

Violence and aggression in interpersonal contacts at school

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The dynamic changes seen in the last years have been present in all fields of life and brought lots of factors making the adolescents' development difficult. The pursuit of material goods, the desire of having, striving for „using life” causes the disturbance of social life rules and developing the features that are not socially needed, such as among others aggression and the wave of violence. Dulling the sensitivity to the ethical, moral rules, ambiguity instead of clear rules and standards of behaviour caused young people struggle the conflicts connected with judging. Young people perceive freedom in a wrong way, they are governed by fashion and pleasure, not by duty. The result of that is the increasing number of teenagers having problems with behaviour among which aggression and violence take the leading place, brutal and vulgar manner and lack of social skills.

The reflection of problems that the society faces has its impression in the way of perception the educational values by pupils and their behaviour at school. Therefore there are challenges in front of the school aiming at stopping, limiting or even eliminating negative behaviours from children's and teenagers' lives. The nature of the educational process organised by school is mainly the interactions among teachers and pupils and pupils themselves. They are not always the best. The anxiety among guidance counselors and psychologists raises the fact that the cooperation rule and mutual help are replaced by the rule of dominance, extortion and force. The cases of ignoring the teacher's orders are more and more common, lack of respect towards the teaching staff, humiliating adults and vandalism. Pupils battle against teachers and peers too. The communication based on taking advantage and extorting the submissiveness has been arising. The school hall is a kind of arena of undesirable behaviours. The problem of aggression at school has been known for ages, but its intensification provokes deeper reflection on that subject.

The nature of aggression and violence

The number of studies and the increase of the interest on the problems of aggression is the expression of social needs resulting from the increase of that phenomenon. Aggression is the complex and multifaceted phenomenon. It caused the phenomenon has become the research and analysis problem of many scientific disciplines including: psychology, pedagogy, law, sociology, resocialization etc. Each of these fields treat the problem of aggression in a category of its subject interest defining it in a specific way.

Literature devoted to aggression, both theoretical and empirical one is extremely wide and proposes lots of definitions of that term.

In colloquial language, aggression means hostile behaviours, consisting in damaging things (vandalism), causing damage to other people (violence) or to oneself (auto-aggression). Generally speaking aggression is an action aiming at doing damage to the another person both in a physical and verbal form.

From the psychological perspective aggression is not a homogeneous phenomenon, there are different forms and types of aggression and diverse reasons and sources. From that point of view aggression is defined as „ any action (physical or verbal), aimed at doing physical or psychological damage-real or symbolic –to a person or thing that replaces it”⁶.

Psychological definitions stress the intentionality and functionality of aggression, that is being directed by the motif of doing evil, doing damage. They define aggression as a ”physical or verbal behaviour directed towards somebody or something, or behaviours taken with the intention to damage or destroy”⁷.

Similarly, from a social psychology perspective „aggression, or interpersonal violence are the actions taken intentionally by people, (for example, specific behaviour, arranging the specific situation etc.), constituting risk or causing

⁶ W. Szewczuk, Słownik psychologiczny, Warszawa 1979, s.68.

⁷ G. Rudkowska, Agresja u dzieci, [w:] red. J. Kuźma, Z. Szarota, Agresja i przemoc w instytucjach wychowawczych, Kraków 1998, s.111

damage in physical, psychological and social well-being of other people that is evoking pain, suffering, destruction, leading to the loss of valued values”⁸.

The peculiar feature of the pedagogic understanding of aggression is paying attention to the actions that cause disorders in physical and psychological health of the person experiencing the act of aggression. The educational literature proposes two kinds of presenting that phenomena. First, as behaviour aiming at causing the loss leading to negative consequences (potential or actual), and second, as emotional-motivating status of the individual connected with strong negative emotions, such as: anger, agitation, rage, annoyance. The first one is a phenomena of the instrumental nature, and the second „hostile”. The enemy's aggression also leads to cause suffering and pain to other human being⁹.

W. Okoń perceives aggression as behaviour that cannot be justified from the social point of view. He defines it as „an action directed against people or things evoking dissatisfaction or anger in individual. The aim of aggression is to cause damage”¹⁰.

From the sociological point of view, aggression has been examined as one of the form of social group functioning, analysing social-cultural reasons of violence and community actions. Most of the sociological theories of aggression notices its sources in relations with the social environment. Sociologists pay attention that aggression is the sociably undesirable and disapproved phenomenon. They define aggression pointing out that „each aggression outburst mobilizes the desire of destruction being in human, and that desire has never been satisfied, if it is started to be realised, it is difficult to stop it, it grows very quickly, in contrast with the animal world, where the destructive tendencies have their own borders defined with the life preserving right (killing is performed for satisfying hunger or defending life), at human being that

⁸ A. Frączek, Czynności agresywne jako przedmiot studiów eksperymentalnej psychologii społecznej, Wrocław 1979, s.13.

