

AGGRESSIVE BEHAVIOR AND FACTORS INFLUENCING VIOLENCE AT SCHOOL

ADEL HARB

VARNA FREE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PHD STUDENT:

Abstract: *The article examines the aggressive behavior of young people. Different types of aggressive lead are discussed. Different theories that explain aggressive behavior are discussed. Gender differences are analyzed, the different theories that explain them. The very important topic of school violence – types and causes of its occurrence – is also discussed.*

Key words: *aggressive behavior, school violence, gender differences, aggressive behavior among university students*

Definition

Aggression refers to the threat of physical force, or the use of physical force, injury, or intimidation of another person (Elliot, Hamburg & Williams, 1998), this definition does not address verbal and psychological damage. The damage may be in our body, or it may be psychological, it also includes harm such as humiliation, use of force, this definition includes the psychological aspects of the aggression as well.

Aggression is perceived as illegal, dishonest, and uses excessive force, with the aim of injuring others or their property (Amir, 1982). However, the definition of aggressive and violent behavior is linked to the personal judgment of the individual, the observer of the behavior or the victim (Horivits, 1989).

Introduction

The subject of aggression has been subject to extensive studies and numerous definitions. The traditional method focused on the consequences of behavior and defined aggression as behavior whose consequences harm others or property, in the physical or psychological sense of harm (Bandura, 1973).

The interpretations of aggressive behavior, the mental (intellectual). Aggression is seen as instinctive, created and present in individuals, or behavior that is produced by frustration of the individual in achieving his goals (Freud, 1929/2001; Lorenz, 1966).

It also interprets violence as a social behavior that is acquired by law or tradition, according to the model of social cognition (Bandura et al., 2001).

In addition, according to the behavioral-mental method, aggressive thoughts combined with negative emotions lead to violent aggressive behavior of two kinds (Buss & Perry, 1992):

1. Aggressive verbal behavior.
2. Aggressive physical behavior.

Aggressive Behavior in School

Violence has been the subject of many studies in the world, from studies of the prevalence of violence, to the description of the phenomenon, its limits and projections (Binbinishti, 2002; Binbinishti et al., 2000; Horivits, 1995; Rolider, 2007). Studies have tested the phenomenon in the gender domain (Ronon & Rahav 2007); These tests show that boys tend to have a more direct violent physically aggressive behavior, and girls tend to engage in indirect verbal aggressive behavior, such as: gossip, boycotting and intentionally broadcasting rumors with a view to harming others (Osterrman et al., 1999).

Violence is considered as a serious issue, and its presence within the schools, according to the studies, one third of primary and middle school students and a quarter of high school students claim that the problem of violence in their schools is very severe, and that the situation is so severe that 15.7% of the students in primary and secondary schools.

Primary school students, 6.5% of students and 4.6% of high school students declined to attend their schools at least once a month prior to the research, fearing injury at school or on the way to it.

Types of School Violence

School violence harms the community of students, teachers and participants and affects the development of society and stability on the one hand, and the school climate on the other.

Violence in school is divided into two types (Rokah, 1995):

1. Individual Violence
2. General School Violence

Individual Violence

This violence lies in the individual, and stems from his difficulties in adapting in class, in school and in society. This varies from person to person and is related to the individual.

Class and school atmosphere can reduce the impact of an individual's violence and prevent it from spreading.

Bullying is a type of violence that is on the list of individual violence, but it has a great influence on the classroom climate. It is characterized by a violent, insecure, fearful, apathetic climate and a loss of students' confidence in teachers and school management (Sampson, 2009).

General School Violence

This type of violence occurs when the school environment is negative, the school system is not calm, the administrative body, and the teachers do not do their duties as required, to the point that the situation is out of control, the education process is incomplete and almost missing; daily newspapers are written and published, complaints from many people, of many schools, lead to frustration, and the school is described as a violent school (Rokah, 1995).

Therefore, students and teachers feel insecure at school, and individuals vulnerable to attacks, at school (Gimshi, 2012).

School Violence Phenomenon Explanation

Professional literature on violence in schools, lead to four basic explanations:

1. School Violence, a community reflection

The school is a small community, a mirror of society. When a society is violent, students use violence in school, because the socialization of the child at home casts a shadow over his or her behavior in school with a companion. Studies indicate that in poor areas, economic hardship areas tend to disobey laws, and their behavior is characterized by cheating, deception, aggression and violence (Hischi, 1977).

