their living conditions.

The distribution of responses of respondents from both groups to questions about the frequency of physical violence in the conflict is shown in Fig. 4.2.

**Fig. 4.2** Distribution of responses of respondents from both groups regarding the frequency of physical violence in the conflict process



\* Statistical significance of differences: significant by p = 1%

The data in the table show that in terms of the intensity of the destructive force in relation to social cohesion in the school community, respondents' dissatisfaction with their home living conditions is not a significant factor. It should be noted that this question was answered only by those respondents who did not answer “never” to the question of whether there were conflicts with them at school. Accordingly, 12.5% of respondents dissatisfied with their living conditions and 34.8% of respondents who expressed satisfaction with material well-being in their home were not invited to answer because they did not have the necessary experience.



If we take them into account among those who stated that they have never encountered the use of physical violence in school conflicts, we get an indicator according to which about 72% of dissatisfied and 83% of satisfied people have never encountered physical violence at school. Accordingly, **the basic conclusion about the second working hypothesis:** the level of satisfaction (dissatisfaction) with material well-being at home is not a significant factor in the prevalence of physical violence as a component of behavior in a conflict situation. It is likely that the boundaries and norms of behavior external to respondents, the system of sanctions and incentives that counteract the use of physical violence, are strong enough in the surveyed schools to ensure a high level of standardization of behavior and compensate for differences in students' personal moods.

However, the overall level of "protection" from violence of about 80% indicates significant reserves for the growth of social cohesion of the school community through the removal of physical violence from possible practices and behavioral strategies at school. Therefore, improving the skills of non-violent conflict resolution is extremely important for the surveyed schools. After all, about 20% of respondents encountered it in the school environment.