⁹ J. Abramczyk, Zjawisko agresji w szkole – wychowawcze wyzwanie na progu XXI wieku, [w:] A. Rejzner (red) Agresja w szkole. Spojrzenie wieloaspektowe, Warszawa 2004.

¹⁰ W. Okoń, Nowy słownik pedagogiczny, Warszawa 2001, s.13.

border has a sign of infinity, a human being destroys for the sake of destruction”¹¹.

In the scientific literature, the term of aggression arouses lots of controversy due to the fact of many definitions. *However, aggressive behavior has been defined in numerous ways over the years from the physical or relational aggression point of view*¹². *Most of the operational definitions of physical aggression include physical harm or threats of harm, including behaviors such as hitting, pushing, or threatening to beat up a peer*¹³.

There is also no agreement in views on the aggression sources understood as a tendency to show the destructive or hostile behaviour. The dispute among scientists has not been settled yet, if the aggression has an inborn nature or the acquired one. Numerous studies indicate the multiplicity of causes of aggressive behavior. *Research indicates that antisocial behavior, including aggression, "appears to be a developmental trait that begins early in life and often continues into adolescence and adulthood"*¹⁴. *According to a number of researchers, antisocial behavior develops as a result of the student's behavior and interaction with the social environment*¹⁵ *and the student's parents*¹⁶.

¹¹ K. Kmieciak-Baran, *Młodzież i przemoc. Mechanizmy socjologiczno-psychologiczne*, Warszawa 1999, s.21

¹² D. Murray-Close, J. M. Ostrov, N. R. Crick, A short-term longitudinal study of growth of relational aggression during middle childhood: Associations with gender, friendship intimacy, and internalizing problems. *Development & Psychopathology*, 2007, 19(1).

¹³ J. Brook, L. Zheng, M. Whiteman, D. Brook, Aggression in toddlers: Associations with parenting and marital relations. *The Journal of Genetic Psychology*, 2001/162(2), J. Casas, S. Weigel, N. Crick, J. Ostrov, K. Woods, E. Jansen Yeh, Early parenting and children's relational and physical aggression in the preschool and home contexts. *Applied Developmental Psychology*, 2006/ 27, J. Ostrov, C. Keating, (Gender differences in preschool aggression during free play and structured interactions: An observational study. *Social Development*, 2004/13(2), et.al.

¹⁴ G.R. Patterson, B.D. De Baryshe, E. Ramsey, A developmental perspective on antisocial behavior. *American Psychologist*, 1989/ 44 p.329.

¹⁵ S. Landy RD Peters, Toward an understanding of a developmental paradigm for aggressive conduct problems during the preschool years, [In:] Peters R, McMahon R, Quincy V, editors. *Aggression and Violence Throughout the Life Span*. Newbury Park, CA: Sage; 1992., Patterson G.R, Developmental changers in antisocial behavior. [In:] R.D.Peters R. J. McMahon, V. L. Quinsey *Aggression and Violence Throughout the Life Span* Newbury Park, CA: Sage; 1992

Lack of consistency is visible both within the meaning of aggression term, and its reasons, there is not only one theory concerning the aggression origin. In connection to that, it has been justified to define criteria assigning the exact shown behaviours to the aggressive behaviour class in defining aggression. These criteria include:

- the emotional component in the form of aversion, anger, annoyance appearing in behaviour¹⁷,
- instrumental nature of causing damage and motive of doing evil or harm¹⁸,
- causing the specific behaviour consequences, for example inflicting suffering, or pain¹⁹,
- modifying influence of social context of behaviour, for example connected with the fulfilled role, completed task, place in the power hierarchy and the like²⁰.

¹⁶ T. **Hollenstein, I. Granic, M. Stoolmiller, J. Snyder**, Rigidity in Parent-Child Interactions and the Development of Externalizing and Internalizing Behavior in Early Childhood. *Journal of Abnormal Child Psychology*, 2004/32(6).

¹⁷ Por. m. in. A .H. Buss, *The Psychology of Aggression*, New York,1961;S.Feshach,*Aggression*,[In:] P. H. Mussen (ed) *Ceramichael's Manual of Child Psychology*,1970; W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 2001.

¹⁸ Por. m. in. A. Frączek, *Problemy psychologicznej teorii agresji*, *Psychologia Wychowawcza* 1973 ,nr .2; J. Ranschburg, *Lęk, gniew, agresja*, Warszawa 1980; D. Wójcik, *Środowisko rodzinne a poziom agresywności u młodzieży przestępczej i nieprzestępczej*, Wrocław -Warszawa-Kraków-Gdańsk 1977; W. Szewczuk, *Słownik psychologiczny*, Warszawa 1979.

