

# Učinci terorističkog napada na školsku klimu

## / *The Effects of a School Terrorist Attack on School Climate*

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Cilj ovog istraživanja bio je ispitati i usporediti školsku klimu u strukovnim srednjim školama grada Zagreba sa strukovnim srednjim školama u ostalim dijelovima Hrvatske tijekom provedbe sigurnosnih mjera. U istraživanje su bili uključeni učenici šest srednjih škola diljem Hrvatske, smještenih u gradovima Zagreb, Rijeka, Zadar, Varaždin i Opatija. Ukupno je sudjelovalo 642 učenika od kojih 171 učenica i 471 učenik. Za mjerenje školske klime korišten je Hrvatski upitnik školske klime za učenike (1). Za analizu podataka korišten je t-test za nezavisne uzorke. Rezultati su pokazali da su učenici u prosjeku iskazivali umjereno pozitivnu školsku klimu ( $M=51,4$ ,  $SD=12,23$ ). Utvrđena je statistički značajna razlika u školskoj klimi između škola u Zagrebu i onih izvan Zagreba ( $t=3,013$ ,  $df=137,974$ ,  $p=.003$ ). Škole u Zagrebu imale su negativniju školsku klimu ( $M=47,93$ ,  $SD=12,88$ ) u usporedbi s ostalim školama ( $M=52,06$ ,  $SD=12$ ). Iako rezultati upućuju na negativniju školsku klimu u strukovnim školama u Zagrebu, važno je uključiti veći broj škola i dodatno istražiti moguće uzroke ovakvih nalaza.

*/ The aim of this study was to examine and compare the school climate in vocational high schools in the City of Zagreb and vocational high schools in the rest of Croatia during the implementation of security measures. The study involved students from six high schools across Croatia, located in the cities of Zagreb, Rijeka, Zadar, Varaždin, and Opatija. A total of 642 students participated in the study, of which 171 were female and 471 were male students. The Croatian School Climate Questionnaire for Students (1) was used as a measure of school climate. An independent samples t-test was used in order to analyze the data. The results indicated that, on average, the students observed a moderately positive school climate ( $M=51.4$ ,  $SD=12.23$ ). A statistically significant difference in school climate was found between the schools in Zagreb and those outside of Zagreb ( $t=3.013$ ,  $df=137.974$ ,  $p=.003$ ). A more negative school climate was present in the schools in Zagreb ( $M=47.93$ ,  $SD=12.88$ ) compared to the other schools ( $M=52.06$ ,  $SD=12$ ). Although the results indicate a more negative school climate in vocational schools in Zagreb, a larger number of schools should be involved and the possible causes for these findings should be further investigated.*

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## Školska klima

Sustav obrazovanja važan je za svako moderno civilizirano društvo. Kako bi ispunio svoju svrhu, sustav obrazovanja mora zadovoljiti niz kriterija. Iako je važno mnogo čimbenika, ovaj će se članak ponajprije usmjeriti na školsko okruženje. Da bi učenici napredovali, školsko okruženje mora poticati učenje i podržavati ostvarenje punog potencijala svakog učenika (2). Jedna od temeljnih komponenti školskog okruženja, kojim se ovaj rad detaljnije bavi, jest školska klima. Pojam „školska klima” može djelovati jasno sam po sebi, bez potrebe dodatnog definiranja. Tome ne doprinosi ni činjenica da ne postoji univerzalno prihvaćena definicija tog pojma (3).

Neki znanstvenici definiraju školsku klimu kao skup zajedničkih uvjerenja, vrijednosti i stavova koji utječu na interakcije između učenika i odraslih uspostavljajući granice prihvatljivog ponašanja i školska pravila (4). Drugi školsku klimu opisuju apstraktnije definirajući je kao „srce i dušu škole” (5). Upravo je zato važno naglasiti stvaranje poticajne školske klime. Nacionalno vijeće SAD- a za školsku klimu (6) navodi:

„Postojana i pozitivna školska klima promiče razvoj mladih i učenje, što je ključno za vođenje produktivnog, smislenog i ispunjenog života u demokratskom društvu. Takva klima temelji se na normama, vrijednostima i očekivanjima koji osiguravaju da se pojedinci osjećaju društveno, emocionalno i fizički sigurno. Ona potiče angažman i poštovanje, a učenici, obitelji i odgojno-obrazovni djelatnici zajedno surađuju na stvaranju, održavanju i doprinosu zajedničkoj viziji škole. Nastavnici svojim primjerom njeguju stav koji ističe vrijednost i radost učenja. Svaki pojedinac ima ulogu u funkcioniranju škole i očuvanju fizičkog okruženja.”

Školska klima ima velik utjecaj na mentalno i fizičko zdravlje učenika (7). Osim toga može

## School Climate

The education system is important for every modern, civilized society. In order to fulfil its intended purpose, the education system must meet a variety of criteria. While numerous factors are important, this article will primarily address the school environment. For students to thrive, the school environment must foster learning, and support the achievement of each student's full potential (2). One of the key components of this environment, which we will explore in detail, is school climate. The term “school climate” may seem self-explanatory, needing no further explanations. This issue is further promoted by the fact that there is no universally agreed-upon definition of the term (3).