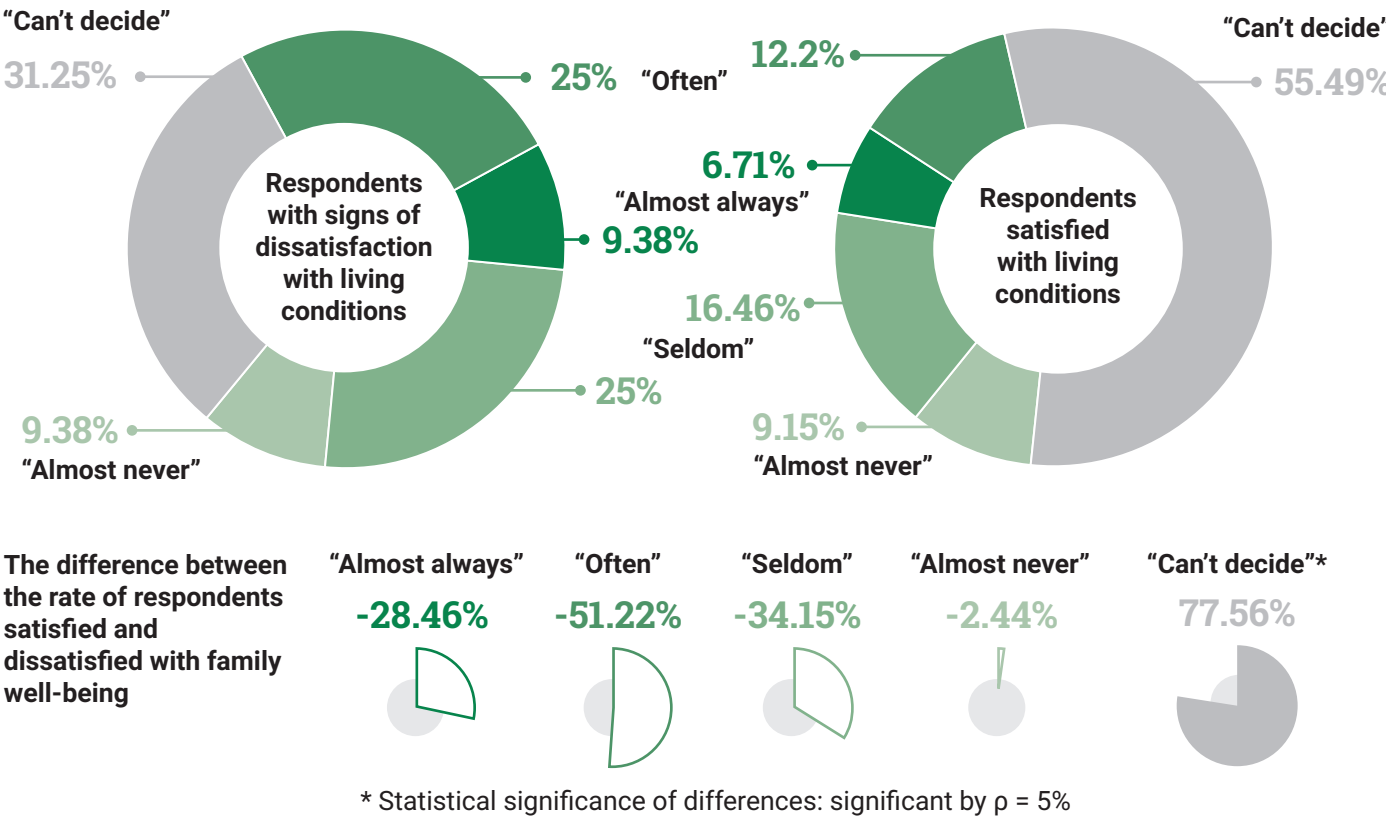
### The third hypothesis

The third working hypothesis is that for children who are dissatisfied with living conditions, the incidence of conflict resolution is on average higher than for children who are satisfied with the material well-being of the family due to asymmetric concessions of the sides: when one side gives in and does not compromise. This hypothesis is also not related to the theses about the greater propensity of such children to achieve their goals in conflict situations, nor about the greater tendency to give up their interests. Only the prevalence of compromise (by concessions of both sides) and unilateral (by concessions of only one side) ways of resolving the conflict is studied. It will be recalled that we consider the growing prevalence of the first option for resolving conflict situations (mutual concessions) to be a positive trend, which indicates the spread of constructive and compromise conflict resolution practices. Accordingly, the spread of the second option in the environment (resolution by concessions of only one side) is interpreted as evidence of the spread of unconstructive and forceful practices of conflict resolution.

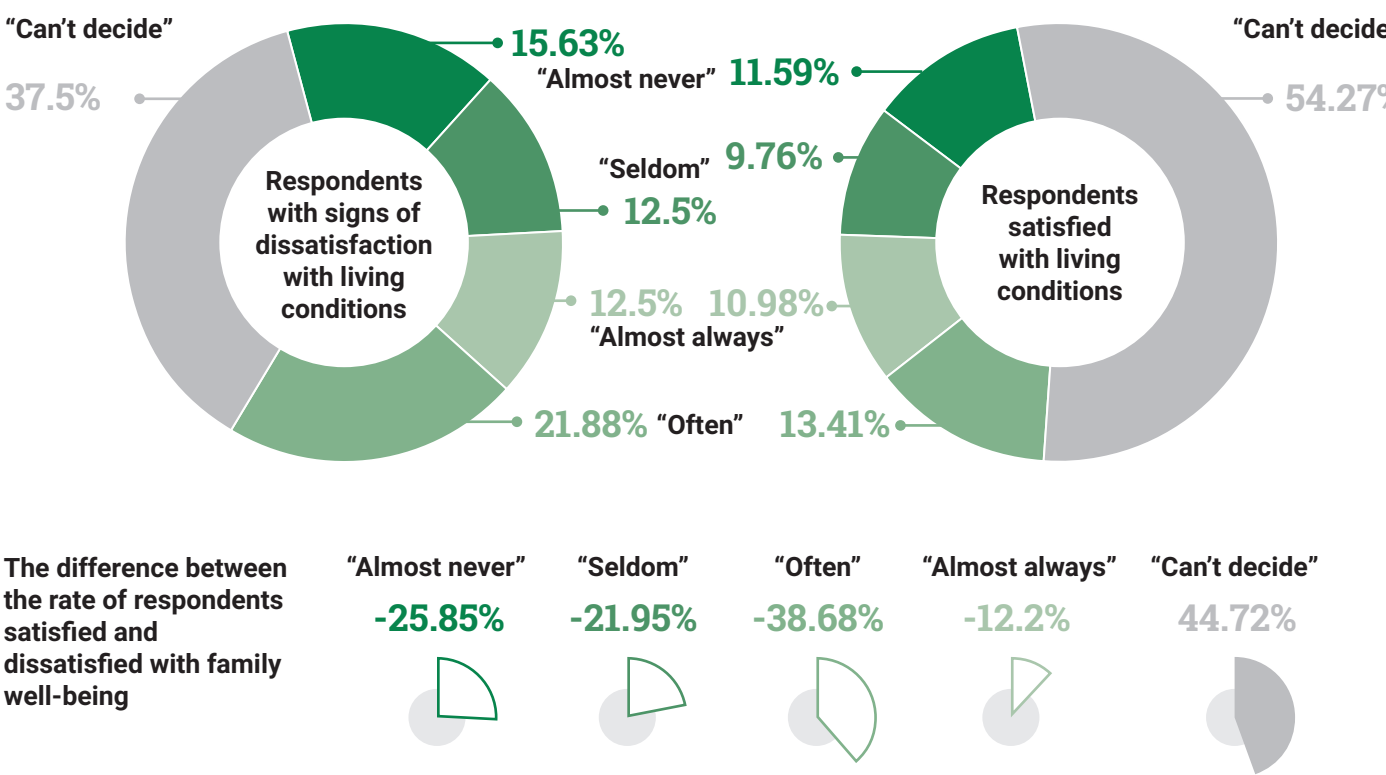
Signs of empirical confirmation of this hypothesis will be two conditions. The first condition: among children who are dissatisfied with the material well-being of the family, to the question "What, in your experience, put an end to the conflict?" the answer "compromise and concessions of both sides" is less common than among children who are satisfied with the well-being of the family. The second condition: the answer "compromise and concessions of both sides" to the above question among children dissatisfied with the well-being of the family is less common than among children satisfied with family well-being.