¹⁹ Por. m. in. A. Frączek, *Agresja- psychologiczny punkt widzenia*,[w:]A. Frączek (red.) *Z zagadnień psychologii agresji*, Warszawa 1975; M. Kosewski, *Agresywni przestępcy*, Warszawa 1977;J.Zakrzewski *Koncentracja na sobie a agresja interpersonalna* [w:] A. Frączek (red.) *Studia nad uwarunkowaniami i regulacją agresji interpersonalnej*, Wrocław- Warszawa- Kraków- Gdańsk- Łódź,1986; ; K. Kmiecik-Baran, *Młodzież i przemoc. Mechanizmy socjologiczno-psychologiczne*, Warszawa 1999.

²⁰ Por. m. in. A. Frączek, *Problemy psychologicznej teorii agresji*, *Psychologia Wychowawcza* 1973,nr.2; D. Wójcik, *Środowisko rodzinne a poziom agresywności u młodzieży przestępczej i nieprzestępczej*, Wrocław- Warszawa- Kraków- Gdańsk,1977.

In the psychological-pedagogic literature we meet the exchanging terms of „aggression”, „aggressiveness”, „aggressive behaviour” or „violence”. Aggressiveness is the permanent feature of a human being consisting in frequent and inappropriate aggressive reactions to stimulus that occurs towards the social objects, and inability of controlling own aggressive reactions. It can occur with different intensity, the characteristic feature is the fact that the subject reacts with the emotional excitement²¹.

Therefore it can be stated that aggression is a predisposition to react with the aggressive behaviour. But the term of aggression should not be confused with the aggressiveness. The difference between aggression and aggressiveness lies in the fact that aggression is a process and includes the subject activities, and aggressiveness is a character feature, learned behaviour, well consolidated in the process of social learning. The frequent appearance of aggressive behaviours has been defined as aggressiveness. Whereas the individual specific behaviours described with the specific features, are the aggressive behaviours.

The term of aggression is often used in exchange with the term violence. According to H. Rylke „we deal with the violence situation when a weak person(victim) has been displayed for a long time to negative influence of a person or a group of stronger people (aggressors)”²² Some of the researchers point out the necessity of the act of violence than the act of aggression.

I. Obuchowska emphasises, that „aggression can be a way of gaining control over a man and has then a function of violence. However aggression not always aims at subordinating other man, and violence does not have to be manifested via aggression”²³.

For better understanding and diversification of school situations, it is useful to introduce distinguishing between the terms of: aggression and violence. Violence appearing among pupils at school is a form of aggressive behaviour, and aggressive behaviours reinforce violence. The characteristic feature for aggressive behaviours is the balance among people within aggressive behaviours and defence. Whereas, in case of violence such a balance does not exist, because the person having physical or psychological advantage uses it

²¹ J.M. Wolińska, *Agresywność młodzieży. Problem indywidualny i społeczny*, Lublin 2003.

²² H. Rylke, *Szersze tło problemu przemocy w szkole*, Remedium 1997 nr4.

²³ I. Obuchowska, *Przemoc w wychowaniu*, *Kwartalnik Pedagogiczny* 1989, nr 4.

against the weaker person. In the reference books the superiority of violence towards the aggression has been assumed. Violence is often the mean of compulsion realisation and the power predominating somebody's power, and aggression is not always that.

In order to specify the discussed issues, it is necessary to discuss the aggression classification. Due to the fact of different criteria we come across the different divisions of aggression. There are some of them.

Most often, taking into consideration the type of aggression the physical and verbal aggression have been detailed. Taking into consideration the form criterion: active and passive, and examining the aim: indirect and direct aggression²⁴.

Taking into consideration the origin of aggressive actions, one can distinguish the following types of aggression:

- angry aggression (spontaneous, rousing) - emotions under it;
- instrumental aggression (hostile, cold) –the learned actions causing pain, suffering are the basis of it;
- assignment aggression – connected with fulfilling the specific parts, task completion²⁵.

A. Bandura distinguishes instrumental and hostile aggression. He describes *instrumental aggression* as those actions "aimed at securing extraneous rewards other than the victim's suffering." A student who steals a pair of tennis shoes out of another student's locker is an example of someone who engages in instrumental aggression. *Hostile aggression* is defined as actions that are "used to produce injurious outcomes rather than to gain status, power, resources, or some other types of results"²⁶.

There is also widespread distinction between physical and relational aggression. Physical aggression includes hitting, kicking, punching, pulling, push-

²⁴ Por. m.in. A .H. Buss, *The Psychology of Aggression*, New York,1961; Z. Brańka, *Agresja u dzieci i młodzieży*, [w:] J. Papięż, A. Pułkis,(red.)*Przemoc dzieci i młodzieży*, Toruń 1998; Z. Skorny, *Mechanizmy regulujące ludzkie zachowania*, Warszawa 1989.

