



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 27, 2022**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## The Significance and Impact of the Family Structure on the Proneness to Conflict of Preadolescent Students

Mirsada Džaferović<sup>1</sup>, Jasmin Džaferović<sup>2</sup>, Biljana Stojanović<sup>3</sup>

<sup>1</sup>Preschool Teacher Training College of Applied Studies in Kikinda, Kikinda, Serbia,

<sup>2</sup>Faculty of Medicine in Novi Sad - University of Novi Sad, Novi Sad, Serbia,

<sup>3</sup>University of Kragujevac, Faculty of Pedagogical Sciences in Jagodina, Jagodina, Serbia

[dzaferovic.021@gmail.com](mailto:dzaferovic.021@gmail.com)

**Abstract.** The aim of the paper was to examine the significance and impact of the family structure on the proneness to conflict of preadolescent students. The research involved 400 seventh grade students. At the very beginning of the presentation of the results, the proneness to conflict of preadolescent students was established. By applying the  $\chi^2$  test for one variable, it has been determined that the highest number of students enter into conflicts one or two times per month ( $N = 205$ ). The second place is occupied by a group of students who enter into conflicts one or two times per week ( $N = 91$ ). In the second part of the analysis, the Mann-Whitney test was applied, whereby an independent variable (completeness of the family) was crossed with a dependent variable (related to the frequency of conflicts, ranging from 1—very rarely to 4—daily). A conclusion was reached that a significantly higher number of conflicts ( $Z = -2.18, p < .05$ ) are initiated by children from incomplete families ( $M_{\text{rank}} = 218.51$ ), as compared to children from complete families ( $M_{\text{rank}} = 192.16$ ). In the third part of the paper, Spearman's correlation coefficient – rho ( $r_s$ ) was applied. A multiple regression analysis indicated that the educational level of the parents has a more significant impact on the proneness to conflict of students, i.e. that students who come from families where the parents have completed university education, master's or doctoral studies, more rarely enter into conflicts, in comparison with students who come from families where the parents have completed college, secondary or primary education, namely, that the lower the educational level of the parents (father or mother), the greater the child's proneness to conflicts. In order to examine the correlation between the sociodemographic characteristics of the family (education of the father, education of the mother and completeness of the family) and the child (sex and age), and the frequency of conflicts, a multiple regression analysis was applied. The predictor (independent) variables, presented as the sociodemographic characteristics of the family and the child, in relation to the criterion variable, which represents the frequency of conflicts, indicate the results of this analysis and point to the conclusion that the sociodemographic characteristics of the family and the child are significantly related to the outcomes of the conflicts ( $F(388, 5) = 2.74, p < .05; R = .185$ ).

**Keywords.** conflict, adolescence, preadolescent age, family structure, students

### Introduction

Conflicts and quarrels represent an integral part of all human relationships and in and of themselves are considered neither “good” nor “bad”. According to Webster's Dictionary

(Merriam Webster Online,2018)the word “conflict” originates from the Latin word *conflictus* meaning *to collide*. The most common protagonists of conflicts are persons who are always at the pinnacle of the conflict situation and have a personal inclination towards conflicts, due to the fact that their cultural model – starting point, the capacity for dialogue and discussion, are in essence founded on the occurrence of conflict. Conflicts are necessary for development. They contribute to maturation, to the discovery and building of identity, to the creation of our self-images and of the images of the world that surrounds us. The first conflict situations are experienced by the child precisely in communication with the persons that love him or her the most – the parents: father and mother. Children’s attempts to demonstrate to their parents that they “exist”, that they have their own desires and needs, apart from those that were chosen for them by their parents (in the interest of the child), who “certainly know best what their child needs”, in most cases result in conflict. With starting kindergarten/preschool, and then primary and secondary school, a new phase of life begins for the child, in which he or she acquires conflict experiences and learns from them about his/her own boundaries and abilities (Džaferović, 2013). In the older school age, preadolescents and adolescents often enter into conflict situations with their peers, parents and the wider surroundings. Their emotional immaturity and lack of life experiences represent the main obstacles for successful interpersonal relationships.

