



Aggressive Behavior of Students in Serbia

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Abstract. Aggressive behavior is a complex phenomenon that attracts attention because of it's reinforced in the modern world, and whose long-term study didn't give any permanent solution to combat this, certainly undesirable behaviors. The reason for the study of aggressive behavior in primary schools is that the school as an institution, which are traditionally considered safe place of children today become a place where more and more present increased aggressiveness students. School climate, school organization and it's work can pose to students as a protective factor, and so disturbing factor and cause behavioral problems in students. At school there are many different social situations and contacts, some of which are risk factors for the emergence and expression of aggressive student behavior. Therefore, we need to determine what are the situations in the everyday school, which can be a potential source of aggression. The goal of our research is to determine what the type of aggressive behavior are represented in the school and to determine which school situations lead to the manifestation of aggressive behavior in students. Levels of aggression among older elementary and high school students is extremely high, with all the dramatic consequences, even though research shows that aggression and violence by the age groups of students in Serbia is below the average of other countries.

Keywords: *aggression, action, reaction, violence.*

Introduction

School ethos, organisational structure and the culture of organisation affect the expression of violent forms of behaviour in school. The terms 'violence' and 'aggression' will be practically used as synonyms. The proposed definition of violence is very similar to numerous determiners of *aggression* which make variations to the classic definition which states that aggression is "a behaviour whose aim is to hurt the person towards

whom the behaviour is directed" (Dollard et al., 1939). Such variations are, for example, that aggression is "a behaviour that is intended to injure someone physically or psychologically" (Berkowitz 1993, 1978) or that aggression is "any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment" (Baron 1997).

Aggression often occurs when individual abilities for interpretation and reaction to social demands, situations and possibilities are not appropriate and adjusted to demands of action. These demands for action are challenges which an individual must face with. The goals that these students pursue, a dominant system of values and a level of aspiration are usually not in accordance with a positive attitude towards school, peers, studying. Aggressive students generally have a lower level of motivation to engage in class activities and a lower level of expectation in regard to their own success. Factors which add to disinterest in school and a lack of motivation for studying often influence the expression of aggressive behaviour. On the one hand, it is stated that the basis of aggressive behaviour consists of difficulties which are connected with self-evaluation, internal conflicts and repressed self-satisfaction of an individual. It is important to deal with this problem because it is more common within school and school environment than outside school. Every student should have awareness about self-respect, an ability of internal control, optimism, and goal-oriented critical thinking. These traits are usually acquired in the family, and if the family misses that opportunity, the school can develop these character traits which strengthen their self-confidence and the feeling of safety, which in turn lowers the possibility of being a victim or a perpetrator of violence. The most important reason that the term 'violence' will be more often used than the term 'aggression' is simply because of the fact that the word 'violence' is more common in the Serbian language. Outside of psychological literature, the word 'aggression' is more used for 'physical assault' of one group on another group (for example, "The state A has committed aggression on the state B"). A singular act is more often referred to as 'an aggressive act' than 'aggression'. The term 'aggressor' is especially very rarely used for persons who have exhibited aggression – we are used to labelling the states that are in war as aggressors and not children who tell each other malicious comments. In our language, we more often use the term 'aggressiveness' in the sense of a relatively permanent personality trait and we use it to describe someone's tendency to behave aggressively, where the power of aggressive motivation is realised as a desire to hurt someone even when that desire is not fulfilled, than we use it to describe someone's style of behaviour. Aggressiveness can be determined by answers from questionnaires where the examinee does not talk about what he / she has done but talks about how he / she has had a strong need (desire) to hurt someone. It is stated that aggressiveness can also be suppressed, displaced, latent... Even when we speak about a certain teacher as being very aggressive, we will refrain to refer to him, at least not in the same sentence, as an aggressor and to his action as aggression.

