



New Trends
in Psychology

Aggressiveness in Schools

Nicoleta Oana Radu¹

Abstract: School violence - includes, in addition to aggressive behavior, other behaviors: violent, inappropriate or offensive expression - nicknames, imitations, teasing, ironies, injuries, etc. The teacher-student relationship is very important, its dynamics are specific to the age of the student, the specialization of the teacher, but also their involvement in combating aggression in the case of school. The problem of school violence is a constant interest of European policies, becoming an official problem on the agenda of educational policies, of governments all over the world. Human Fundamental Rights are violated, as is the child's right to physical and mental safety in school. Aggression can become a vicious circle in which students become bullied, they tend to isolate themselves from those around them and even from their family. We are talking about marginalization, in which the educational environment becomes a field of struggle and survival, and classmates become enemies worthy of feared

Keywords: aggression; violence; school; family; students; educational environment

Nowadays, there is a lot of talk about both aggression and violence in or around school.

They have become extremely serious problems, both for students and for teachers, but also for the authorities, as shown by AHMAD and SMITH 1990 in their works,

¹ Student, Faculty of Behavioural and Applied Sciences, Specialization Psychology, Danubius University of Galati, Romania, Address: 3 Galati Blvd., 800654 Galati, Romania, Tel.: +40372361102, Fax: +40372361290, Corresponding author: oanaburlacu85@yahoo.com.



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BRAWN 2005, etc. A distinction is made between the terms of aggression, violence, aggressive behavior.

Behavior - any type of physical or symbolic behavior intended to injure someone (Bandura 1977; Beebi 2004) and others. Violence - means acute aggressive behavior, characterized by the use of physical force. School violence - includes, in addition to aggressive behavior, other behaviors: violent, inappropriate or offensive expressions, nicknames, imitations, teasing, ironies, injuries.

While aggression can be a predisposition, violence is translated through the action itself. Aggression in school should not be treated as such, it is "a form of school behavior, different forms of manifestation with different intensity (Artz, 2004, p. 19.)

The student's aggressive behavior can be his response or reaction to various problems he has in his family, a precarious material situation, frustrations, the desire for affirmation, the desire to be accepted in a certain group (gang) - Bandura 1977, Zapan 1984, etc. The teacher-student relationship is very important, its dynamics are specific to the age of the student, the specialization of the teacher, but also their involvement in combating aggression in the case of school.

The phenomenon of school activity involves both bullying by persecuting, dominating, humiliating the dignity of the individual; bullying is translated through various types of emotional and physical abuse, which can be intentional (injuries), but also repeated, taking advantage of the fact that the victim does not make a complaint and does not respond to the school management or even to the police (where required). Bullying repeatedly affects the victim in the long term, it can be initiated by a person or a group of people (mobbing), which implies an unequal ratio of power between the victim and the aggressor.

The spectators are also involved because they can observe the aggression (and can assist). Solutions must be found to prevent and combat this phenomenon at the educational-institutional level. The problem of school violence is a constant interest of European policies becoming a problem official on the agenda of educational policies, of governments all over the world. Fundamental Human Rights are violated as well as the child's right to physical and psychological safety in school. An analysis of the problem of school violence at an international level is thus made, on its levels of manifestation and causality. The packages of preventive measures must be followed at the school, ministerial and social level. Security in the school is

imperative to ensure the environment conducive to the development of the new generation. Aspects such as: the age of the student, the cultural level of society, the surrounding environment, the type of family the student comes from, the surrounding, economic level, the school structure, the degree of interest of the teacher, the parents, the degree of intelligence of the student, his level of understanding.

The child's personality is massively influenced by the family, it is not for nothing that it is said that "the seven years at home" are crucial in his further development. In the situation where the parent considers that physical and emotional abuse is an effective way of education, this manifests itself in negative way on the behavior of young people. When we talk about violence in the school environment between students, they have certain characteristics such as: lower than average financial possibilities, they are overweight or underweight, they have no friends, they have a different religion, they have lower intelligence, adaptation difficulties, etc.

Aggression and violence negatively influence positive and effective education. The student-victim may present the following characteristics: fear of going to school, general state of nervousness, and may acquire different weapons or firearms, in order to defend himself against the aggressors physical and mental health is visibly affected. Self-esteem can also be affected by the use of prohibited substances, the appearance of digestive and psychomotor disorders, may resort to school dropout or juvenile delinquency in the context of bullying over long periods of time, suicide attempts.

Aggression can become a vicious circle in which students become bullied, they tend to isolate themselves from those around them and even from their family. We are talking about marginalization, in which the educational environment becomes a field of struggle and survival, and classmates become enemies worthy of feared

The Main Types of Aggression and Violence Are:

- physical violence (dispossession of goods by force, hitting, injury);
- economic violence (on surrounding objects, personal objects, etc.);
- mental violence (attitudes of isolation, rejection).

The phenomenon of mobbing in school can be seen by the way the students spend their breaks - in the hallway, in the school yard, in the classroom, etc.; they are withdrawn, preoccupied with other things than those around them, etc...

The situation in our country, according to the data provided by the Ministry of National Education in collaboration with UNICEF, in the period 2014-2015, Romania is in first place in Europe, in terms of the number of students between the ages of 11-15 who bully other classmates.

–46% of them were witnesses, even victims of bullying.

–2016-2017-the percentage of bullying increases to 57%.

–Girls between 11-15 years old are the most common targets compared to boys.

–53% female, 47% male.

A study conducted by the “Save the Children” Organization in 2015 in schools in Romania, one out of four children is humiliated in front of their peers.

4 out of 10 children were injured due to the repeated violent behavior of other schoolmates.

84% of the students witnessed aggression, and 78% witnessed these things.

Also, the Institute of Education Sciences has developed in the last 4 years several researches and pilot projects in the field of preventing and combating school violence and conducted a course for teachers, a course that is conducted in the Blended learning system, thus combining face-to-face meetings with various other learning activities in the online system. Between 2015-2016 the Ministry of National Education developed the Company called “You are a hero in the school yard” when you stop verbal violence with the main aim of educating the student in this sense.

A school without violence is a school where students will feel safe, able to develop harmoniously both from a psychocognitive point of view and from a sociorelational perspective. sense.

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