American psychologist Hall (1904), defined and described adolescence as an inevitable and special developmental stage in the lives of young people (according to Arnett, 2006). Adolescence occurs as a transitional period, a stage in which periods of “gales and storms” follow one another. It is precisely this developmental stage that directs the development of a young person towards the irreversible transition from childhood into adulthood. Adolescence is considered to be the most significant and one of the “hardest” periods in every individual’s life.

In the 20<sup>th</sup> century, in the field of life and social sciences, a multitude of different theories have been created that sought to explain the various aspects of adolescence: the physical and psychological development, the formation of adolescent peer groups, the increased and frequent conflicts of adolescents with their parents, the formation and development of personal identity, the emotional instability and irritability of adolescents, etc. (Petković, 2014). During adolescence, numerous changes and transformations occur, which are inevitable, as they lead to maturation, to psychological and psychosocial functioning. Biological theories that deal with the issue of adolescence are based on Darwin’s theory of evolution (1859) and Hall’s biogenetic theory of adolescence (1904) and define adolescence as a period and time of accelerated physical and sexual maturation, which has an array of psychological and social consequences (Džaferović, 2018). Freud himself (1923), in his psychoanalytic theory, treats adolescence as a turbulent and dynamic period, directed and guided by unconscious drives which, as such, constitute a dominant part of the adolescent’s personality. Piaget (1978), as a representative of the developmental-cognitive theory, explains that, at the beginning of adolescence, numerous qualitative changes take place in mental activity, i.e. that what unfolds is the transition from concrete to abstract thinking.

Today, we define adolescence (lat. *adolescencia*, to grow towards maturity, to mature, to strengthen, to grow up) as a stage of life that requires a good deal of adjustment both from the child and from the parents (Sujoldžić, Rudan & De Lucia, 2006). For Vujaklija (1997), adolescence is merely a period of youth or youthfulness. Adolescence is a period of development and growth of a person, but also a period of sexual maturation (Džaferović, 2018). Lewin (1939) speaks of adolescents as of persons who are constantly “on the margin”,

and treats adolescence as a period of continuous balancing between the role of a child in relation to the role of an adult. At the threshold of adulthood, with the beginning of adolescence, children go through numerous and comprehensive changes that reflect on the intrapsychic and inter-psychic reality of adolescents, on their behaviours, physical and emotional reactions. Adolescents are aware of the physical changes (which usually do not make them happy), they are of changeable moods and tense, confused or withdrawn. In the period of adolescence, the cycles of physical, intellectual and emotional maturation have not yet been completed. Ćurčić (2005) indicates that adolescence is characterized by numerous re-examinations of the roles and of belonging to various groups, but also by the preparation for the tasks and roles that are characteristic of adulthood. Adolescents themselves notice that they have a tendency to be highly agitated, that they are rebellious and prone to conflicts, which is accompanied by negative feelings towards parents, peers and the wider surroundings. It is precisely these types of relationships and states that make adolescents irritable and ambivalent. Polovina (2000) defines adolescence as a crisis period that manifests itself both on the personal and on the family level. The crisis period develops bi-directionally, in the direction of accepting the said changes on the personal plane, while the second direction refers to how the parents experience the changes in adolescents, as well as the changes in their own positions and roles in their lives (Polovina, 2000). The period of adolescence is not equally difficult for all children. It is precisely this fact that causes the discrepancy between different authors when it comes to determining when the period of adolescence begins and when it ends. During the period of adolescence, boys show more interest in health, safety, money, intimate relationships (sex), while girls become more interested in personal attraction and being liked, life attitudes, mental health and domestic relationships. It often happens that the period of adolescence is identified with the period of puberty, which is certainly inaccurate. The beginning of adolescence is marked by puberty, i.e. by an array of physical and hormonal changes, that end in the adolescents' achievement of sexual maturity and ability to reproduce (Vasta, Haith & Miller, 1997). Puberty is just a part of adolescence and strictly refers to physiological changes (bodily changes and reactions), while adolescence refers to the psychological aspects of puberty and includes a wide area of psychological changes. In the last ten years, there has been a shift in the onset of puberty, and it became clear that girls enter puberty on average when they reach the age of 10-and-a-half, and boys when they reach the age of 12-and-a-half (Sujoldžić, Rudan & Lucia, 2006). The process of adolescence in girls begins about two years earlier than in boys (Vujinović, 2015). By analysing the relevant sources on adolescence, it is possible to determine that there is no general consensus in the classification of the beginning and end of the adolescent period.