Data on the distribution of responses of respondents from both groups to the question "What, in your experience, put an end to the conflict?" shown in Fig. 4.3 and 4.4

**Fig. 4.3** Distribution of respondents' answers on the prevalence of uncompromising conflict resolution at school (resolution through concessions of one of the sides)



**Fig. 4.4** Distribution of respondents' answers on the prevalence of compromise resolution of conflict situations at school (resolution through concessions of both sides)



The results of the survey showed that the prevalence of both uncompromising and compromising practices of conflict resolution does not have a pronounced dependence on students' satisfaction with family material well-being.

Importantly, 25% of respondents dissatisfied and 12.2% satisfied with the family's material well-being noted about the prevalence of uncompromising conflict resolution practices ("often" answered to the question of ending the conflict through the concessions of only one side). In addition, the rarity of compromise practices (the sum of the number of those who answered "almost never" and "seldom" when asked about cases of conflict resolution due to the concessions of both sides) indicated by 28.1% of students dissatisfied with material well-being in the family, and 21.3% of respondents who showed no signs of dissatisfaction. In fact, this is a sign that about 20% of respondents potentially need help in spreading compromise and non-violent methods of conflict resolution.

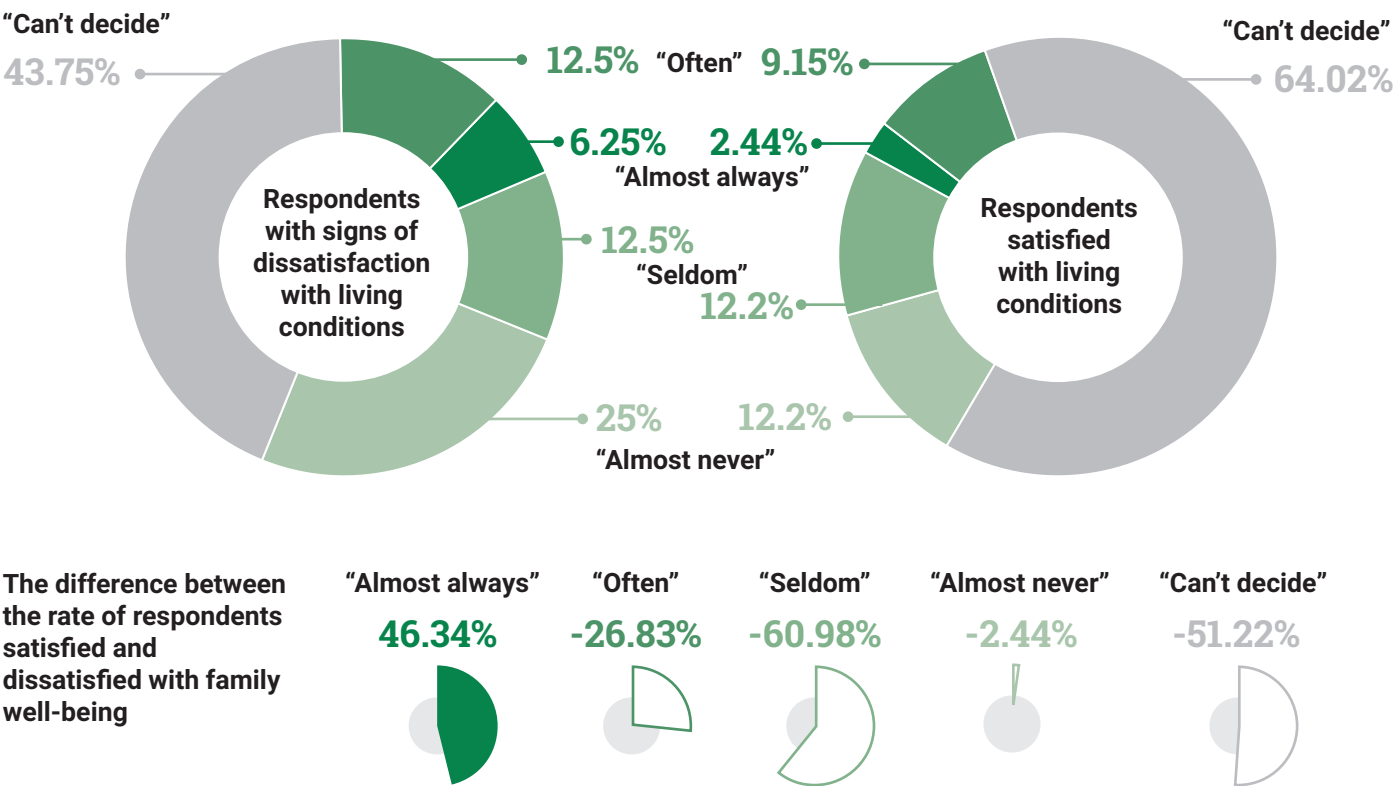
### **The forth hypothesis**

The fourth working hypothesis regarding the influence of subjective perception of the level of material well-being of the family on the characteristics of conflict behavior is that children dissatisfied with the level of material well-being of the family are on average more dependent on adult intervention to complete the conflict. Empirical features of the hypothesis are two conditions. The first condition: among children who are dissatisfied with the material well-being of the family, the response to ending the conflict due to the intervention of other children is less common than among children who did not show signs of dissatisfaction. Second, the response to the end of a conflict situation due to the intervention of adults is more common among children who are dissatisfied with the level of family material well-being than among children from the second group.

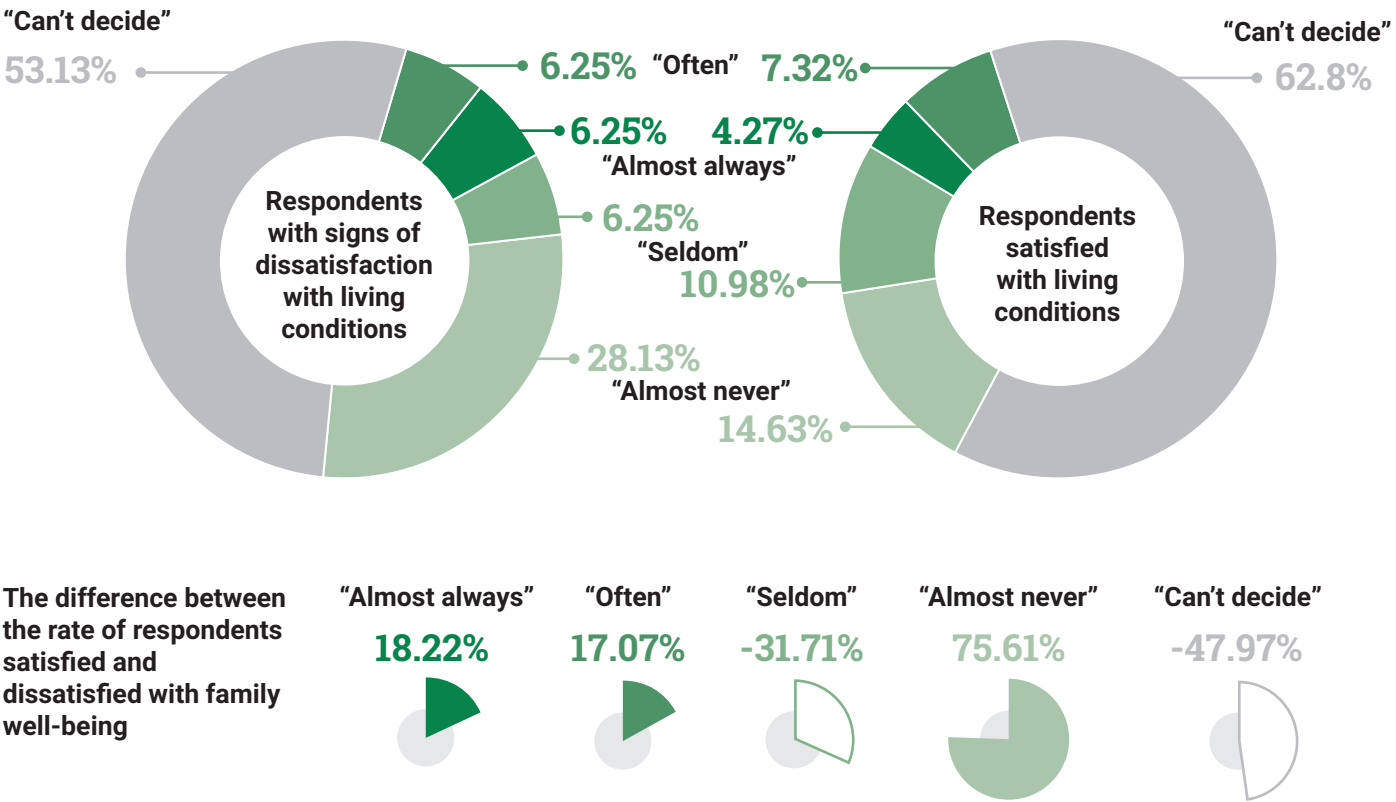
The distribution of respondents' answers to questions about the prevalence of conflict resolution with the help of other students is shown in Fig. 4.5, and regarding the prevalence of cases of conflict termination due to adult intervention — in Fig. 4.6.