Theoretical approach to the research

Aggression and violence are not exact synonyms in the Serbian language, and in those cases where these two terms differ, the meaning that is specific to the term ‘violence’ is more in accordance with the theme of this paper. Aggression and violence seem to describe exactly the same chain that consists of the links: intention-action-effect. Still, there are small but important differences. Aggression is usually defined as a behaviour *with the intention* to hurt another being. With aggression and aggressiveness there is a strong accent on the aggressive motive that stands behind the actions and which is usually considered to be a permanent disposition. Someone who has not had the intention to hurt someone else by his actions will not be marked as aggressive (except in the sense of possible passive-aggression). In the same way, we will readily mark as aggressive an act which has had the intention to hurt someone, but has not managed to produce such effect. On the other hand, it is not common to mark as violence an act which has had the intention to hurt, but has not produced any damage (we would eventually mark it as planned or intended violence). Violence would, therefore, have to be *realised aggression*. Besides that, the difference is also in the degree of stressing un justifiability. When defining aggression, un justifiability of causing injury is not mentioned but it is often implied, while violence assumes that such an act is to be considered unjustified. In other words, while with aggression the intention is central but the very damage is not always necessary, with violence (unjustified) damage is central but the intention is not always necessary. Someone could, for example, say that school as a social institution performs violence on children because it acts contrary to the needs of children, but he / she could not say that school is aggressive towards children. In practice, however, these distinctions are not so important because we most often deal with the behaviour which has unjustifiably caused damage and whose intention, in the first place, has been to cause damage, by using both violence and aggression. It is evident, therefore, that conflicts among students often occur because of violent acts and that violent acts are used in order to deal with those conflicts, but also that this kind of interaction usually does not have serious consequences and students do not experience it as especially stressful.

The question arises: what is assumed by aggressive behaviour? This kind of behaviour assumes any behaviour where an aggressor has the intention to attack, hurt someone and cause damage to this person. With aggressive behaviour, damage can be caused, but it is not essential; the important thing is the existence of intention.

Large efforts are invested in restraining from and sanctioning aggressive behaviour. Still, it is present to a great extent today and it can be expressed among individuals or groups. In interpersonal relationships, aggressiveness is repressed, but, sometimes, aggressiveness is even encouraged among groups.

When we speak about aggressiveness we should make a distinction between an aggressive response as a way of defending oneself from the existence of an aggressive motive and an aggressive behaviour. A human has an inborn tendency to react aggressively in

order to defend himself / herself, which is considered normal. Aggressive behaviour occurs when there is the existence of satisfaction in attacking other persons. However, in practice, sometimes it is not easy to find the differences between those behaviours where the attack incites a feeling of satisfaction, because when we defend ourselves by attacking there is a feeling of satisfaction because we are fighting back the aggressor. An aggressive motive, as well as an aggressive impulse, and an aggressive feeling do not necessarily lead to an aggressive behaviour. These kinds of tendencies can also be repressed. Whether an aggressive behaviour will occur or not depends on many factors.

Besides an aggressive behaviour and a tendency towards certain behaviour, the exposure to violence with children is often connected with difficulties in studying and a decrease in academic achievement, i.e. bad / low academic success. The violence that is experienced by children is connected with the post-traumatic stress: children – victims are in constant fear, they have sleeping and eating disorder, they often have slightly heightened temperature, problems with cardiovascular regulation (tachycardia), they feel tired and exhausted, they have problems with attention and concentration, they have stomach pains, they experience sweating, vomiting (Gašić-Pavišić, 1988). During development, if a child's organism is constantly in a condition where it has to actively respond to a stress as a constant threat, the central nervous system experiences permanent changes which are expressed as a lack of attention and hyperactivity. Children who suffer violence have difficulties with studying; due to difficulties with cognitive organisation, they use primitive, more immature styles of dealing with problems, often using violence as means of solving them. Since they are inattentive and restless during class, they are prone to act aggressively when they assume that peers or adults are hostile, strict and repulsive towards them, which additionally makes those children's situation even worse, because it creates a closed circle in which they suffer and perform violence but they do not know how to exit from it on their own.