Some scholars define school climate as a set of shared beliefs, values and attitudes that influence the interactions between students and adults, establishing the boundaries of acceptable behavior and school norms (4). Others offer a more abstract characterization, describing school climate as “the heart and soul of the school” (5). That is why it is important to put emphasis on creating an encouraging school climate. The US National School Climate Council (6) stated the following:

“A sustainable, positive school climate is one that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Such a climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. It fosters engagement and respect, and students, families and educators work together to develop and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits and satisfaction that can be gained from learning. Members of the school community contribute to the operations of the school and the care of its physical environment.”

utjecati i na emocionalno stanje učenika. U srednjim školama s pozitivnom školskom klimom zabilježeno je manje samoprijavljenih psihijatrijskih poteškoća među učenicima (8,9). Pozitivna školska klima povezana je sa smanjenim izostancima učenika (10) i nižim stopama pedagoških mjera suspenzije učenika u srednjim školama (11). Osim toga pozitivna školska klima može djelovati kao zaštitni čimbenik protiv zlorabe psihoaktivnih tvari, kao i protiv psihičkih teškoća, jer je povezana s manjom učestalosti tih problema. Pozitivna školska klima povezana je i s nižom stopom konzumacije droga (8,12).

Uz sve prethodno navedeno, pozitivna školska klima povezana je s motivacijom za učenje (13), a djeluje i kao zaštitni čimbenik od negativnog utjecaja socioekonomskog okruženja u kojem su učenici odrastali na njihov školski uspjeh (14). Povezana je s nižom razinom agresije i nasilja u školi (15,16) te s manjim brojem slučajeva uznemiravanja (17). Osim toga, pozitivna školska klima povezuje se i s pozitivnim životnim razvojem mladih (18). Pozitivna školska klima može ublažiti negativne učinke izloženosti nasilju u zajednici unatoč nepovoljnim socijalnim okolnostima (19). Također, pozitivna školska klima pozitivno predviđa socijalne i psihološke prilagodbe učenika (20). Nadalje, važno je spomenuti da školska klima obuhvaća različite aspekte. Wang i Degol (4) ističu višedimenzionalnost školske klime koja proizlazi iz istraživačke literature. Prema njima, školsku klimu moguće je definirati sa četiri sastavnice: akademska, komponenta zajednice, sigurnost i institucionalno okruženje. Ove četiri dimenzije obuhvaćaju gotovo sve aspekte školskog okruženja koji su ključni za kognitivni, ponašajni i psihološki razvoj učenika. Akademska klima odnosi se na ukupnu kvalitetu akademskog okruženja uključujući elemente poput kurikula, nastave, osposobljavanja učitelja i stručnog usavršavanja (7).

School climate has a great impact on the mental and physical health of students (7). Additionally, it can affect the students' emotional states. There are fewer self-reports of psychiatric difficulties among high school students in schools with a positive school climate (8, 9). Positive school climate is associated with fewer student absences (10) and lower rates of student suspension in high schools (11). Furthermore, a positive school climate can act as a protective factor against substance abuse and mental health issues, as it is associated with a lower frequency of these problems. Positive school climate is linked to lower levels of drug use (8, 12).

In addition to the above, a positive school climate is associated with motivation to learn (13), and also serves as a protective factor, preventing the socioeconomic environment which the students grew up in from having a negative impact on their academic success (14). It is associated with lower levels of aggression and violence in schools (15, 16), as well as with fewer cases of harassment (17). Moreover, a positive school climate is linked to positive life development among young people (18). It can mitigate the negative effects of exposure to community violence, despite unfavorable social circumstances (19). A positive school climate also positively predicts the students' social and psychological adjustment (20). Furthermore, it is important to mention that school climate includes different aspects. Wang and Degol (4) emphasized the multidimensionality of school climate that emerges from the research literature. According to them, the school climate can be defined using the following four components: academic climate, community, safety, and institutional environment. These four dimensions encompass nearly all features of the school environment that impact the students' cognitive, behavioral, and psychological development. The academic climate refers to the overall quality of the academic environment, including the elements such as curricula, instruction, teacher training, and professional development (7).

Dimenzija nazvana „zajednica” odnosi se na međuljudske odnose unutar škole. Institucionalno okruženje odnosi se na organizacijske i strukturne aspekte škole (21). Preciznije, to uključuje primjerenost školskog prostora, održavanje i infrastrukturu zgrade te dostupnost i raspodjelu obrazovnih resursa (4). Na kraju, sigurnost označava razinu fizičke i emocionalne sigurnosti koju škola pruža, zajedno s postojanjem pravedne, dosljedne i učinkovite disciplinske prakse. Osiguranje školske sigurnosti ključno je za poticanje učenja i zdravog razvoja (22). Upravo je to aspekt školske klime na kojem će se najviše staviti naglasak u ovom članku.

## Školska sigurnost

Percepcija školske sigurnosti važan je čimbenik koji treba uključiti u rasprave o školskoj klimi, a s njom je i neodvojivo povezana (23-26). Prvo, može služiti kao pokazatelj relativne razine sigurnosti u školskom okruženju (27). Još važnije, novija istraživanja pokazala su da percepcija sigurnosti među učenicima ima veći utjecaj na njihovu dobrobit i uspjeh nego stvaran broj prijavljenih incidenata u njihovoj školi (28,29). Kada učenici svoju školu doživljavaju kao nesigurno mjesto, postoji tendencija pogoršanja njihovog akademskog uspjeha (28). Takva percepcija također negativno utječe na samopouzdanje učenika, njihovu motivaciju, angažiranost, redovitost pohađanja nastave i ocjene (30-32).