From the figures 4.5 and 4.6, in general, low dependence of students on external intervention in conflict resolution is shown. The total share of respondents from both groups who answered "almost never" and "seldom" to questions about the participation of other students in ending the conflict is almost 62%. Similar answers regarding the participation of adults were given for both groups of respondents together by almost 60%. Thus, the prevalence of self-termination of the conflict, without the participation (without decisive participation) of third parties prevails. It also shows the high potential for improving the cohesion characteristics of school communitys through the mastery of techniques for preventing and resolving conflict situations by students and teachers who act as witnesses rather than direct participants in the conflict.

**Fig. 4.5** Distribution of respondents' answers on the prevalence of conflict resolution at school due to the intervention of other children



**Fig. 4.6** Distribution of respondents' responses on the prevalence of conflict resolution at school due to adult intervention



**The main conclusion of the fourth hypothesis:** for both groups of respondents there is a predominance of independent resolution of conflicts by their direct participants. External intervention as a way of resolving conflict occurs in less than a third of cases and is provided by other students about twice as often as adults. At the same time, there are weak (statistically insignificant) signs that respondents who are dissatisfied with the level of material well-being of their family are less dependent on the participation of third parties in conflict resolution: among them the total share of those who indicate rarity ("almost never" and "seldom") of the involvement of third parties in conflict resolution is slightly higher than among students who are satisfied with the material well-being of their family.



# Conclusions and recommendations based on the results of the study

1. The results of the analysis of social, demographic and psychological characteristics of respondents in combination with their answers about the frequency of conflicts in the school environment and the strength of their destructive impact on social cohesion of the school community confirmed the hypothesis of close interrelationship between social, demographic and psychological factors of influence on level of conflict behavior at school.
2. Convincing evidence of the relevance of work on the spread of non-violent methods of conflict resolution at school is that about two thirds of respondents have been in conflict situations at school for the last two years, and about 11% (about a third of those in conflict situations) faced personally the problem of physical violence in conflicts at school.

A group of respondents pointed out that they had repeatedly faced the problem of physical violence at school, also demanded special attention, - the presence of such children indicates the critical need for balanced and provided with the necessary methodological training intervention in the situation.
3. Similar evidence is provided by data on the duration of conflicts and the ability of participants to quickly resume full-fledged interaction in the group.

Only 15% of those respondents who were directly involved in school conflicts (10.3% of all respondents) said that conflicts always stopped quickly and did not continue.

Also, about 14% of the participants in the conflicts stated that for the most part the conflicts did not end quickly or always lasted a long time and resumed on the same occasion.