The tendency of violent behaviour of children who themselves have been the victims of violence is explained by a neurobiological adaptation which enables a child to survive in violent circumstances. The human brain organises and changes depending on the way it is used: its appearance, growth, organisation and function depend on developmental experiences; ego and super-ego functions are cortically mediated inhibitory capacities which modulate more primitive reactive impulses of the brain. Any of the factors which increase the activity or reactivity of lower centres in the brain (for example, chronic traumatic stress caused by abuse) or which affect the decrease of moderator capacities of higher cerebral areas (for example, child neglect) – will heighten a person's aggressiveness, impulsiveness and the capacity to express violence. A healthy relationship between higher and lower areas of the brain develops when a child experiences various optimal emotional, behavioural, cognitive and social experiences during the key period of development. Experience represents a key factor in the formation of human behaviour – a lack of critical nurturing experience and an exposure to traumatic violence will change

the development of the central nervous system, while keeping a primitive immature reactivity in behaviour, and it will form predispositions in a child to become a person who responds impulsively and violently. Early life experience determines neurobiology and it is considered that experience, and not genetics, has a critical role in neurobiological factors which affect the tendency towards violence (Perry, 1997).

A complementary approach to the study of aggressive behaviour should be observed as a part of a general attitude of an individual towards interpersonal relations (Salmivalli, 2009). For example, students who have positive attitudes towards aggressive behaviour can be expected to have predominantly competitive attitudes. Such a more holistic approach to the problems of aggressive behaviour in school would remove shortcomings of those approaches which excessively emphasise specificities of aggressive behaviour while disregarding the social context in which this behaviour occurs. The basis of these general attitudes towards interpersonal relationships can consist of students' attitudes towards school and schooling in general. This, primarily, refers to the attitudes towards studying and social competitiveness. Taking into consideration the relationship between social competitiveness, motivation for studying and aggressive behaviour, Salmivalli (2009) have determined the difference between (A) competitiveness directed towards an assignment and (B) competitiveness directed towards other students, concluding that the first type of competitiveness is connected with peer acceptance and pro-social behaviour, while the second type of competitiveness is connected with rejection and aggressive behaviour. The examination of the relationship between social competitiveness and attitudes towards aggressive behaviour has pointed out to two major factors: school conscientiousness and desire for social success. School conscientiousness is encouraged by the general educational school policy, that is, by encouraging the development of anti-aggressive attitudes. On the other side, some other authors argue that academic achievement does not always contribute to the popularity of a student and that is why some students neglect their school obligations because of a desire for social success among their class peers. This is more characteristic for boys (Smith & Shu, 2000). Aggressive behaviour can, sometimes, create a powerful reputation during childhood and that is one of the bigger difficulties that schools are facing with.

Method of research

An investigation of the role of a teacher in reducing aggressiveness of students in Serbia is very important because, in recent years, aggressive and anti-social behaviour is in constant rise and a teacher is no longer seen only as a lecturer or a transmitter of knowledge, but his / her role is more than that. Roles of teachers include an entire range of activities, rights and obligations which describe their interaction. A teacher has a direct influence on the degree of violence in class. Primarily, he / she can identify or not notice violence, understand or not understand the causes of aggressiveness, react or not react, and if he / she reacts, he / she can react successfully or not. By his / her (not) responding

to violence he / she shows what kind of norm, which concerns the expression of violence, exists and how important that norm is.

The aim of this research is to introduce teachers with the causes of aggressive behaviour in order to effectively remove them as well as to encourage teachers to be more active, to use all knowledge that they have about the causes of aggressive behaviour, to write brochures concerning this subject, and to be more interested in pedagogically-psychological educational specialisation in the form of preventive programmes, courses, professional seminars, panel discussions, and all that with the aim of preventing and suppressing aggressive behaviour of students in school.