Bosworth i suradnici (33) identificirali su tri kategorije obilježja koja doprinose sigurnom školskom okruženju. Te kategorije su: organizacija i školska disciplina; školsko osoblje i odnosi te fizičke karakteristike i sigurnosne mjere. Školsko osoblje povećava osjećaj sigurnosti poticanjem osjećaja brige i zajedništva što za pojedince znači da se osjećaju primijećeno i podržano. Na primjer, učenici navode da se osjećaju sigurnije kada su učitelji češće u nji-

The dimension entitled “community” refers to the interpersonal relationships within the school. The institutional environment pertains to the organizational and structural features of the school environment (21). More precisely, it refers to the adequacy of the school setting, the maintenance and infrastructure of the building, and the accessibility and allocation of educational resources (4). Lastly, safety indicates the degree of physical and emotional security provided by the school, along with the presence of fair, consistent, and effective disciplinary practices. Ensuring school safety is vital for fostering both learning and healthy development (20). Precisely this aspect of school climate will be the main focus of this article.

## School Safety

The perception of school safety is an important factor that needs to be included in discussions about school climate, and is inherently connected to it (23-26). First, it can serve as a measure of the relative safety in the school environment (27). More importantly, recent studies have shown that students’ perceptions of safety have a greater influence on their well-being and performance than the actual number of reported incidents at their school (28, 29). When students perceive their school as unsafe, their academic performance tends to decline (28). Such perception also negatively affects the students’ confidence, motivation, commitment, attendance, and grades (30-32).

Bosworth et al. (33) identified three categories of characteristics that contribute to a safe school environment. These categories are the following: organization and school discipline; school staffing and relationships; and physical characteristics and safety features. School staffing enhances the perception of safety by fostering a sense of care and community, where individuals feel seen and supported. For example, students report feeling safer when teachers are frequently near-

hovoj blizini. Organizacija i školska disciplina odnose se na obilježja koja stvaraju uredno i strukturirano okruženje. Učenici koji percipiraju sustav discipline kao jasan i dosljedan obično se osjećaju sigurnije. Naposljetku, fizičke karakteristike i sigurnosne mjere odnose se na konkretne sigurnosne elemente unutar i oko škole, kao što su sigurnosne kamere, detektori metala i zaštitari.

Može se tvrditi da je poboljšanje fizičkih karakteristika i sigurnosnih mjera najlakša od triju kategorija putem koje se može utjecati na percepciju sigurnosti i školske klime. Stoga ne iznenađuje da je pristup u kojem se jačaju sigurnosne mjere u školama sve češće preferiran u školama u Sjedinjenim Američkim Državama (34). Svrha fizičkih sigurnosnih mjera je dvostruka: primarno one služe kao sredstvo zaštite od nasilja, a osim toga su namijenjene odvratanju potencijalnih počinitelja. Osim njihove izravne preventivne funkcije, ove mjere također imaju za cilj povećati osjećaj učenika da su zaštićeni (35). Ako se učenici osjećaju zaštićeno i vjeruju da je njihova sigurnost školi prioritet, veća je vjerojatnost da će se osjećati sigurno u školskom okruženju. Stoga je cilj provedbe takvih mjera pomoć u povećanju percepcije sigurnosti kod učenika.

Ipak, prisutnost mjera poput sigurnosnih kamera, detektora metala, ograda i sličnih obilježja može učenicima signalizirati i to da nisu sigurni u školi. Te mjere mogu sugerirati postojanje neposredne prijetnje zbog koje je potrebna takva vrsta zaštite (36). Nadalje, učenici te mjere mogu protumačiti kao zaštitu od učenika, a ne za zaštitu njih samih. Drugim riječima, mogu steći dojam da ih školsko osoblje doživljava kao potencijalne počinitelje (37). Učenici često sigurnosne mjere poput nadzornih kamere doživljavaju kao narušavanje privatnosti i izraz nepovjerenja (38). Istraživanja su pokazala da te mjere ili nemaju nikakav učinak ili čak mogu imati negativan utjecaj na razinu školskog nasilja i osjećaj viktimizacije kod

by. Organization and school discipline refer to the features that create an orderly and structured environment. Students who perceive a clear and consistent system of discipline tend to feel safer. Lastly, physical characteristics and safety features refer to tangible security measures located within and around the school, such as security cameras, metal detectors, and security guards.

One could argue that improving the physical characteristics and safety features is the easiest of the three categories to influence the perceptions of safety and school climate. It is, therefore, no surprise that the approach of strengthening school security measures has become increasingly favored in schools in the United States (34). The purpose of physical security measures is twofold: they primarily serve as a means of protection against violence, and are also intended to deter potential perpetrators. Beyond their direct preventive function, these measures are also meant to enhance the students' sense of being protected (35). If students feel protected and believe that their safety is a priority for the school, they are more likely to feel safe within the school environment. The aim of implementing such measures is, therefore, to help increase the students' perception of safety.