Today we speak of a trend to view adolescence from the perspective of the adolescent. The Convention on the Rights of the Child applies to children who are defined as "every human being under 18 years old" (UN General Assembly, 1989; Proteknon, 2017), but adolescence is not clearly defined in this framework, nor has this developmental stage been given necessary attention thus far. The General Comment of the UN Committee on the Rights of the Child No. 20 (CRC GC 20, 2016), on the implementation of the rights of the child during adolescence, recognizes that "adolescence cannot be easily defined and that each individual child reaches maturity at a different age" (CRC GC 20, 2016), and explains that "the implementation of rights should take into account the development of children and their developmental capacities" (CRC GC 20, 2016).

Adolescence, or youth, is a period in which children grow up to become adults which, according to the definition of the World Health Organization, lasts from the age of 10 to the age of 19 (Sedlecki, Marković & Rajin, 2001). Hurlock (Herlok, 1971), defines adolescence as a

developmental period that covers an entire decade, from the ages of 10 to 20, whereby the said interval is divided into three periods:

- preadolescence from the ages of 10 to 12,
- early adolescence from the ages of 13 to 16 and
- late adolescence from the ages of 17 to 20.

Montessori (1994) also recognizes three periods of adolescence, with the first two being key in the development of adolescents:

- a) the period from birth to the age of 7, as the first level of education,
- b) the period immediately preceding adolescence, in the interval from the ages of 7 to 12,
- c) the period of adolescence itself, which is manifested from the ages of 12 to 18.

In 1980, the World Health Organization has shifted the upper boundary of adolescence to 24 years of age. Consequently, a new division of adolescence has been determined, to – early adolescence (from the ages of 10 to 14), mid-adolescence (from the ages of 15 to 19) and late adolescence (from the ages of 20 to 24). From the perspective of developmental psychologists, adolescence represents a period of transformation in which adolescents undergo different phases and changes: biological, psychological and social. According to Erikson (1968) and the Proteknon Group (2017), these changes help adolescents to achieve a positive and coherent personal identity. According to Moore and Rosenthal (1993), the onset of puberty at the biological level indicates the maturation of reproductive organs, a pronounced sexuality and sexual drive, as well as the ability to achieve the parent role, while at the psychological level, adolescents strive and aspire to adopt the roles of adults and in doing so they engage in sexual relationships and reproduction. In an attempt to become independent from their primary families, adolescents choose their role-models among potentially problematic peers (Eisenstadt 1956; Proteknon, 2017; Blos, 1962). Piaget (1964; 1972) emphasizes that the cognitive development of higher mental functions allows adolescents to plan and anticipate the future, as well as to reach moral judgements (Kohlberg, 1984). Since adolescents do not possess quality life experiences, their attempts to independently solve conflicts and problems, reach decisions and moral judgements, usually result in new open conflicts and failures. Adolescents construct their beliefs, attitudes, value orientations and also develop other central parts of their personalities that play a role in determining the manner of their future existence in the world (Vukičević, 2014).

### **Research Methodology**

#### **Problem, Subject, Objective and Tasks of the Research**

The problem of this research can be set forth by asking the following question: What is the extent of the significance and impact of the family structure and the educational level of the parents on the observed conflict behaviours of preadolescent students? The discussion on the proneness to conflict of preadolescent students demands that the significance of various influences on the behaviours of preadolescent students be listed, such as the family, educational institutions, peers, media, sport activities, quality of leisure time, and the like. The subject of this research is an examination of the impact of the family and its structure (complete or incomplete family) and educational level of the parents on the proneness to conflicts of preadolescent students. The objective of the research is to examine the frequency (incidence) of student conflict behaviours depending on the structure of the family from which the students originate (complete or incomplete – single-parent) and the educational level of the parents (parents with primary, secondary, college, university education, master's or doctoral studies).