A teacher, besides being an organiser and a regulator of a teaching process, also has an educational role while working with children. His / her basic assignment is to encourage positive forms of behaviour in children and to work on the suppression of the negative ones, and all that in the child's best interest. In order to achieve that, he / she must identify those factors which add to behavioral disorders as well as those factors which have a positive effect on students.

In those schools where there are good relations between teachers and students, and where cooperation and connection with school are encouraged, violence is always less present. Violence in school often comes out from an attempt to roughly and inadequately discipline students. In the same way discipline is seen as a necessary element of school life, punishment is seen as a necessary form of disciplining. It is necessary for teachers to understand that every aggressive behaviour is serious, that they should always be ready to intervene, with the most adequate measures, but they often do not have the real image about the nature of different forms of violence, so research projects, whether theoretical or empirical, will be very useful for them. They should realise the seriousness of this problem and try to understand those children who are exposed to violence as well as those who are more aggressive; they should show more empathy for those students.

The tasks of this research are:

1. To help teachers learn more about the causes and forms of aggressive behaviour because that will contribute to a better understanding, prevention and suppression of this problem.
2. To enable teachers to use more of their knowledge about aggressive behaviour and to act accordingly as well as to help those children who express some form of aggressive behaviour in the best possible way; teachers should encourage them more and motivate them for work and in that way direct them towards positive actions, primarily in establishing and maintaining good relationships with other children.
3. To enable teachers to get better insight into a problem such as aggressive behaviour and to apply their knowledge in order to improve educational practice.

Discussion about the results of the research

School has proved to be an ideal place, in fact, the only place where the programmes for the reduction of violence among children of school age can be easily conducted. School is an obligatory institution for children precisely during the period of their intensive social maturing. After all, violence of the young is primarily concentrated in school. School is a place where children spend almost half of their day, and a place where a constant intensive interaction with other students and teachers is unavoidable. School can intervene in more ways by acting on several roots of violent behaviour – on the very student, his / her family, peers, media. School is the only agent of socialisation within a wider social community that has access to a young person early enough for the influence to be efficient, massive enough for it to be preventive indeed, long enough for it to be efficient, and what is important, mediated enough by an individual work of experts (teachers) in order to be subjected to intervention. Due to their number and variety, considering the aims, working methods, range and target groups, school programmes are very difficult to systematise.

Within the school environment, different forms of aggressive behaviour can be observed: violation of school rules, cursing, peer bullying, sexual harassment, threats, stealing, destruction of school's or other people's property, physical assaults, aggressive behaviour in groups, carrying or using weapons and the like. Aggressive behaviour is connected to other forms of behaviour as well; for example, unexcused absences from classes, academic failure, problems with discipline, conflicts with teachers, conflicts with peers and the like. When working with children, one should be very cautious when it comes to behavioural problems. If you formulate your questions or your critique well, you can often avoid verbally aggressive or violent answers. Teachers who are supportive, who encourage their students and respect their ideas, can express critique to their students without discouraging them. In this manner, they will reach students more easily and they will more easily get the information that will resolve the problem which is identified. A conversation about sensitive questions should always be led privately with a child or in front of a person whose presence has been allowed by a child. It is important to establish a relationship trust. Working with a child includes:

- explanation of the need for treatment
- motivation (in terms of motives of a child, not motives of adults)
- choice of the most appropriate strategies
- tracking of the efficiency of chosen strategies.

Teachers often do not know how to deal with the children who have behavioural problems, or they are not educated enough to know that. If a teacher is educated and if he / she feels competent, he / she can think of and conduct minor interventions, but, in general, the formation of therapeutic interventions is under the charge of professional associates in school. Cooperation by a teacher can significantly add to the decrease in problematic behaviour of children, which will be useful to the teacher as well.

That is why a teacher has to be prepared for the suppression of those unwanted forms of behaviour, which actually means:

- To identify departure from normal or previously typical behaviour of a child (for example, a talkative child suddenly becomes uncommunicative)
- To collect additional information from parents, guardians;
- To refer a child to a professional associate in school or outside of it, if it is necessary;
- To observe behaviour of a child and to assume the role of a therapist if needed.