However, the presence of measures such as security cameras, metal detectors, fences, and similar features can also signal to students that they are not safe at school. These measures may imply the existence of an immediate threat that makes such protections necessary (36). Furthermore, students might interpret these measures as protection from students, rather than for their benefit. In other words, they may get the impression that school staff view students as potential perpetrators (37). Students often perceive security measures such as surveillance cameras as an invasion of privacy and a sign of distrust (38). Studies have shown that these measures either have no effect or may even have a negative impact on school violence rates and students' feelings of victimization (39-41). With regard to the

učenika (39-41). Što se tiče percepcije sigurnosti, istraživanja pokazuju da učinci takvih mjera na osjećaj sigurnosti među učenicima mogu varirati i ovisiti o različitim čimbenicima (42,43). Također, sigurnosne mjere ne djeluju jednako na sve skupine učenika. Djevojčice te etničke manjine u nekim sredinama mogu se osjećaju nelagodnije i nesigurnije u školama s intenzivnim nadzorom. Univerzalni pristupi sigurnosti mogu imati nejednake psihološke učinke (44). Jedna od sastavnica školske klime je i strah od nasilja, koji može postojati čak i u odsutnosti neposredne opasnosti te ima tendenciju porasta nakon izloženosti nasilnim događajima (45). Stoga sigurnosne mjere mogu, zapravo, povećati strah i osjećaj nesigurnosti (42). To je osobito važno u kontekstu ovog članka.

Istraživanje ovoga rada potaknuto je napadom koji se dogodio u prosincu 2024. godine u Osnovnoj školi Prečko u Zagrebu. Dana 20. prosinca 2024. godine, 19-godišnji mladić ušao je u Osnovnu školu Prečko naoružan nožem i ozlijedio sedam osoba. Napad je započeo kada je napadač napao učenika koji se slučajno zatekao u hodniku. Zatim je ušao u nasumičnu učionicu gdje je ubio sedmogodišnjeg učenika i ranio još četvero drugih. Osim toga, 62-godišnja učiteljica pokušala je zaštititi svoje učenike, ali je i sama pritom ozlijeđena. Napadač je učiteljicu izbio čak 31 put nanijevši joj ozljede opasne za život. U međuvremenu su se učenici sakrili ispod svojih klupa. Nakon što je napadač napustio prostoriju, učenici su počeli bježati i skrivati se gdje god su mogli. Kasnije su pronađeni na različitim mjestima unutar škole, vidno traumatizirani.

Taj je događaj duboko potresao lokalnu zajednicu i izazvao zabrinutost za sigurnost u školama na nacionalnoj razini. Kao odgovor na teroristički napad u Prečkom Ministarstvo znanosti, obrazovanja i mladih Republike Hrvatske donijelo je krajem prosinca 2024. i početkom siječnja 2025. godine niz sigurnosnih smjernica

perception of safety, studies indicate that the effects of such measures on students' sense of safety may vary and depend on different factors (42, 43). Security measures also do not have the same effect on all student groups. In some environments, girls and ethnic minorities may feel more uncomfortable and less safe in schools with intensive surveillance. Universal approaches to security can have unequal psychological effects (44). One component of school climate is the fear of violence, which can exist even in the absence of immediate danger, and tends to increase after being exposed to violent events (45). For this reason, security measures may, in fact, increase fear and a sense of a lack of safety (42). This is especially important in the context of this article.

Research for this paper was prompted by an attack that occurred in December 2024 at Prečko Elementary School in Zagreb. On December 20, 2024, a 19-year-old male entered Prečko Elementary School armed with a knife, and injured seven people. The attack began when he targeted a student whom he had encountered in a corridor. He then entered a random classroom, where he killed a 7-year-old student and injured four others. Additionally, a 62-year-old teacher attempted to shield her students, but was also injured in the process. The attacker stabbed the teacher 31 times, inflicting life-threatening injuries. Meanwhile, the students hid under their tables. After the attacker left the room, the students began to escape and hide wherever they could. They were later found in various parts of the school, visibly traumatized.

The incident deeply shook the local community and sparked national concern over school safety. In response to the terrorist attack in Prečko, the Ministry of Science, Education and Youth of the Republic of Croatia adopted a series of security guidelines and documents in late December 2024 and early January 2025, including the Protocol on Entry and Exit Control in School Institutions, which stipulates the mandatory locking of school doors during working hours,

i dokumenata uključujući Protokol o kontroli ulaska i izlaska u školskim ustanovama, kojim se propisuje obvezno zaključavanje školskih vrata tijekom radnog vremena, kontrolirani ulazak posjetitelja te dežurstvo osoblja na ulazima (46,47). Međutim, navede mjere su se počele primjenjivati i ranije. U školama koje su sudjelovale u ovom istraživanju navedene mjere su se primjenjivala tijekom provedbe istraživanja. Posljedično, učenici u svim hrvatskim školama izloženi su učincima tih mjera. S obzirom na sve prethodno navedeno važno je ispitati kakvo je trenutno stanje školske klime u hrvatskim školama.

Važno je ne zanemariti ni učinak samog napada na školsku klimu. Razumno je pretpostaviti da je percepcija sigurnosti među učenicima Osnovne škole Prečko u Zagrebu bila značajno narušena. Međutim, i kod učenika drugih škola u okolnom području moguća je slična reakcija. Istraživanja su pokazala da strah izazvan terorističkim napadima u školama može porasti ne samo među učenicima škola koje su izravno pogođene već i u obližnjim školama (47). Stoga je opravdano očekivati da negativni učinci spomenutog terorističkog napada na školsku klimu na području Zagreba mogu nadilaziti učinke sigurnosnih mjera uvedenih u svim hrvatskim školama. Cilj ovog istraživanja bio je ispitati i usporediti školsku klimu u strukovnim srednjim školama na području grada Zagreba s onom u strukovnim srednjim školama u ostalim područjima Republike Hrvatske tijekom provedbe navedenih sigurnosnih mjera.