### Research tasks:

1. Examine the frequency (incidence) of preadolescent student conflicts (in school),
2. Examine the relationship between the completeness of the family (1- raised by both parents; 2- raised by a single parent), i.e. sociodemographic variables and the frequency of conflicts;
3. Examine the connection between and impact of the educational level of the parents (mother or father) on the frequency of student conflicts, i.e. examine whether students who originate from families with a higher level of education (parents with completed university education, master's or doctoral studies), enter into conflicts more rarely than students who originate from families where the parents have completed college, secondary or primary education.

### Hypotheses

The overall analysis of this paper was oriented towards creating a snapshot of a cross-section of the situation in the process of conflict situations of preadolescent students. In accordance with this, the following hypotheses have been derived from the research objective:

H1 The assumption is that the highest number of students engage in different types of conflicts regularly and on a daily basis, and that the number of students who rarely (once or twice a month) or never enter into conflicts and conflict situations (i.e. who have no conflict experiences) is the lowest.

H2 The assumption is that the structure of the family in which the child was raised (1- raised by both parents/complete family; 2- raised by a single parent/incomplete family), has a significant effect on the frequency (incidence) of entering into conflicts when it comes to preadolescent students, i.e. that children who come from complete families (raised by both parents – parents are married), enter into conflicts considerably less than children who come from incomplete families (raised by and living only with their mother or father (parents are divorced); grandmother/grandfather (without parental care); in a home (without both parents)).

H3 The assumption is that the educational level of the parents significantly affects the frequency (incidence) of student conflicts, i.e. that students who originate from families with a higher level of education (parents have completed university education, master's or doctoral studies) enter into conflicts more rarely than students who come from families where the parents have completed only college, secondary or primary education.

### Research Sample

The research was carried out in four primary schools on the territory of Novi Sad. The research sample was suitable and consisted of 400 seventh grade students, of which 210 were boys and 190 were girls. The age difference between students (2003 and 2004 as the years of birth) occurred due to early enrolment of students in the first grade (Table1).

Table number 1 –Description of the research sample

Variable	Category	F	%
Sex	Boy	210	52.50
	Girl	190	47.50
Age	13 years	63	15.75
	14 years	337	84.25

Raised	By both parents	296	74.00
	By a single parent	101	25.25
	Missing	3	0.75
Education of the father	Primary school	10	2.50
	Secondary education	107	26.75
	College education	78	19.50
	University education	173	43.25
	Master's degree	32	8.00
Education of the mother	Primary school	3	0.75
	Secondary education	124	31.00
	College education	56	14.00
	University education	167	41.75
	Master's degree	50	12.50

F – frequency; % - percentage.

### Results

In order to provide a response to the *first hypothesis* a  $\chi^2$  test for one variable was applied, carried out in order to verify whether there are statistically significant differences in the proportions of individual response categories. The differences in the proportions of individual response categories are statistically significant ( $\chi^2 (5) = 407.90, p < .001$ ). There is no doubt that the highest number of students enters into conflicts once or twice within a month (N = 205), followed by once or twice a week (N = 91) (Table2). Similar results are demonstrated by a study conducted by Raffaelli (1997), on determining the frequency of conflicts between peers in early adolescence. The study confirms that the average frequency of conflicts is based on one occurrence during the week (according to Noakes & Rinaldi, 2006).

Table2 –Frequency of conflicts between preadolescent students

Category of frequency	Observed N	Expected N	Residual
Daily (at least once)	34	66,7	-32,7
Daily (several times a day)	25	66,7	-41,7
Once-twice during the week	91	66,7	24,3
Once-twice during the month	205	66,7	138,3
This never happens to me	42	66,7	-24,7

Something else	3	66,7	-63,7
Total	400		

The results are presented in Figure 1. According to the above, the first hypothesis has been confirmed.