This behavior, therefore, is the result of frustrations felt by students in school, especially those suffering from a low economical household (Cohen, 1955).

2. Violence due to Experience in Schools

Students spend most of their day at school, acquire knowledge, and experiment with different behaviors, values, rules, and laws.

Therefore, the school influences the growth and behavior of the child (Rozenal, Gat & Zoo, 2008). Gompil added that the school environment is considered among the important components in the educational process and a basic factor in understanding the aggressive behavior of the schools' students. School students establish reciprocal relationships, and these relationships may reach the level of violent interference, directed from an individual or group of individuals towards an inactive individual or group (Horivitz, 2000).

3. Violence as a result of Circumstances

These circumstantial factors that affect students' behavior include physical characteristics, social characteristics, classroom status, rules, compelling systems, methods of implementation, and the school's reaction to abnormal behavior of students.

In the sense that perseverance, and follow-up on the treatment of such behaviors, can remove violence from school (Lawrence, 2003).

Studies indicate that the change in circumstantial factors in the school, such as: the change of the new head of the school, the end of the security situation that prevailed in time of war, the appointment of new teachers, and so on. Help reduce and eliminate violence in school (Horivits, 2000; Sowan, 2002).

Gender differences regarding Aggressive Behavior:

Researchers suggest argued that differences in aggressive behavior between the sexes stem from differences in biological, social, and educational aspects. (Bar-EL & Noimeir, 1996., Giliri, 2001., Silaa-Shuvits, 2004).

Some suggest that there is biological difference between the two genders. The behavior of the individual is influenced by genetic factors. The difference in reproductive cells is the human nature and helps to build men and women in a way that is different from birth (Giliri, 2001). The socio-biological method explains physiological differences as the basis for understanding gender differences in aggressive behavior. Girls are physically weak, thus reducing the use of direct physical violence, preferring to use indirect verbal violence.

Boys report more than girls about their involvement in violent acts as perpetrators of violence or as victims (Binbinishti, 2003; Olweus, 1993). There are gender differences, and these differences are reduced in forms of verbal-emotional violence (Khorik-Kasabri, 2002).

The social-educational approach focuses on gender differences in aggressive behavior as it relates to the environment, education, and socialization process for both sexes.

Girls, therefore, tend to use indirect violence, preferring short and long-term social relationships, and in contrast, boys are the large social groups (Silaa-Shuvits, 2004).

Girls use more indirect violence, than boys, related to the social sphere, such as boycotting, spreading rumors, and other hostile social processes. While boys use direct violence, primarily physical, and verbal rather than girls (RoLider, 2000).

There is a pedagogical difference between the two genders. Parents Educate girls to be gentle and non-aggressive (Giliri, 2001). And thus, encourage them to behave well and nice, so aggressive behavior is shed from society, family support if issued by boys, rejection and repression if issued by girls (Harael et al., 1997; Horivits & Frankil, 1990).

Psychological Theories explaining Aggressive Behavior

The psychological theories of aggressive behavior are divided into four types (Foxcroft & Lowe, 1995):

According to Bio-Psychological Theories, the sources of aggression and violence are born forces, which are produced and renewed as an integral part of the basic life process, which requires continuous liberation in one way or another (Foxcroft & Lowe, 1995).

The theories of frustration envisage aggressive behavior as the product of frustrating environmental conditions, meaning that frustration leads to an angry reaction that is a precursor for aggressive process (Foxcroft & Lowe, 1995).

Theories of Social Cognition explain that behavioral cognition is a particular form of social behavior acquired in a similar manner to other behaviors, which have been reinforced by (Bandura 1973; Foxcroft & Lowe, 1995). Social learning can therefore change behavior by using models of imitation and witnessing another person.

Link Theories or Scenarios are based on the assumption that for most aggressive behaviors there is a distinct mental structure. In other words, aggressive behavior (violence) has a cognitive and intellectual stage.

Aggressive Behavior Among University Students

Aggressive behavior in Arab and international societies has spread significantly, and not only in a certain age category. Indeed, university students whose behavior is supposed to be a model used to spread aggressive behavior in them in different forms in both sexes. Therefore, researches conducted on the Arab World and on the West to discuss the dimensions of aggressive

behavior among university students (Khalifa & Al-Kholi, 2003., Al-Esawy, 2000, Fayed, 1996., 2000., Weiner & Crick, 1999).