²⁵ J. M. Wolińska, *Agresywność młodzieży. Problem indywidualny i społeczny*, Lublin 2003.

²⁶ A. Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice-Hall 1973 p.8.

ing and taking things away from others²⁷. A second type of behavior that is intended to hurt, harm or injure another person uses the relationship or the threat of the removal of the relationship as the means of harm and is referred to as relational aggression. Relational aggression, includes social exclusion, friendship withdrawal threats giving the silent treatment and spreading malicious secrets, lies or gossip²⁸.

Z. Skorny carrying the analysis of aggressive behaviours at pupils, performed the classification of these behaviours, taking into consideration the outside conditions favoring the aggressive behaviours. He has distinguished three groups of aggressive behaviour evoked by:

- behaviour of others;
- expressions of others;
- obstacles and failures in actions²⁹.

Aggression at school can appear in different forms. It can be in a form of physical aggressiveness (physical violence), verbal (threat, swearing), or a direct one (insulting somebody directly) or indirect (rumors, denunciation, destroying property). Moreover, the acts of school aggressions can appear in the active form- requiring acting, and passive – refraining from action causing harm to others³⁰.

Aggression can be expressed in different forms, the dominance of the particular factor decides about its type. It should be pointed out that different forms of aggression often have „common pieces” such as for example physical or group aggression.

Types of aggressive relations at school

²⁷ K.A. Dodge, J.D. Coie, D Lynam, Aggression and antisocial behavior in youth, [In:] W. Damon, N. Eisenberg, *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*, New York: Wiley, 2006.

²⁸ N.R. Crick, J.K. Grotpeter, Relational aggression, gender and social-psychological adjustment. *Child Development*, 1995/ 66.

²⁹ Z. Skorny, *Psychologiczna analiza agresywnego zachowania się*, Warszawa 1968.

³⁰ Z. Bartkowicz, *Pomoc terapeutyczna nieletnim agresorom i ofiarom agresji*. Lublin 2001

Analysing the aggression phenomenon and violence at school, one should take into account the types of relations happening in the school environment. Talking about the violence at school in the categories of perpetrators and victims, there are three basic relation types where that phenomenon occurs:

- pupil-pupil relation,
- pupil- teacher relation,
- teacher -pupil relation,
- teacher-teacher relation.

The most visible forms of aggression and violence can be noticed in the interactions among pupils. Relations among pupils are often characterised by high aggression in verbal communication. Scream, threats, insults and provocations are instrumentally used to achieve own aims. The aim of aggressive acts is to gain control over peers. The aggressive behaviour at children and teenagers takes the form of quarrels and scuffles with peers, unjustified complaining, malicious rumors, vindictiveness towards friends.

Creating „scapegoats” and so called „black sheep” in the peer groups is common among the violence forms. These people are the target of permanent teasing or bullying with all possible ways. Most often the peers use hostile actions, taken consciously towards these people, and that leads to fear. They show open aversion and dislike, hostility, disrespect and humiliation aiming at urging to submit to the group³¹.

The sign of the organised violence at school is spreading custom known so far only in the army, so called bullying in the army-harassment of older over the younger or weaker peers. That type of practice is defined in other way too: destroying cats, kittening and from English – mobbing or bullying. Tormenting „cats” in some schools takes the funny form, but in dominating parts of cases it takes drastic forms of aggression in connection to humiliating the dignity of a first-year pupil. Young people of older grades gain control over younger to perform different services, giving money and sometimes even

³¹ Por. m. in. A. Fraczek, I. Pufal-Struzik, Agresja i przemoc wśród młodzieży. Perspektywa psychoedukacyjna, Kielce 1996; L. Kirwil, Agresja szkolna jako rodzaj agresji prolaktywnej, [w:] A. Rejzner (red) Agresja w szkole. Spojrzenie wieloaspektowe, Warszawa 2004.

paying protection money. Any forms of defiance will be punished by hitting or insulting³².

These behaviors are often called bullying. Bullying this subtype of aggressive behavior in which an individual or group of individuals repeatedly attacked, humiliated and / or exclude from a group of relatively weaker person³³. Bullying is the most common type of violence in American schools³⁴ but also a common issue in other countries, such as England, Canada, Japan, Austria, New Zealand, France, Finland but also in Poland³⁵.

Graphs 1-2 shows international comparison of Percentage of students, that were victims of bullying or were bullying other students in last months in countries bordering with Poland, except Belorussia.

Analysis of studies results allow us to ascertain that violence among young people is a major concern in most countries. The HBSC findings, show that however, there are differences in the rates of this phenomenon in different countries. The slightest percentage of students involved in bullying occurs in Czech Republic - 10,3%, the highest occurs in Lithuania - over 50%. Percentage of victims of bullying is higher for boys than girls. Boys also more often are taking part in bullying than girls.