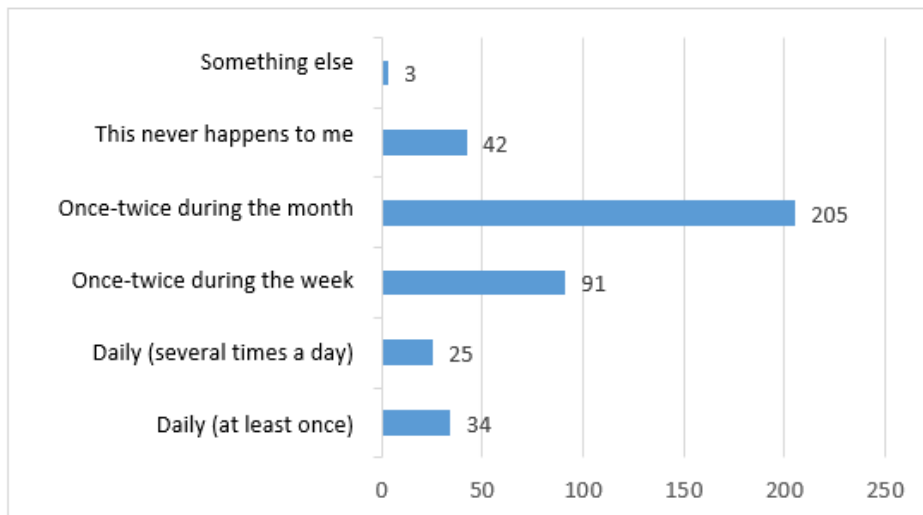


Figure 1 –Frequency of conflicts

In order to examine the *second hypothesis* and determine the differences in the frequency (incidence) of conflicts between students who were raised in complete and incomplete families, the Mann-Whitney test was applied. The variables were defined as follows:

- family completeness as the independent variable (complete; incomplete),
- frequency of conflicts as the dependent variable (1 – very rarely to 4 – daily).

Results point to the conclusion that a significantly higher number of conflicts ( $Z = -2.18$ ,  $p < .05$ ) is initiated by students who come from incomplete families ( $M_{\text{rank}} = 218.51$ ), compared to students from complete families ( $M_{\text{rank}} = 192.16$ ). The results are presented in Table 3, while the distribution of responses is presented in Figure 2.

Certain studies that dealt with the differences between boys who grew up in complete families with fathers and boys who grew up in incomplete families without fathers, suggest that the differences between the two groups of boys are most pronounced in the preadolescent period. Boys who live without their fathers from the age of five onwards, are more passive and characterized by a lack of competitive spirit. Also, in relation to boys (their peers) from complete families, they are less assertive, more attached and more dependent on peer interaction (McLanahan and Sandefur, 1994; according to Parke, 1996). In accordance with the above, it can be concluded that the increased number of conflicts among male students, who grew up in incomplete families (fatherless boys raised by their mothers), occurs due to the fact that their communication skills are underdeveloped and their tolerance threshold is lower, which leads to them entering into conflicts more often. Girls who grow up in incomplete families demonstrate a greater orientation and assertiveness towards the opposite sex, while girls who grow up fatherless are particularly inhibited (constrained and insecure) and anxious in the presence of a male person (Hetherington, 1972; according to Parke, 1996), which also leads to the conclusion

that what is at play is a lack of developed communication skills, insecurity and a low threshold of tolerance, that inevitably lead to conflicts in the preadolescent period.

Table 3 –Differences in the frequency of conflicts between students from complete and incomplete families

Family	N	Average rank
Complete	294	192.16
Incomplete	103	218.51
	Z = -2.18, p = .029	