## METODA I REZULTATI

### Sudionici

U istraživanju su sudjelovali učenici iz pet srednjih strukovnih škola u Republici Hrvatskoj. Škole su se nalazile u gradovima Zagrebu, Rijeci, Zadru, Varaždinu i Opatiji. Ukupno je

controlled entry of visitors, and staff being on duty at the entrances (46, 47). However, the implementation of these measures began even earlier. In the schools participating in this study, these measures were being implemented during the course of the study. Consequently, students in all Croatian schools are now exposed to the effects of these measures. Given all of the above-mentioned, it is important to examine the current state of school climate in Croatian schools.

It is also important not to overlook the effect of the attack itself on the school climate. It is reasonable to assume that the perception of safety among the students at Prečko Elementary School in Zagreb was significantly affected. However, students at other schools in the surrounding area may also have been similarly impacted. Studies have shown that fear triggered by terrorist attacks in schools can increase not only among students in the schools directly affected, but also in the schools in their vicinity (47). It is, therefore, justifiable to expect that the negative effects of the aforementioned terrorist attack on school climate in the Zagreb area may go beyond the impact of the security measures introduced in all Croatian schools. The aim of this study was to examine and compare the school climates in vocational high schools in the City of Zagreb with those in vocational high schools in the rest of the Republic of Croatia during the implementation of these security measures.

## METHOD AND RESULTS

### Participants

The study involved students from five vocational high schools in the Republic of Croatia. The schools were located in the cities of Zagreb, Rijeka, Zadar, Varaždin, and Opatija. A total of 642 students participated, of which 171 were female students and 471 were male students. The participants included students from the first to the fourth grade of high school.

sudjelovalo 642 učenika od kojih 171 učenica i 471 učenik. Sudionici su bili učenici od prvog do četvrtog razreda srednje škole.

## Postupak

Prikupljanje podataka provedeno je putem online upitnika izrađenog pomoću Google Obrasci alata. Za mjerenje školske klime korišten je Hrvatski upitnik o školskoj klimi za učenike (1). Upitnik je sadržavao standardizirane tvrdnje kojima se mjerila percepcija učenika o školskoj klimi uključujući njihov osjećaj sigurnosti te odnose s vršnjacima i nastavnicima. Upitnik sadrži ukupno 15 tvrdnji. Odgovori se bilježe na Likertovoj ljestvici koja označuje stupanj slaganja s tvrdnjom od 1 do 5, pri čemu 1 znači "potpuno se slažem", a 5 "uopće se ne slažem". Ukupan rezultat formira se kao zbroj odgovora na svim česticama te se kreće u rasponu od 15 do 75. Viši rezultat ukazuje na to da učenici percipiraju pozitivniju školsku klimu. Pouzdanost izražena Cronbach alfa koeficijentom iznosi 0,90 što je zadovoljavajuća mjera pouzdanosti (1). Poveznica na upitnik poslana je elektroničkim putem preko školskih kanala, poput e-pošte ili školskih komunikacijskih platformi, uz pomoć školskog osoblja i nastavnika.

Sudjelovanje u istraživanju bilo je dobrovoljno i anonimno. Poštivane su sve smjernice Etičkog kodeksa za istraživanje s djecom. Istraživanje nije ni na koji način štetilo djetetu. Dana je uputa o mogućnosti obraćanja eksperimentatorima ako sudionici pri ispunjavanju osjete bilo kakvu nelagodu. Sudionici su bili informirani o svrsi istraživanja, povjerljivosti njihovih odgovora te o njihovom pravu da u bilo kojem trenutku odustanu bez ikakvih posljedica. Sudionicima je dano uputstvo da samostalno ispunje upitnik, bez rasprave s vršnjacima, i da na sva pitanja odgovore iskreno, temeljem vlastitog iskustva. Istraživanje nije uključivalo bilo kakvu eksperimentalnu manipulaciju osim prirodno prisutnih razlika u školskom okruženju.

## Procedure

Data collection was conducted using an online questionnaire created using the Google Forms tool. The Croatian School Climate Questionnaire for Students (1) was used to measure the school climate. The questionnaire included standardized items measuring the students' perception of school climate, including their sense of safety and their relationships with peers and teachers. The questionnaire contained 15 statements. The responses were marked on a 5-point Likert scale, indicating the degree of agreement with each statement, whereby 1 meant "I completely agree", and 5 meant "I completely disagree". The total result was formed as the sum of responses to all items, and ranged between 15 and 75. A higher score indicated that the students perceived a more positive school climate. The reliability expressed by the Cronbach alpha coefficient amounted to 0.90, which is a satisfactory measure of reliability (1). The link to the questionnaire was distributed electronically through school channels, such as email or school messaging platforms, with the assistance of school staff and teachers.

Participation was voluntary and anonymous. All guidelines of the ethical standards for research involving children were followed throughout the study. The study course did not cause harm to any child in any way. The participants were instructed to contact the researchers if they experienced any discomfort while completing the tasks. The participants were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw at any time without consequence. The participants were instructed to complete the questionnaire individually, without discussion with peers, and to answer all questions honestly, based on their personal experiences. The study did not involve any experimental manipulation beyond the naturally occurring differences in school environments. The variables were, therefore, observed rather than manipulated, and the assignment to "experimental conditions" (Zagreb vs. other cities) was based on location rather than randomization.