Authors of HNSC report also advices to pay attention to insignificantly decreasing range of bullying in some countries. However in other countries this

³² Por. m. in. M. Biała, *Problemy z zachowaniem dzieci i młodzieży*, Warszawa 2008; M. Karowska, W. Czamecka, *Przemoc w szkole* Kraków 2000.

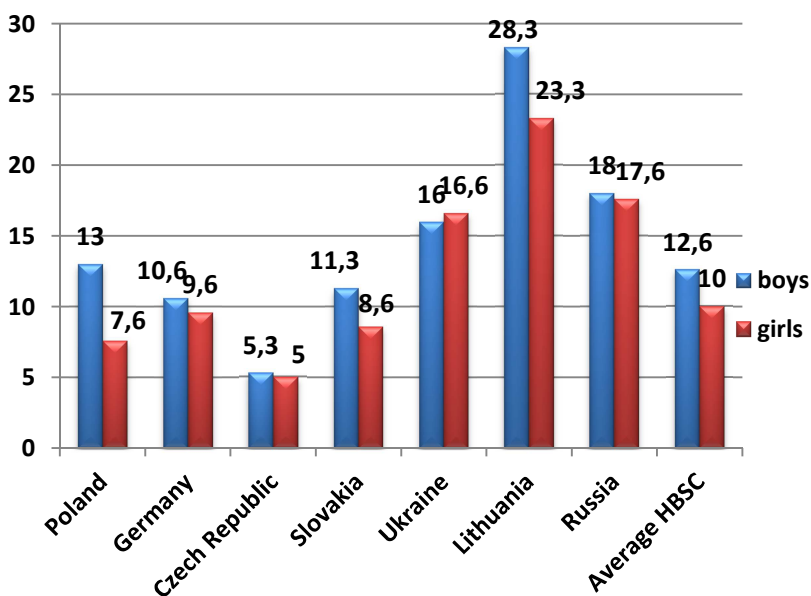
³³ D. Olweus, *Bully/victim problems among schoolchildren: Long-term consequences and an effective intervention program*, [In:] S. Hodgins, *Mental disorder and crime*, Thousand Oaks, CA: Sage1993

³⁴ S.M. Swearer, B. Doll, *Bullying in schools: An ecological framework*. *Journal of Emotional Abuse*, 2001/ 2.

³⁵ P.K. Smith, Y. Morita, J. Junger-Tas, D.Olweus, R. Catalano, P. Slee, P. The nature of school bullying: A cross-national perspective. New York, 1999, S.M. Swearer, B. Doll, *Bullying in schools: An ecological framework*. *Journal of Emotional Abuse*, 2001/2, C. Currie, C. Zanotti, A Morgan, D. Currie, M.de Looze, C. Roberts, O. Samdal O.R.F. Smith. V. Barnekow, *Social determinants of health and well-being among young people* World Health Organization Regional Office for Europe 2012., M. Dubis *Zachowania agresywne w szkole w okresie adolescencji*, [w:] red. K. Rajchel *Zeszyty Naukowe* Nr 1(18) WSIZiA, Warszawa 2012.E. Debarbieux, *Charakterystyka przemocy szkolnej w europie i polski program "Szkoła bez przemocy"*. [w:] J. Czapłński (Red.), *Raport roczny programu " Szkoła bez przemocy "*, Warszawa 2010

problem stays on high level³⁶. It's necessary to say, that no worldwide research, that proves the range of problem is increasing, have been published. On the other hand some studies shows that during few last years, less and less students are victims of bullying³⁷. The same observation occurs in Poland.

Graph 1. Percentage of students, that during last few months were victims of bullying (at least twice) with gender division in countries bordering with Poland³⁸