Legend: N – Number of respondents

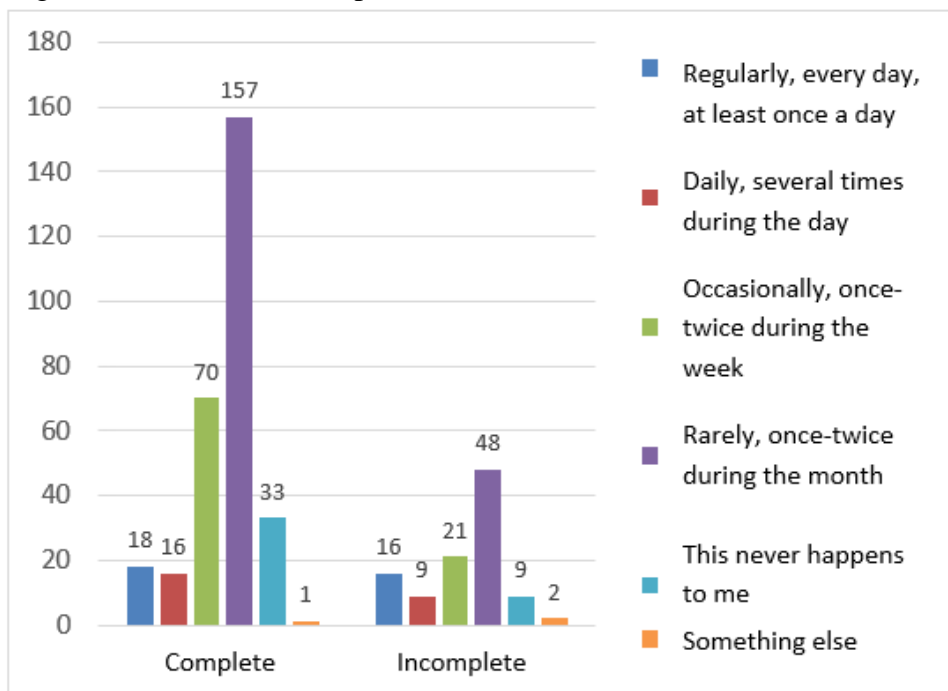


Figure number 2 –Distribution of the frequency of conflicts in children raised in complete and incomplete families

The partial contribution of the predictor is presented in Tables 1 and 4. The completeness of the family stood out as a significant predictor of positive direction ( $\beta = .125$ ,  $p < .05$ ). The age of the child stood out as a marginally significant predictor ( $\beta = .090$ ,  $p = .07$ ). Thus, the ages of the children were coded from 1 to 4, whereby the younger students were coded with 1 and 2, and the older students with 3 and 4.

Table 4 –Partial contribution of the predictors

	$\beta$	T test	p level
Sex	.005	.090	.928
Age	.090	1.792	.074
Education of the father	-.057	-1.105	.270
Education of the mother	-.063	-1.250	.212
Completeness of the family	<b>.125</b>	<b>2.452</b>	<b>.015</b>

In order to verify the *third hypothesis* in which the assumption was made that the educational level of the parents has a more significant effect on the frequency (incidence) of student conflicts, i.e. that the students who originate from families with a higher level of education (parents have completed university education, master's or doctoral studies) enter into conflicts more rarely, as compared to students who originate from families where the parents have only completed college, secondary or primary education, Spearman's correlation coefficient – rho ( $r_s$ ), was applied. The results point to the conclusion that both the education of the father ( $r = -.137, p < .05$ ) and the education of the mother ( $r = -.137, p < .05$ ) have a low, negative and statistically significant correlation with conflict frequency. In other words, the lower the education of the parents (father or mother), the greater the number conflicts the child exhibits. The third hypothesis has been confirmed, although it is necessary to emphasize that these correlations are very low in intensity.

Table 4 –Relationship between conflict frequency and the education of the mother and the father

	Conflict frequency		
	r	p	N
Education of the father	-.112*	.025	397
Education of the mother	-.131**	.009	397

Legend: N – Number of respondents (three respondents did not respond when asked how often they enter into conflict situations)

Within the statistical processing of data, a multiple regression analysis was applied, in order to examine the connection between the sociodemographic characteristics of the family (education of the father, education of the mother and completeness of the family) and the child (sex and age), and conflict frequency. The predictor (independent) variables were the sociodemographic characteristics of the family and the child, while the criterion variable was the frequency of conflicts. The results of this analysis point to the conclusion that the sociodemographic characteristics of the family and the child are significantly related to conflict outcomes ( $F(388, 5) = 2.74, p < .05; R = .185$ ).

According to the results of the research conducted by Hetherington and Jodl (1994), regardless of age, 25% of children from incomplete families, as compared to 10% of children living with both parents, experience difficulties at school, behavioural problems (delinquent behaviour, emotional outbreaks), frequent mood shifts and disorders, low self-esteem and unsuccessful intimate relationships (according to Santrock, 2000).

### Conclusion

This paper clearly delineated the concept of adolescence in relation to preadolescence and puberty, with a clear overview of the behaviours and quality of interpersonal relationships of adolescents, i.e. preadolescents, and characteristic conflict behaviours that are conditioned by growing up in complete or incomplete families (students living with both parents or with a single parent or guardian). In order to determine and present the results of the research concerning the significance and impact of the family structure on the proneness to conflicts of preadolescent students, the existence of statistically significant differences in the proportions of certain categories of responses on the students' proneness to conflicts was examined first (N=400). By analysing the processed responses, it was found that there are statistically significant differences in the proportions of certain categories ( $\chi^2(5) = 407.90, p < .001$ ). The category that states that students enter into conflicts once or twice during the month (N = 205)

and the category that states that students enter into conflicts once or twice during the week ( $N = 91$ ) were distinguished as the two dominant categories that describe the proneness to conflicts of preadolescent students.