The significant share of this group of respondents also confirms the need for corrective action and dissemination of practices and principles of non-violent conflict resolution in school.
4. A study of the relationship between belonging to a single-parent family and the frequency and severity of conflicts at school confirmed the following theses:
  - 4.1. Belonging to a single-parent family is not a sufficient precondition for a higher frequency of conflict in school, but it is likely that among children from single-parent families more than among members of nuclear families, an additional feature is common, leading to a significant increase in conflict. situations for such children.

Accordingly, the identification (specification) of such an additional feature, common among children from single-parent families and associated with an increased likelihood (frequency) of conflict in school, should be the subject of further research on the causes of conflict and social cohesion in the school environment.

**4.2.** Belonging to a single-parent family cannot be considered a factor associated with a higher intensity (destructive force for the social cohesion of the school community) of conflicts that arise in the school environment.

**4.3.** Belonging to a single-parent family can be interpreted as a sign that is directly related to the reduction of the prevalence of uncompromising (forceful) conflict resolution practices and does not affect the prevalence of compromise conflict resolution practices in the school environment. Accordingly, the problem of single-parent families cannot be interpreted as a reason for the spread of uncompromising conflict resolution practices in the school environment, but there is no evidence that children from such families are more prone to compromise constructive conflict resolution practices.

**4.4.** There are weak signs of greater dependence of children from single-parent families on the participation of adults to end the conflict, which may indicate both the presence of demand (need) for such children and the giving such children additional attention by teachers at school. However, the latter, despite the positive assessment of the additional attention that adults, in particular teachers, pay to the full inclusion of children from single-parent families, indicates the incompleteness of this process: ideally, additional dependence on adult participation should eventually be replaced by conflicts. Clarification of the comparative characteristics of this ability for children from nuclear and single-parent families requires additional research, in particular, the formation of a larger sample with a larger scatter of respondents by age and identifying whether there is a tendency to reduce dependence on adult participation in resolving conflicts with the age of respondents and whether this trend is different for children from complete and single-parent families.

**5.** The study of the relationship between the child's satisfaction with the material well-being of the family and the frequency and severity of conflicts at school confirmed the following theses:

**5.1.** Subjective dissatisfaction with living conditions (which cannot be directly related to the objective characteristics of material well-being - it is only a "stress" arising from the discrepancy between the desirable and available) is an important factor in increasing the prevalence (frequency) of conflict situations in school environment. Accordingly, both the level of material well-being of the family itself (as a social factor) and the attitude to it (emphasis on compliance with certain standards of material well-being - as a psychological factor) significantly affect the ability of school community to meet the challenges of social cohesion and maintain the dominance of non-violent conflict resolution practices..

**5.2.** The level of satisfaction (dissatisfaction) with material well-being at home is not a significant factor in the prevalence of physical violence as a

component of behavior in a conflict situation. It is likely that the boundaries and norms of behavior that are external to respondents, the system of sanctions and incentives that counteract the use of physical violence, are strong enough in the surveyed schools to ensure a high level of standardization of behavior and compensate for differences in students' personal moods.

However, the overall level of "protection" from violence of about 80% indicates significant reserves for the growth of social cohesion of the school community through the removal of physical violence from possible practices and behavioral strategies at school. Therefore, improving the skills of non-violent conflict resolution is extremely important for the surveyed schools. After all, about 20% of respondents encountered it in the school environment.

**5.3.** Prevalence of both uncompromising and compromising conflict resolution practices does not depend on students' satisfaction with family material well-being.

Importantly, the prevalence of uncompromising conflict resolution practices (often answered to the question of ending the conflict through the concessions of only one side) was indicated by 25.0% of respondents dissatisfied with the material well-being of the family and 12.2% satisfied with it. In addition, 28.1% of students dissatisfied with material well-being in the family and 21.3% of those respondents who did not show signs of dissatisfaction indicated the rarity of compromise practices (the sum of the number of those who answered "almost never" and "seldom" when asked about cases of conflict resolution due to concessions from both sides). In fact, this is a sign that about 20% of respondents potentially need help in spreading compromise and non-violent methods of conflict resolution.

**5.4.** There is a predominance of self-resolution of conflicts by their direct participants. External intervention as a way of resolving conflict occurs in less than a third of cases and is provided by other students about twice as often as adults. At the same time, there are weak (statistically insignificant) signs that respondents who are dissatisfied with the level of material well-being of their family are less dependent on the participation of third parties in conflict resolution: among them the total share of those who indicate rarity ("almost never" and "seldom") the participation of third parties in conflict resolution is slightly higher than among students who are satisfied with the material well-being of their family.



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