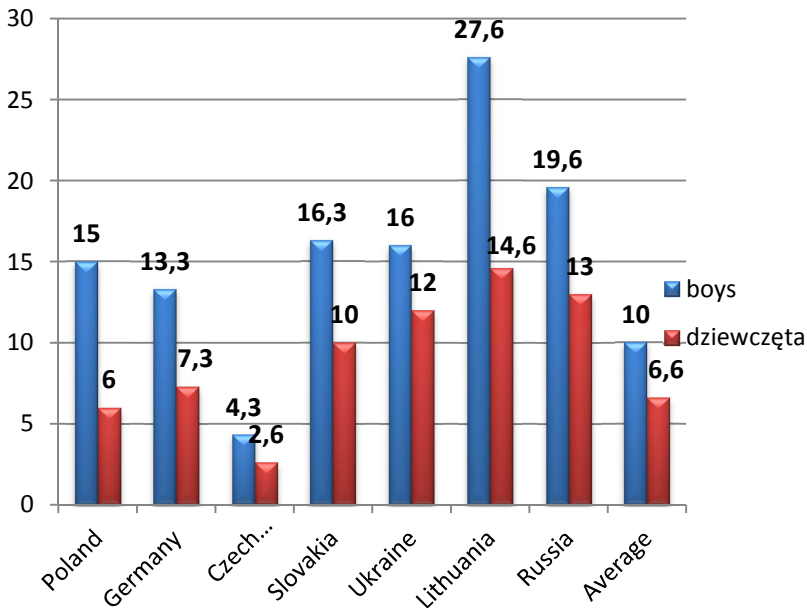
³⁶ C. Currie, C. Zanotti, A Morgan, D. Currie, M.de Looze, C. Roberts, O. Samdal O.R.F. Smith. V. Barnekow, *Social determinants of health and well-being among young people* World Health Organization Regional Office for Europe 2012 p.200.

³⁷ K., Rigby, Przemoc w szkole .Jak ja ograniczać. Poradnik dla rodziców i pedagogów,Kraków2010p.2.

³⁸ W badaniach nie uwzględniono Białorusi, gdyż państwo to nie brało udziału w badaniach

Source: Self made, based on HBSC 2009/2010 report³⁹

Graph 2. Percentage of students, that during last few months were bullying other students (at least twice) with gender division in countries bordering with Poland⁴⁰



Source: Self made, based on HBSC 2009/2010 report⁴¹

³⁹ C. Currie, et.al. op. cit., s. 185-190.

⁴⁰W badaniach nie uwzględniono Białorusi, gdyż państwo to nie brało udziału w badaniach

⁴¹ C. Currie et. al., op., cit. s.185-190.

Another problem that is worth to point out is that sometimes student is both, victim and aggressor in bullying. This situation is called "bully-victim". Generally it is estimated that between 4-8 % of students are "bully-victims"⁴².

Aggression among pupils has a very strong physical aspect, but its element are also oral harassment and humiliation. There is not a one, exact reason deciding about the fact that the pupil uses violence towards his school friends. The victim of violence, contrary to some opinions, is not a child because of his corpulence, hair colour or wearing glasses. These are rather inner characteristics of a pupil and his way of behaviour that decide about the fact that he is the subject of long-term persecution. It is enough when a child is sensitive and shy, cautious with contacts, has difficulties in being in a group of peers, is uncertain and timid, feels worthless or is physically weaker. It appears from the research that the most exposed to the violence are so called „toadies” - pupils trying to adulate teachers, „victims”-pupils managing poorly with everything, and those from first grades, that means weaker.

It should be pointed out once again, that school bullying is an intentional action, it never happens by accident, which is contrary to the intentions of initiators transformed in the process hurting other students⁴³. The attackers are aware of the suffering of the victim, it is the intended effect of their actions, but it is not their main goal. Researchers emphasize the phenomenon that the key to understanding this phenomenon is the nature of the group - in the process of harassment. People involved in this process are not only victims and aggressors, but also witnesses⁴⁴.

The nature of relationship pupil-teacher has a basic meaning for educational influence and realisation of teaching aims. In the layout pupil-teacher, one can distinguish certain positions: pupil's position and teacher's position, with which the appropriate roles are connected to, remaining in certain relation with one another. The relation of the mentioned roles consists in teaching

⁴² Salmivalli C., Bullying and the peer group: A review. *Aggression and Violent Behavior* 2010/15(2)p.113.

⁴³ B. Coloroso, *The bully, the bullied, and the bystander*, New York 2002, L. Kriwil, *Agresja szkolna jako rodzaj agresji proaktywnej*, [w:] Rajzer A. (red), *Agresja w szkole. Spojrzenie wieloaspektowe*, Warszawa 2004, K. Rigby, *Przemoc w szkole. Jak ja ograniczać. Poradnik dla rodziców i pedagogów*, Kraków 2010.

⁴⁴ B. Kochenderfer-Ladd, W. Troop – Gordon, Introduction to the special issue context, causes, and consequences, *Merrill-Palmer Quarterly*, 2010/53(3), p. 222.

and educating from the teacher's part and submitting to these from the pupil's part. The mechanism of interpersonal interactions lies under the effectiveness of educational-teaching work, including the mutual relationship of a teacher and pupil.