The results that are related to the established differences in conflict frequency between students who grew up and live in complete families (who live with both parents), as compared to the students from incomplete/impaired families (who live with a single parent or guardian), point to the conclusion that a significantly higher number of conflicts ( $Z = -2.18$ ,  $p < .05$ ) is initiated by students from incomplete families ( $M_{\text{rank}} = 218.51$ ), as compared to students from complete families ( $M_{\text{rank}} = 192.16$ ). The assumption can be made that the reasons for a greater proneness to conflicts in students who originate from incomplete families lies in the fact that the parents with whom the child lives are overworked, that the student's family is economically disadvantaged or of poor financial situation and that there is a lack of well-planned leisure time for the student (different sports clubs, music schools and foreign language schools, and other activities) which would contribute to quality interpersonal relationships and active learning.

In the continued analysis of the data, an influence of the educational level of the parents on the frequency of conflicts of preadolescent students has been established. Based on the above results, it can be concluded that the students whose parents have completed university education, master's or doctoral studies are less likely to enter into conflicts than students who come from families whose parents have completed primary, secondary or college education. The applied Spearman's correlation coefficient – rho ( $r_s$ ) points to the conclusion that both the education of the father ( $r = -.137$ ,  $p < .05$ ), and the education of the mother ( $r = -.137$ ,  $p < .05$ ) equally yield a low, negative and statistically significant correlation with conflict frequency. The lower the education of the father or the mother (both parents) (i.e. parents are at a lower educational level), the more often the child enters into conflicts.

## References

- [1] Arnett, J. J. (2006). G. Stanley Hall's Adolescence: Brilliance and nonsense. *History of Psychology, Vol. 9, No. 3*, 186–197.
- [2] Blos, P. (1962). *On Adolescence: A Psychoanalytic Interpretation*. The Free Press, A Division of Macmillan Inc, New York.
- [3] Conflict (2018). In *Merriam Webster Online*, Retrieved February 24, 2018, from <https://www.merriam-webster.com/dictionary/conflict>.
- [4] Ćurčić, V. (2005). Adolescencija, drama jedne mladosti u Srbiji 1990-2000 [Adolescence, A Drama of a Youth in Serbia 1990-2000], *Zbornik radova KBC "Dr Dragiša Mišović"*, Beograd: Žarko Albulj.
- [5] Darwin, C. (1859). *On the Origin of Species by Means of Natural Selection, or Preservation of Favoured Races in the Struggle for Life*. London: John Murray.
- [6] Džaferović, M. (2013). *Uloga nastavnika u prevenciji konflikata i nasilnog ponašanja učenika mlađeg školskog uzrasta (Efekti primene metodičkih postupaka nenasilne komunikacije)*. *Doktorska disertacija*. [The Role of Teachers in the Prevention of Conflicts and Violent Behaviour of Younger School-Age Students (The Effects of Implementing the Methodical Procedures of Non-Violent Communication)]. *Doctoral thesis*. Novi Sad: Filozofski fakultet.
- [7] Džaferović, M. (2018). Najčešći uzroci konfliktnosti učenika predadolescentske dobi [The Most Common Causes of Proneness to Conflict of Pre-Adolescent Students]. *Međunarodni tematski zbornik: Nauka bez granica 3. Obrazovanje bez granica*, 324-327.