Measures for the suppression of aggressive forms of behaviour in school are: praise, punishment, class meeting, cooperative studying, mutual positive activities, parent-teacher meetings.

Besides a direct influence, which refers to a teacher's behaviour in situations that are connected with violence, special significance is given to a teacher's indirect influence through those actions that even he / she regards as not connected to the degree of violence. Most factors which are part of a school climate and which are proved to have an influence on violence in school are under the control of a teacher. A positive school climate contributes to a great extent to making belonging to the school an important part of a social identity of students and school staff as well, and, according to some authors, this identification can play an important part in the influence of school climate on children's behaviour and a feeling of psychological welfare (Bizumić et al., 2009). Therefore, teachers affect aggressive behaviour by forming a dominant atmosphere in class with their attitude towards teaching and their relationship towards students.

On the basis of the collected data and formulated theories, several key components of social and emotional development which present protective factors or risk factors for aggression can be isolated and we can choose those which will be intervened in. Guerra (2003) names a few of those factors which should be developed: a) an ability to follow and control feelings, thoughts and actions (for example, impulse control), b) an ability to show empathic concern for others; c) an ability to confront interpersonal problems and their resolving; d) a positive identity and orientation towards future, and e) an ability to establish positive peer relations. The programmes which tend to affect these factors have to be sensitive to development, because the experience shows that these factors are not equally subjected to change on all degrees of development and, what is more important, they are not equally important in the formation of the aggressive behaviour. It has been shown that the reduction of violent, and risk behaviour in general, is more successful if prevention measures are started in lower grades of primary school. Early preventive intervention should be directed, on the one hand, towards increasing positive skills and competencies and, on the other hand, towards decreasing aggressive and other socially unacceptable behaviour. During the conduction of the prevention programme, it is important for teachers to understand the reasons why certain programmes or activities are applied and what kind of influence is expected from an intervention. A prevention programme has to be scientifically based, easy to apply and cheap. Which programme

will be chosen depends on the evaluation of the school. Parents, as well as people from the local community, should be involved in the process of creating and applying the programme. The most successful measure is to change school climate so that the team of all teachers takes responsibility for all children in school. The success of the prevention of violence in school is to a great extent contributed to by the support of school government on a local level, but also by a wider social environment. The intervention programme, which is applied when an act of violence is reported in school, has to stop the violence immediately and to secure safety for the student who has been attacked. At the same time, social behaviour of the violator has to be analysed and there has to be a tendency for him / her to change his / her way of reacting. The student who is a victim of violence should be helped in learning how to deal on his own with the problematic situation he / she is in. Some of the steps of the development of a comprehensive plan to create safe schools are: to recognise early signs and risk factors of an occurrence of violence, to create an appropriate intervention plan during crisis, to integrate respect of school rights, to design a school building to be safe, to include family and community into its planning and application, to promote good citizenship and character among students and school staff.

Conclusion

The evolution of programmes for fighting against violence shows that those who practice them have to be equipped with persistence and patience; but only long-term and systematic work can lead to moderate improvements. An occurrence which has many causes cannot be dramatically changed by taking action on one or two causes. School violence cannot be opposed by one-off and short-term campaigns. Programmes which include an entire school, and a wider community as well, are probably potentially the most successful, but they are also programmes which are the hardest to keep on the move for a long time because they require big engagement and organisational complexity. Should we, perhaps, give priority to potentially less efficient but also less demanding programmes?

Although many programmes include students as active participants, it should not be forgotten that the main responsibility must always go to adults. School employees are often not informed or trained very well; they are overloaded and dissatisfied by working conditions, but precisely those teachers carry the largest load of responsibility to decrease school violence. Different amateur and professional beliefs can act equally fatalistically, whether it is believed that the roots of violence lie in unchangeable biological characteristics or the causes are seen from the angle of an individual in equally unchangeable socio-historical circumstances. A teacher has to find those strings from a narrow part of the range of causes which he / she can affect, and in the same way he / she has to find within himself/herself enough optimism and care for students. Evolutions of pro-

grammes have clearly shown that the most important factor on which successfulness of a programme depends is neither its length nor its theoretical orientation but a dedication of school staff to that goal.