Stoga su varijable opažane, a ne manipulirane, a raspodjela u „eksperimentalne uvjete” (Zagreb naspram drugih gradova) temeljila se na lokaciji, a ne na nasumičnom odabiru.

## REZULTATI

U sljedećem dijelu prikazani su deskriptivni podatci o školskoj klimi s obzirom na lokaciju škole. Budući da su pretpostavke za parametrijsku analizu bile zadovoljene, aritmetička sredina (M) korištena je kao mjera središnje tendencije, a standardna devijacija (SD) kao mjera raspršenosti. Rezultati su prikazani kao bodovi na upitniku o školskoj klimi (tablica 1).

U ovom su istraživanju učenici, u prosjeku, iskazali umjereno pozitivnu školsku klimu u svojim školama (M=51,4, SD=12,23). Kako bi se utvrdilo postoji li razlika u školskoj klimi s obzirom na lokaciju škole, provedena je t-test analiza za nezavisne uzorke. Utvrđena je statistički značajna razlika u školskoj klimi između škola u gradu Zagrebu i škola izvan Zagreba (t=3,013, df=137,974, p=.003). Škole u Zagrebu imale su negativniju školsku klimu (M=47,93, SD=12,88) u usporedbi s ostalim školama (M=52,06, SD=12).

Slika 1 grafički prikazuje prosječne školske klime prema lokaciji škole.

## RASPRAVA

Cilj ovog istraživanja bio je procijeniti i usporediti školsku klimu u strukovnim srednjim školama smještenima u gradu Zagrebu s oni-

## RESULTS

The following section presents descriptive data on school climate taking into consideration the school location. Since the assumptions for parametric analysis were met, the arithmetic mean (M) was used as the measure of central tendency, and standard deviation (SD) was used as the measure of dispersion. The results are presented as scores on the school climate questionnaire (Table 1).

The students in this study, on average, expressed experiencing a moderately positive school climate in their schools (M=51.4, SD=12.23). In order to determine whether there were differences in school climate based on school location, an independent samples t-test was conducted. A statistically significant difference was found in school climate between schools in the City of Zagreb and those outside of Zagreb (t=3.013, df=137.974, p=.003). The schools in Zagreb had a more negative school climate (M=47.93, SD=12.88) compared to the other schools (M=52.06, SD=12).

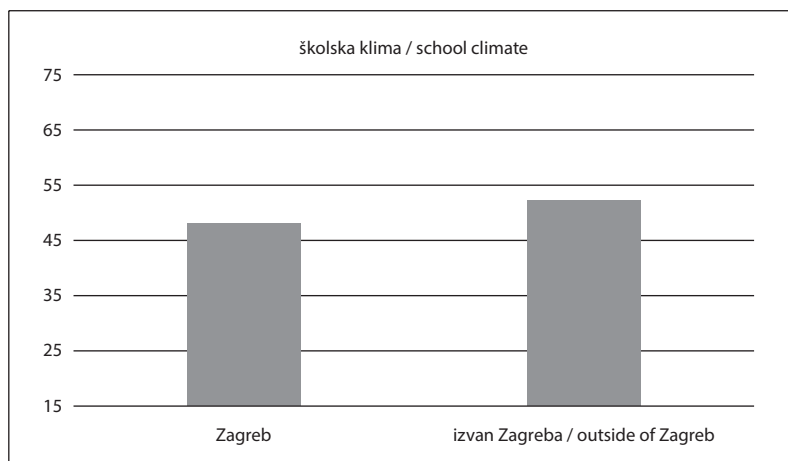
Figure 1 presents a graphical representation of the average school climate based on school location.

## DISCUSSION

The aim of this study was to assess and compare the school climate in vocational high schools located in the City of Zagreb and those in other regions of Croatia. On average, the students reported moderately positive school climate in their schools. However, a statistically signifi-

**TABLICA 1.** Deskriptivni podatci školske klime prema lokaciji škole izraženi kao bodovi na upitniku o školskoj klimi  
**TABLE 1.** Descriptive data on school climate based on school location, expressed as scores on the school climate questionnaire

lokacija škole / School location	školska klima / School climate	
	M	SD
Zagreb	47,93	12,88
izvan Zagreba / Outside of Zagreb	52,06	12



**SLIKA 1.** Prosječna školska klima prema lokaciji škole izražena bodovima na upitniku o školskoj klimi  
**FIGURE 1.** Average school climate based on school location, expressed as scores on the school climate questionnaire

ma u drugim dijelovima Hrvatske. U prosjeku, učenici su izvijestili o umjereno pozitivnoj školskoj klimi u svojim školama. Ipak, utvrđena je statistički značajna razlika između školske klime škola u Zagrebu i onih izvan tog područja. Točnije, škole u Zagrebu imale su negativniju školsku klimu u usporedbi sa školama u drugim regijama. Ovakvim rezultatima može pridonijeti više različitih čimbenika. Uzrok te razlike nije bilo moguće točno utvrditi na temelju ovog istraživanja.