The study of Fayed (1996) aimed to know the dimensions of aggressive behavior among university students and to know the differences between the sexes in the dimensions of aggressive behavior. The study was conducted at Helwan University in Egypt.

The results showed that males are characterized by aggression in general, especially aggressive behavior, physical and verbal as well, and that their aggressive behavior is only anger.

In a study of Esawy (2000), he noted that university students reject the idea of aggression in general, but accept violence in the case of self-defense, presentation, money, or rights.

In the field of gender differences, the results support the Fayed study (1996) that males are more likely to be involved in aggressive behaviors than females. Ban adds that the academic specialization plays a role in aggressive behavior.

Furthermore, exposure to traumatic events affects anger, aggressive behavior, and violence in students (Jakupcak & Tull, 2000).

The personal experience during lifetime also influences the inclination to aggression. The results of the Jakupcak & Tull study (2005) also showed that males who had been subjected to painful accidents showed a higher degree of anger, internal aggression, and violence than males who were not subjected to painful accidents.

In order to uncover the manifestations of aggression by students in their university relations, (Munoz et al., 2007) conducted a study among Spanish university students. The results of the study revealed a high prevalence of natural and psychological aggression in personal relationships between students. Violent psychological behavior was characterized by verbal aggression, forceful behavior, jealousy and gender comparison. The results indicated that females suffered from aggression that had a negative impact on their mental health.

Studies suggest a relationship between aggressive behavior and dangerous behavior in an individual such as abuse of alcohol, toxins, improper formation, and smoking (Khalifa & Al-Kholi, 2003).

Stressful events (politics, school, social, personal, family, health, and psychological) affect aggressive behavior. A study conducted by the students of Al-Aqsa University in Gaza indicated that the most aggressive behavior magazines are directed, the more aggression followed towards others (Abu Mustafa & Al-Sumairi, 2008).

Brahimi (2020) conducted a study among first-year university students at the Faculty of Social Sciences at Mohamed Boudiaf University to examine their level of aggressive behavior. The results of the study indicate that the level of physical violence among university students is low, while the level of verbal aggression is medium among university students. In addition, a study conducted in Iraq to examine the level of aggressive behavior of university students on social networking sites indicates that the most important sources of university students' aggressive behavior are the comments of site visitors. The most important topics that cause aggressive behavior are political and religious issues (Mohamed, 2020).

The social, economic and academic variables of the university student affect his aggressive behavior, and this was confirmed by Alzobi (2007) in his study that the tendency of aggressive behavior among the students of the Hashemite University is greatly affected by social and academic variables, and that their aggressive behavior is towards the self and towards others. The presence of aggressive behavior among university students is supported by a study conducted by Boshashi (2013) to find out the relationship between aggressive behavior and psychological adjustment among university students. The results indicated that there were statistically significant differences in aggressive behavior between the sexes (males and females) in favor of males.

In a study to examine aggressive behavior and its relationship to emotional intelligence among university students in Kuwait, the results indicated the existence of a negative, statistically significant correlation between the scores of the study members on aggressive behavior and their scores on each of the total degree of emotional intelligence and dimensions of expression of conscience, the organization of conscience, and the use of conscience. In addition, the ability to express affection significantly predicts aggressive behavior, and statistically significant differences were found between males and females in aggressive behavior in favor of males (Al Hamidi, 2018).

There were significant differences between the sexes in the areas of economic stress events, family stress events, economic stress events, for males, and political lobbying events for females (Abu Mustafa and Al-Sumeiri, 2008).

In the study of the relationship between aggressive behavior, psychological and social compatibility, the studies conducted by university students indicate a negative relationship between aggressive behavior, psychological and social compatibility. Aggressive behavior is related to the inability of the individual to agree with other members of society (Werner & Crick, 1999).

Conclusions

Aggressive behavior can be influenced by a variety of personal and social as well as environmental factors. Regardless of the reason the results of the aggressive behavior could be damage in the body, or it may be psychological, it also includes harm such as humiliation. Young people are most susceptible to aggressive behavior due to lack of emotion management skills, and the highly competitive social context in which they function – for example at school.

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