The disturbed interpersonal relationships of a pupil-teacher are the significant reason of aggressive behaviours of a pupil towards the teacher. It often results from replacing the rule of cooperation and mutual help with the rule of dominance, coercion and strength. That is why there are often the accidents of ignoring the teacher's orders, humiliation and vandalism. Pupils play so called fight with teachers, and peers. It results in communication based on gaining advantage and extorting the submissiveness. The attacked teachers often do not know, how they are to react to aggression from pupils. Lack of response from the teacher, is often construed by a persecutor as another challenge, is a signal that he met a weaker person than he was, whom he is able to terrorize and gain control of him/her. In that way a teacher becomes the potential aim, to which the certain aggressive behaviours are directed to. The terrorized teacher loses his authority among pupils in a class and school, stops being the support for his pupils in charge. Defeating the teacher results in the increase of the aggressors' self-esteem and confirmation that the world is governed by the strongest⁴⁵.

According to W. Komar, the aggressive behaviour of pupils towards the teachers are aimed at:

- the resistance towards him as such,
- „escape” from the task, that was ordered, „to do out of spite”,
- destroying the subject or object symbolizing the source of violence,
- oral insulting, authority humiliation,
- refusal or boycott of the certain order⁴⁶.

The aim of such aggression is the dominance over somebody who is theoretically stronger and being higher in the school hierarchy. Pupils happen to try

⁴⁵ B. K. Ojrzyńska, *Mobbing wśród nauczycieli przyczyna przemocy wśród młodzieży*, [w:] A. Rejzner (red) *Agresja w szkole. Spojrzenie wieloaspektowe*, Warszawa 2004.

⁴⁶ W. Komar „Edukacja ”uśmiercania” - czyli świat szkoły jako agresja :szanse przeciwdziałania, *Edukacja*1999, nr1 ,s. 17-31.

the limits of human resilience on their teachers and reactions of adults to their strength. Pupils often enter a dispute with teachers, because they cannot resign themselves to receiving bad marks. Moreover, teachers are often ignored and provoked, and pupils orally insulted by teachers, thrown out of the classroom or frightened. Aggressive behaviour of pupils is directed first of all towards teachers who are not accepted, too strict, unfair in marking. The unfair punishment (mark/grade) given by a teacher, based on the exaggerated subjectivity, often leads to upset the value system accepted by the punished person in that way a pupil. The unjustified criticism from the impulsive teacher, is treated by a pupil as a willingness of disgracing him in front of the class.

Teachers play an important role in the interpersonal relations with the students. Teachers have the unique opportunity to provide support, to decrease or to help preventing behavior problems. Based in attachment theory, high quality teacher-student relationships are made to provide safety and support to students through the provision of closeness, warmth, and positivity⁴⁷. Research also suggests teacher-student relationships may provide a model for appropriate behaviors as well as scaffolding for necessary social and behavioral skills⁴⁸.

Interactions of pupils with teachers are also characterised by hidden conflicts, often contained emotions. Pupils manifest hostility also by wilful behaviours, disobedience, teasing discussions.

Teachers having contact with aggression towards themselves, are often aggressive too in relations with pupils, and also with other teachers. There are cases of harassing pupils by teachers. The victims of aggression are those who disagree with a teacher, ask too many questions, revealing the lack of knowledge of a teacher in certain fields, cause educational problems, are different from the rest of the class. The aim of aggression is to show, who rules in a class and paradoxically making teaching easier. Reprehensible

⁴⁷ J. A. Baker, S. Grant, L. Morlock, The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 2008/ 23(1)., U. Bronfenbrenner, U. Contexts of child rearing: Problems and prospects. *American Psychologist*, 1979/34(10).

⁴⁸ J.A Baker, Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, 2006/44(3), E.E. O'Connor, E. Dearing, B. Collins, Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 2011/48(1).

conducts and behaviours of a teacher towards a pupil is a diversified attitude towards pupils-pulling strings for well-behaved favorites, and persecuting unpopular pupils, humiliating, ridiculing, unjust marking, inconsistency, threatening and power demonstration⁴⁹.

Among the factors influencing the relationship teacher-pupil, that can be the embers of conflict in these relations, one should mention the following: the relationship of a teacher towards the pupil, the attitude of a teacher towards the pupil and a class⁵⁰.

The most important and fundamental factor of creating the relationship between a teacher and a pupil is his attitude. It is a resultant of personal features of a teacher, personal experience and level of consciousness influencing his own behaviour.

Bad attitudes accepted in contacts with pupils, are the reasons of conflicts in mutual relationships. The Lenient-mediocrity attitude supports the slackness in discipline in a classroom, causes the fact that the pupils are getting impatient and are willing to distract themselves. Whereas, the strict attitude-despot one causes the increasing frustration among pupils, and as a result the different forms of disruption during the lesson.

The important factor being connected with the teachers' attitudes, is the relationship of teachers towards pupils. J. Stefanowicz distinguishes three types of relationships of teachers towards pupils:

- amorphous, when a teacher is interested mainly in his position and carrier, and does not take care of pupils;
- tense, when a teacher tries to gain control over pupils;
- harmonious, when a teacher tries to understand a pupil, and influence his personality and development⁵¹.