Zabrinutost zbog mogućih terorističkih napada u školi povezana je s povišenom anksioznošću, depresijom i paničnim napadima. Taj efekt je prisutan i kada nema stvarnih napada (49). Međutim, u slučaju stvarnog terorističkog napada percepcija sigurnosti među učenicima značajno pada i samo djelomično se vraća na prijašnje razine tijekom nekoliko mjeseci (50). Nakon terorističkog napada koji se dogodio u SAD-u u osnovnoj školi u Uvaldeu učenici, roditelji i nastavnici su pokazivali dugotrajne simptome anksioznosti, nesanice i posttraumatskog stresa (51). Prema tome, efekt napada u Osnovnoj školi Prečko na školsku klimu osjetio bi se i dalje tijekom provedbe ovog istraživanja. Nadalje, rezultati su u skladu s prethodnim istraživanjima koja pokazuju kako se školska klima može značajno razlikovati među različitim obrazovnim sredinama (52). Ipak, ono što

significant difference was found between the school climate in schools in Zagreb and those outside the area. More precisely, the schools in Zagreb had a more negative school climate compared to schools in other regions. There could be multiple factors contributing to these results. The exact cause of the difference could not be accurately determined based on this study alone.

Worry about potential terrorist attacks at schools is associated with increased anxiety, depression, and panic attacks. This effect is present even in the absence of real attacks (49). However, in the event of an actual terrorist attack, the students' perception of safety decreases significantly, and it only partially returns to previous levels over the course of several months (50). After the terrorist attack that took place in the United States at the elementary school in Uvalde, the students, parents and teachers exhibited long-lasting symptoms of anxiety, insomnia, and post-traumatic stress (51). Therefore, the impact of the attack at Prečko Elementary School on the school climate would still be felt during the implementation of this study. Furthermore, the results are consistent with previous studies, which suggest that the school climate can vary significantly across different educational environments (52). However, a particularly noteworthy aspect of these findings is the direction of the difference and the fact that schools in one specific re-

je važno naglasiti u ovim nalazima jest smjer te razlike i činjenica da se škole u jednoj specifičnoj regiji—Zagrebu—značajno razlikuju od škola u ostalim dijelovima Hrvatske. Jedno od mogućih objašnjenja, uzimajući u obzir jedinstvene karakteristike zagrebačkog područja u odnosu na druge gradove, jest broj stanovnika i sve što sa sobom nosi život u gradu te veličine. Zagreb je najveći grad u Hrvatskoj, a razlika u broju stanovnika između Zagreba i ostalih gradova čimbenik je kojeg je bitno uzeti u obzir. Neka istraživanja pokazuju da je školska klima pozitivnija u manjim školama i manjim mjestima u usporedbi s većim gradovima (53), ali ti rezultati variraju (48). Stoga treba istražiti i alternativna objašnjenja zašto je školska klima bila lošija upravo u zagrebačkom području. Najznačajnija razlika između zagrebačkog područja i drugih područja Hrvatske u vrijeme provođenja ovog istraživanja jest događaj terorističkog napada u Zagrebu.

Događaji, poput terorističkog napada u Osnovnoj školi Prečko u Zagrebu, mogu imati dugotrajan utjecaj na školsku klimu, ne samo u pogođenoj školi, već i u okolnim školama (47). Prvo, učenici u školama na zagrebačkom području bili su izloženi informacijama o napadu. Detalji napada postali su javno dostupni čime je čitavo hrvatsko stanovništvo, uključujući sve učenike, bilo izloženo informacijama o tom događaju. To je vjerojatno imalo značajno utjecalo na osjećaj sigurnosti među učenicima. Medijsko izvještavanje o zločinima može uvelike oblikovati percepciju opasnosti u javnosti suptilno povećavajući strah osobito u slučajevima rijetkih, strašnih i šokantnih zločina (54), posebno u adolescentskoj populaciji (55). Gerbner i Gross (56) su istaknuli snažan utjecaj koji televizija ima na to kako ljudi percipiraju svijet i njegove opasnosti. Medijsko prikazivanje zločina povećava percipiranu vjerojatnost suočavanja s nasiljem (56).

Istraživanja utjecaja televizijskog izvještavanja o zločinima pokazala su pozitivnu pove-

gion—Zagreb—differ significantly from those in the other parts of Croatia. One possible explanation, considering the unique characteristics of the Zagreb area compared to other cities, is its population size and all the factors that are associated with living in a city of that size. Zagreb is the largest city in Croatia, and the difference in population size between Zagreb and other cities is an important factor to consider. Some studies have found that school climate tends to be more positive in smaller schools and towns compared to larger cities (53), however, these findings vary (48). Alternative explanations should, therefore, be explored to discover why the school climate was worse specifically in the Zagreb area. The biggest observable difference between the Zagreb area and the rest of Croatia at the time of this study, was the occurrence of the terrorist attack that took place in Zagreb.

Events such as the terrorist attack at Prečko Elementary School in Zagreb can have a long-lasting effect on the school climate, not only in the affected school, but also in the schools nearby (47). First, students attending the schools in the Zagreb area were exposed to information about the attack. The details of the attack were made public, which exposed the entire Croatian population, including all students, to information about the incident. This likely had a significant impact on the students' perception of safety. Media coverage of crimes can greatly influence the public perception of danger, subtly increasing fear especially in cases of rare, horrific and sensational crimes (54), which is especially prominent in the adolescent population (55). Gerbner and Gross (56) highlighted the strong influence of television on the manner in which people perceive the world and its dangers. The portrayal of crimes in the media increases the perceived likelihood of encountering violence (56).

