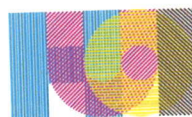


Mediterranean Scientific Conference

**EDUCATIONAL SYSTEMS  
AND SOCIETAL CHANGES:  
CHALLENGES AND  
OPPORTUNITIES**



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University of Rijeka



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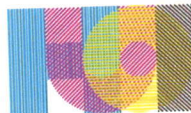
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**MEDITERRANEAN SCIENTIFIC CONFERENCE**

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**Rijeka Croatia**

**6<sup>th</sup> and 7<sup>th</sup> of June 2019**

Faculty of Teacher Education, University of Rijeka  
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Faculty of Education, University of Malta

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In line with that, in this paper we aim to explore some aspects of sustainability citizenship of future teachers as well as their preparedness for implementation of education for sustainability. The study involved 496 student teachers at the University of Rijeka, University of Pula and University of Split and is a part of a larger, mixed-method project "Formal Education in Service of Sustainable Development", a 5 years long research project funded by Croatian Science Foundation, which began in 2018 and will run until 2023.

### **FUTURE TEACHERS' BEHAVIOURAL STYLES IN CONFLICT SITUATIONS AS A PART OF CULTURAL IDENTITY**

*Nikoleta Gutvajn<sup>1</sup>, Nataša Vlah<sup>2</sup>, Azemina Durmić<sup>3</sup>*

<sup>1</sup> *Institute for Educational Research Belgrade, Serbia*

<sup>2</sup> *University of Rijeka, Faculty of Teacher Education, Croatia*

<sup>3</sup> *University of Zenica, Islamic Pedagogical Faculty, Bosnia and Herzegovina*

The interest in studying the cultural identity of future preschool and primary school teachers arises from the need to nurture and educate the new generations of young people in the former Yugoslav republics in line with the values of sustainable peace and constructive handling of conflict situations. The aim of the paper is to establish a manner in which the future preschool and school teachers from Croatia, Serbia and Bosnia and Herzegovina handle conflict situations. The research sample is appropriate and includes university students of all academic levels within the teacher education faculties' courses for preschool and primary school teachers, from the following three countries: Croatia - Rijeka (N=267), Serbia - Belgrade (N=240) and Bosnia and Herzegovina - Zenica (N=199). The research participants filled in a questionnaire in which they provided answers, from never to always on the Likert-type scale, to 32 possible ways of handling one of their recent conflicts with a specific person from their living environment. The four dimensions of behaviour in conflict situations were extracted by

er analysis: Winning, Avoidance, Accommodation and  
eration - Compromise. The results show that, in conflict  
tions, the research participants less frequently resort to  
nstructive behaviours like competing and avoiding and opt  
e frequently for collaborating-compromising behaviours. It is  
established that the older the future preschool and school  
ers are, the more they use the collaborating-compromising and  
ommodating behaviour styles in conflicts, and less the avoiding  
. This can be attributed either to maturation that accompanies  
eriod of late adolescence or to relevant study programmes that  
lop socially competent behaviours in students. In future  
arch a representative sample for the three listed countries  
ld be analysed. It is necessary to perform further analyses and  
arch on the relevance of influence that educational institutions  
on creating a social climate for sustainable peace and  
ructive behaviours in conflicts, which are presumed to be  
ng from differences as natural and common communicative  
tions between individuals and/or social groups.

*work has been supported by University of Rijeka under the project  
per uniri-drustv-18-98 1233"*

*paper is a result of work on the projects "From Encouraging Initiative,  
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stry of Education, Science and Technological Development of the  
blic of Serbia (2011-2019)."*

## JOB S PSYCHO

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