Whereas, according to H. H. Anderson, in contacts among a teacher and a pupil there are two main types, at the same time two types of teachers: dominating(imperious, overbearing) and integrating (uniting)⁵².

⁴⁹ J. Danilewska , *Agresja u dzieci – szkoła porozumienia*, Warszawa 2002.

⁵⁰ M. Biała, J. Mózdzynski, *Podstawy kształtowania relacji nauczyciel-uczeń*, Warszawa 2002

⁵¹ J. Stefanowicz, *Psychologia wzajemnych kontaktów*, Warszawa 1976.

In the first one, a teacher does not respect views, wishes, habits, individual features and attitudes of pupils. In influences in a negative way, the educational-teaching process causing the emotional disorder of pupils, releases the uncertainty of pupils towards a teacher excluding the effective cooperation.

The integrating type is characterised by the democratic attitude of teachers that evokes the feeling of self-confidence at pupils, having confidence in themselves, that is positive for the whole educational-teaching process.

When treating school as a community, the atmosphere should be considered as an important issue, as it is one of the factors which affect behavior of teachers and students. As indicated by E. Smelova influence on the climate of the school: “ all perceptual and cognitive processes and organizational variables on school staff and students”⁵³.

Writing about aggressive and generating violence actions of teachers, it is important to point out the sources of these behaviours. Teachers themselves, among the factors influencing the behaviours mentioned above, indicated the need of keeping discipline, professional stress, aggression from pupils, overworking, material problems, uncertainty at work and mobbing among teachers⁵⁴.

Another plane of the relationships at school, are the relationships among teachers. The common phenomenon is appearing of different conflicts among a headmaster and teachers, and among particular teachers, that sometimes result in mobbing aimed at elimination of the inconvenient teacher from the school. The source of misunderstandings among the teaching staff can be for example, payment matters, overtime schedule, employing new teachers, belonging to the friendship system created on the basis of liking and antipathy. The witnesses of mobbing towards the teacher are pupils. Observing these behaviours by pupils teaches the division into weaker and stronger, and the perpetrator's action can be a model of aggressive behaviour for them.

⁵² za J. Stefanowicz, Dz. cyt.

⁵³ E. Smelova, *Klima školy v kontextu kutikulární reformy v České republice*. *Technológia vzdelavania*, 2009, vol. 16, no. 6, s. 13-15. roč. XII. 04/2004.

⁵⁴ Por. m. in. B. K. Ojrzyńska, *Mobbing wśród nauczycieli przyczyna przemocy wśród młodzieży*, [w:] A. Rejzner (red) *Agresja w szkole. Spojrzenie wieloaspektowe*, Warszawa 2004; J. Surzykiewicz, *Agresja i przemoc w szkole – uwarunkowania socjologiczne*, Warszawa 2000

Moreover, it influences the perception of a teacher who is recognized as incompetent one, dull and lazy⁵⁵.

Teachers experience different conflicts, and at the same time cannot solve them properly, they transfer their own dissatisfaction and sensitivity to pupils. The disrupted cooperation and co-existence in a teaching team, disharmonizes the course of teaching-educational work and can consolidate negative behaviour patterns at teachers, mainly at pupils.

Conclusion

Aggression of pupils towards friends and teachers and aggression of teachers towards pupils can be treated as signals of disorders in the educational process leading to improper personality development of pupils, and also as signals of mutual intolerance and manipulation.

From the deliberations so far, it has been seen that school is one element contributing to creation of behaviours socially not accepted, and also can be one of the aggressive sources itself. International studies as well as Polish ones, shows that atmosphere in school is an important factor related to level of school violence. Aggression and violence in school are phenomena that frequently sets in community context, not only in relation between victim and aggressor. Analysis of school atmosphere, that can prevent school violence, seems to be most promising field of studies not only from scientific, but also practical point of view. That is why it is important to know that aggression phenomenon, being present at school, its size and regularities, and as a result it should contribute to creation of the possibility of the effective fight and preparing the preventive effects. As E. Smelova emphasizes, "it's **necessary** to make changes in syllabus, interposed from lowest level of education in order to eliminate and response to problems"⁵⁶.

School- completing its teaching and educational tasks- influences pupils, not only thanks to transfer of certain content, but also as a result of interpersonal contacts of a teacher and a pupil. Meanwhile, the quality of these contacts is

⁵⁵ E. Grzesik mobbing wśród nauczycieli, życie szkoły, Życie Szkoły 2011, nr 4.

⁵⁶ E. Smelova, **Preschool education versus curricular reform[w:] *Journal of Technology and Information Education*, 1/2013, Volume 5, Issue 1 s.32.**

often far away from the perfection, what is the result of the lack of the proper social climate of a school, proper work atmosphere.

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