- [8] Eisenstadt, S. N. (1956). *From Generation to Generation: Age Groups and Social Structure*. Glencoe, Illinois: The Free Press.
- [9] Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: W. W. Norton.
- [10] Freud, S. (1923). *The Ego and the Id*. London: The Hogarth Press.
- [11] Hall, S. (1904). *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education*. New York: D. Appleton and Co.
- [12] Herlok, E. B. (1971). *Razvoj deteta [Child Development]*. Beograd: Zavod za udžbenike i nastavna sredstva.
- [13] Hetherington, E. M. & Jodl, K. M. (1994). Stepfamilies as settings for child development. In A. Booth and J. Dunn (Eds.), *Stepfamilies: Who Benefits? Who Does Not?* Lawrence Erlbaum Associates, Hillsdale, NJ.
- [14] Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages, Vol. 2*. Harpercollins College Div.
- [15] Lewin, K. (1939). Field theory and experiment in social psychology. Concepts and methods. *American Journal of Sociology*, 44, 868-896.
- [16] Montessori, M. (1994). *Creative development in the child: The Montessori approach (Vol. 1)*. Madras, India: Kalakshetra Press.
- [17] Moore, S., Rosenthal, D. (1994). *Sexuality in adolescence*. London, New York: Routledge.
- [18] Noakes, M. A., Rinaldi, C. M. (2006). Age and Gender Differences in Peer Conflict. *Journal of Youth and Adolescence*, 35(6), 881-891.
- [19] Parke, R. D. (1996). *Fatherhood*. Cambridge, Massachusetts, Harvard University Press.
- [20] Petković, S. (2014). O osobnostima antropološkog pristupa adolescenciji [On the Features of the Anthropological Approach to Adolescence]. *Antropologija* 14, sv. 3, 93-118.
- [21] Piaget, J. (1964). Cognitive Development in Children: Development and Learning. *Journal of Research in Science Teaching*, 2, 176-186.
- [22] Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15(1), 1-12.
- [23] Piaget, J. (1978). Intellectual evolution from adolescence to adulthood. In Muuss, R. E. (Ed.) *Adolescent Behaviour and Society*. New York: Random House.
- [24] Polovina, N. (2000). *Kako sačuvati mentalno zdravlje starih u izbeglištvu [How to Preserve the Mental health of the Elderly in Refuge]*. Beograd: Jugoslovenski Crveni krst.
- [25] Proteknon Consulting Group (2017). *UNICEF ECARO Regional Study on Parenting Programs for Parents/Caregivers of Adolescents in Belarus, Bulgaria, Georgia, Moldova, Montenegro and Romania*. Inception Report.
- [26] Raffaelli, M. (1997). Young adolescent' conflict with siblings and friends. *Journal of Youth and Adolescence*, 36(5), 539-558.
- [27] Santrock, W. J. (2000). *Educational Psychology*. Boston: McGraw Hill Higher Education.
- [28] Sedlecki, K., Marković, A., Rajin, G. (2001). Zdravstveni aspekt seksualnosti kod adolescenata [The Health Aspect of Sexuality in Adolescence]. *Srpski arhiv za celokupno lekarstvo, vol. 129, 5-6*, 109-113.

- [29] Sujoldžić, A., Rudan, V. & De Lucia, A. (2006). *Adolescencija i mentalno zdravlje*[*Adolescence and Mental Health*]. Institut za antropologiju. Zagreb: Laser-Plus.
- [30] UN Committee on the Rights of the Child, *General comment No. 20 (CRC GC 20) (2016) on the implementation of the rights of the child during adolescence*, 6 December 2016, CRC/C/GC/20 Retrieved from <https://www.refworld.org/docid/589dad3d4.html>.
- [31] UN General Assembly, *Convention on the Rights of the Child*, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, Retrieved from <https://www.refworld.org/docid/3ae6b38f0.html>.
- [32] Vasta, R., Haith, M. M., Miller, S. A. (1997). *Dječja psihologija - moderna znanost*[*Children's Psychology – A Contemporary Science*]. Zagreb: Naklada Slap.
- [33] Vujaklija, M. (1997). *Leksikon stranih reči i izraza*[*A Lexicon of Foreign Words and Expressions*]. Beograd: Prosveta.
- [34] Vujinović, N. (2015). *Depresija u adolescenata i komorbiditet. Diplomski rad* [*Depression in Adolescents and Comorbidity. Graduation Thesis*]. Sveučilište u Splitu.
- [35] Vukičević, B. (2014). *Razvoj i promene u afektivnoj vezanosti u adolescenciji. Doktorska disertacija*[*Development and Changes in Affective Attachment in Adolescence. Doctoral Dissertation*]. Filozofski fakultet Niš.