It is necessary to point to certain boundaries which one should be aware of when it comes to fighting against violence in school. The fact that the terms 'violence' and 'aggression' spread from prototypical cases, which are justifiably labeled as such in everyday communication, to mild or very mild forms of "intentional and unjustified harm" carries the risk, as some would say, of a too serious interpretation of a problem. A misunderstanding is enlarged if that boundary is crossed as well, so all forms of communication which are aversive to a child are condemned and subjected correction. Such an attempt to sterilise children's environment by removing any hints of aversive communication would not only be doomed to fail in advance but would also be wrong from the start and would produce counter effects. Somewhere at the start of this paper it has been said that it is easy to define violence, or is it not? Every punishment, every refusal of a child to socialise with another child and every unpleasant comment cannot be seen as violence. A large area of an interaction of children where we can encounter conflicts, as well as misunderstandings, negative feelings, pranks and rudeness, does not deserve to be labeled as pathology nor violation.

School can also encourage aggressiveness. We live in a time where everything is directed towards a quick success in all areas and at all costs. Students are afraid of failure and unfulfilled expectations. Excessive demands are a source of fear and insecurity. Every testing situation brings tension. A teacher-student relationship is not always satisfactory. Overload, inappropriate learning material, etc., can be causes of aggressive behaviour. In that way, an aggressive potential, which is brought to school, is increased by both academic and one's own failures, unfair actions of others and bad communication. When an aggressive student is analysed, it is usually found that this facade actually hides an intimidated boy or girl who is faced with demands which are too heavy for him / her, so he / she tries to defend from the fear by such behaviour. A pedagogue should act in the following way: the form of work is defined after a student is met, and after identifying his / her problems and the causes which brought them. It is obvious, then, that a work agenda will be specific for each student. Still, each case will include cooperation with parents, teachers and class community. After parents and circumstances in which they live are met, we are warned about the necessity of a constructive solution to their problem. If needed, they will be sent to a council for parents or some similar institution. They are provided with help in correcting their upbringing measures. Concrete measures about an approach to mutual acting are agreed upon. It has to be demanded specifically that a relationship towards a child must not be different than what the agreed plan demands. An aggressive child has to feel that there are boundaries in behaviour which must not be crossed. It is further necessary to warn class teachers that arrogance and meanness are not cured only by punishment. Aggressive behaviour demands understanding but it

also sets clear boundaries, i.e. it seeks support but also strictness which actually serves as return information to a student. Aggressive behaviour is certainly not approved, but it is not given much attention which can be brought by a punishment. It is better not to notice it, and, if possible, not to point it out; because, in that way, by using aggressive behaviour, children do not get what they want – attention and power. On the contrary, even the smallest progress in working with them needs to be praised. Besides that, an entire class should be notified that a certain programme will be conducted. If all students are well motivated, they will be the most grateful and the best co-workers. The most demanding work is the one with the very student. The purpose of this paper is that the student gets insight into his / her aggressive behaviour and learns gradually how, little by little, he / she can cope with it. The most important thing is to urge a student to change attitude towards himself / herself, towards his / her way of behaving, his / her awareness of such behaviour and finally towards correction. Within that process, individual and group work can be combined with different techniques and exercises. Working with aggressive children should apply a perception exercise. It is interesting that aggressive children often have entirely distorted perception. Therefore, for example, fast movements are experienced as a threat. That is why it is important to teach children to judge and interpret other people's behaviour more objectively. Entirely normal situations do not necessarily have to be interpreted as a motive for aggressive behaviour. Questionnaires for self-evaluation and evaluation can be used for that purpose, followed by an analysis of the two seemingly same reactions or images in order to determine their differences. The suppression of aggressive behaviour is largely contributed to by different ways of communication and contact games whose goal is to get to know other people better, to accept their diversity, to teach a young person to live with other people and to properly communicate. In that way, a feeling of respect which does not approve aggressive behaviour is built. Finally, it is very useful if teachers entrust an aggressive child with the role of a leader within mutual projects or sports activities. In that way, a development of the "we-feeling" produces trust and security and the need for importance is directed towards a positive orientation. In such circumstances, an aggressive child – without aggressive behaviour – gets acknowledgment, respect, self-accomplishment. After all conversations and exercises, it is essential to give a student return information about his / her progress and honest encouraging support. That will help him / her to achieve internal balance and support in order to be motivated to persist in the work on himself / herself and to change his / her behaviour.