Studies on the effect of television coverage of crimes have shown a positive association between fear and viewers who share similarities with the victims. The more similar the viewers

zanost između straha i gledatelja koji dijele sličnosti sa žrtvama. Što su se gledatelji više poistovjećivali sa žrtvama, to su doživljavali veće razine straha (57). Ovo je važno uzeti u obzir jer su se učenici u zagrebačkom području vjerojatno najviše poistovjećivali s učenicima škole u kojoj se napad dogodio. Moguće je da je percepcija sigurnosti, a posljedično i školska klima među učenicima na zagrebačkom području, bila značajno negativno pogođena prethodno spomenutim terorističkim napadom. Ipak, kao potencijalno ograničenje ovog istraživanja važno je naglasiti da se napad dogodio u osnovnoj školi, a istraživanje je provedeno nad učenicima srednjih škola. Međutim, Kaminski i sur. (47) utvrdili su da takvi teroristički napadi povećavaju strah ne samo među učenicima u izravno pogođenim školama, već i u geografski bliskim školama. Nadalje, istraživanja su pokazala da je taj strah bio direktno povezan s geografskom blizinom zločina. Što su ispitanici živjeli bliže mjestu zločina, to su prijavljivali veće razine straha (58,59).

Kao odgovor na teroristički napad u Prečko, u školama diljem Hrvatske uveden je niz fizičkih sigurnosnih mjera poput zaključavanja vrata te dežuranja na ulazu (45,46). Istraživanja su pokazala da sigurnosne mjere sprječavanja poput sigurnosnih kamera, zaštitara te zaključavanje vrata ne doprinosi smanjenju nasilja u školama niti osjećaju sigurnosti (60). Iako te mjere mogu utjecati na osjećaj sigurnosti i školsku klimu (42), primijenjene su jednako na razini cijele države. Uzevši u obzir primjenu mjere na području cijele Hrvatske, razlike u školskoj klimi između škola na zagrebačkom području i ostalim područjima Hrvatske vjerojatno se mogu pripisati alternativnom uzroku, potencijalno navedenom terorističkom napadu. Ipak, s obzirom na značajnu ulogu koju školska klima ima na dobrobit učenika i njihov akademski uspjeh (61), od velikog je značenja da odgovorni za donošenje odluka u

were to the victims, the higher were the levels of fear they experienced (57). This is important to consider, as students in the Zagreb area may have felt they had the most in common with the students at the school where the attack occurred. It is possible that the perception of safety, and consequently the school climate among students in the Zagreb area, were significantly negatively affected by the aforementioned terrorist attack. However, as a potential limitation of this study, it is important to emphasize that the incident occurred in an elementary school, while our study was conducted among high school students. Nevertheless, Kaminski et al. (47) observed that such terrorist attacks increase fear not only among students in schools that are directly affected, but also in schools that are geographically nearby. Furthermore, studies have shown that this fear was directly associated with geographical proximity to the crime. The closer the subjects lived to the crime site, the more fear they reported (58, 59).

In response to the terrorist attack in Prečko, a series of physical security measures were introduced in schools across Croatia, such as locking the doors and monitoring the entrances (45, 46). Studies have shown that preventive security measures such as surveillance cameras, the presence of security guards, and locking the doors do not contribute to reducing violence in schools or to the sense of safety (60). Although these measures can impact the sense of safety and the school climate (42), they were applied uniformly across the country. Considering that the measures were applied across the entire territory of Croatia, the differences in school climate between schools in the Zagreb area and the rest of the country can likely be attributed to an alternative cause, potentially the aforementioned terrorist attack. Nevertheless, given the significant role that the school climate plays in the students' well-being and their academic success (61), it is of great importance that those who are responsible for decision-making in the field of education

obrazovanju i članovi školske uprave prepoznaju važnost intervencija s ciljem poboljšanja školske klime. Provedba ciljanih intervencija za poboljšanje školske klime u zagrebačkim školama mogla bi unaprijediti iskustvo obrazovanja te postignuća učenika.

## ZAKLJUČAK

Statistički značajna razlika u školskoj klimi pronađena je između škola grada Zagreba i onih izvan Zagreba. Škole u Zagrebu pokazale su negativniju školsku klimu u usporedbi sa školama drugih područja. Školska klima u Zagrebu je negativnija, ali se ne može sa sigurnošću utvrditi je li to posljedica napada koji se dogodio u prosincu 2024. u Osnovnoj školi Prečko. Iako rezultati upućuju na negativniju školsku klimu u zagrebačkim strukovnim školama, potrebno je provesti daljnja istraživanja, uključujući veći broj škola, kako bi se istražili mogući uzroci ovih nalaza.

and the members of school administrations recognize the importance of interventions aimed at improving the school climate. Implementing targeted interventions to improve school climate in schools in Zagreb could enhance the students' educational experiences and achievements.

## CONCLUSION

A statistically significant difference was found in terms of school climate between the schools in the City of Zagreb and those outside of Zagreb. The schools in Zagreb exhibited a more negative school climate compared to the schools in other regions. The school climate in Zagreb is more negative, however, whether this is due to the attack that occurred in December 2024 at Prečko Elementary School, could not be definitively determined. Although the results suggest a more negative school climate in vocational schools in Zagreb, further studies that would include a larger number of schools should be implemented in order to explore the potential causes for these findings.

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