The work with children of aggressive behaviour demands patience, perseverance and creativity. This large effort needs cooperation with parents, teachers, pedagogues and students. Primarily, it is necessary for a school to take measures in order to suppress unacceptable behaviour. It must nurture a principle of attraction which is the foundation of coexistence. In the same way, a school has to be merciless in not allowing the use of force as a form of solving problems. Force should be righteously and strictly regulated by

law. In solving problems of aggressiveness, an important role belongs to a teacher who uses his / her example – specific communication and non-violent solution of problems – to refrain students from aggressiveness in the best way possible. School and teachers also need support from society, parents, etc., because aggressiveness is not only a school problem. With its clear decisions, the society has to direct one towards proper values and towards future. A disturbing growth of aggressive behaviour, especially among high-school students, requires a comprehensive analysis of that problem and its causes in order for the measures, which should be taken, to succeed. Each student who has a problem of aggressiveness needs a specific programme which includes participation of parents, teachers and the class community. The purpose of such treatment is to get insight into the aggressive behaviour of a violator and the causes of such behaviour, but, at the same time, to train him / her how to deal with his / her problems successfully. That action includes individual and group work, different techniques and exercises: creative activities, perception, self-control, identification, relaxation and communication. Besides a patient, persistent and creative work of a school pedagogue, it is necessary that an entire society take measures against different forms of behaviour of the young which are unacceptable.

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Agresyvus Serbijos mokinių elgesys

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Santrauka

Agresyvus elgesys yra sudėtingas reiškinys, kuris sulaukia vis daugiau dėmesio, nes jo apriškos dabartiniame pasaulyje vis dažnėja. Deja, ilgalaikiai tyrimai šioje srityje nepateikė jokių galutinių kovos su šia problema sprendimų. Mokykla, kaip institucija, tradiciškai laikoma saugia vieta vaikams, šiandien tampa vieta, kurioje auga agresyvių mokinių skaicius. Tai ir yra agresyvaus mokinių elgesio nagrinėjimo priežastis. Mokyklos klimatas, darbo organizavimas gali tapti tiek mokinių saugumo faktoriumi, tiek probleminio elgesio priežastimi. Mokykloje atsiranda daugybė socialinių situacijų ir užmezgama daug socialinių kontaktų. Kai kurie iš jų gali daryti įtaką agresyvaus elgesio atsiradimui. Todėl yra svarbu nustatyti, kokios kasdienės mokyklinės situacijos galėtų būti potencialiai agresijos apraiškų šaltiniai. Tyrimo tikslas yra nustatyti, kokio tipo agresyvus elgesys stebimas mokyklose ir kokios mokyklinės situacijos gali sukelti agresyvaus elgesio apraiškas. Agresijos mastas tarp pradinės ir vidurinės mokyklų mokinių yra ypač didelis su visomis dramatiškomis tokio elgesio pasekmėmis, nors tyrimai rodo, kad agresijos ir smurto apraiškų lygis pagal mokinių amžiaus grupes Serbijoje yra žemesnis nei kitų šalių vidurkis.

Esminiai žodžiai: *agresija, veiksmas, reakcija, smurtas.*

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