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Gender Difference and School Aggressiveness

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Abstract

Increasingly large media coverage refers to problems of violence and aggression found in schools in Romania. The question is related to the magnitude and dimensions of this phenomenon. For some students responding in hostile, aggressive verbal terms or even physically became a habit, this phenomenon being increasingly encountered among children. Aggression of the students varies by gender of subjects. At this age the child is still in full training and development of all points of view, so it is very important that what is happening around him to have a positive influence, train and reinforce socially desirable behavior, which does not bring negative consequences for the child.

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1. Introduction

Violence in schools is an increasingly common phenomenon and quite complex, with a variety of manifestations; thus, the school represents the conflict manifestation area between children and between adults and children, and force relations or the level at which offensive behaviours happen (verbal, factual, symbolic) are important variables in understanding this phenomenon.

2. Study dates

There is an inherent level of indiscipline in schools, as a result of the fact that students are at an age when they are tempted to violate rules and such misbehavior can lead to violent behavior. The lack of social role-models, the excessive media coverage of cases of violence and indiscipline can influence student behavior, as they may be tempted to imitate the actions seen on television. The Romanian society is going through a crisis period in terms of social values. Unfortunately violence is for the mass media a profitable business and dramatization and exaggeration

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forms attract the desired advertising and rating. The media focuses on the idea that there is no need to have a high level of education to be successful in life and that success is measured primarily in money. These role-models are perpetuated in the family and on the street as well, and the school is unlikely to change the mindset of students given that all other sources of information say otherwise. Children stay in schools for six or seven hours a day, the rest of the time they spend at home, on the streets, watching TV. Everything they learn in school - how to speak, how to behave - is contradicted by what they see elsewhere. Parents are not involved enough. The family emerges as a specific learning environment. Having great emotional and moral potential, the family solidarity is also supported by elements of moral, religious, legal and economic level. The family asserts particularly by its great networking and training potential. Therefore, within the family are structured the ways of relating to the world, to others, to themselves. In this environment ideals and aspirations emerge, inclinations are revealed and interests are conditioned, the professional lifestyle is shaped and designed. The education shall be effective only when the family, school and society will unify their efforts. Even within an effective educational partnership the family has, however, the most relevant functions:

- to provide favorable conditions for the safety, physical and mental development of the child;
- to create relational environment that directly influences the socialization of the child;
- to create a psychological climate conducive to meeting the need of self-esteem of the child and appropriate conditions for self-exploring / self-knowledge;
- to encourage the child's temptation for self-education
- to provide relational and behavioral role-models.

The family occupies the central place in the life of the children: here they live their early years, they learn the initial information, they appropriate values, they begin to discover the world and themselves, they accumulate and simulate models of behavior, which subsequently determine their personality.

A growing number of research on the subject of violence in schools, and an increasingly number of media coverage on issues of violence and aggression found in Romanian schools, raises questions about the extent and dimensions of this phenomenon. For some students, to respond with hostility, with verbal or physical aggression became a habit. Lately this phenomenon has developed also in primary schools, it is increasingly seen among children. The idea of this research started after consultation of data published in this field and from observations on the behavior of students inside and outside schools. Study aims at reducing violent actions of school children by developing social skills. Objectives of the study are: identifying significant differences concerning the level of aggressiveness, and its manifestation according to gender; realizing an investigation of the relationship between aggression and self-esteem and reducing aggression by analyzing differences pre / posttest results of the intervention. Aggression of the students varies by gender of subjects. There is a significant negative correlation between self-esteem and the level of aggressiveness. The study was conducted in two periods, namely in September-October and during the month of March of the following year. Between the months of October to March several intervention activities were performed taking the form of games, to reduce aggressiveness. The tests applied were selected considering the age of the children and the nature of their problem. Thus, for each child both the parent and the teacher had to fill in a questionnaire to assess the level of aggression, to evaluate the self-esteem and the aggressive behavior. After the intervention period the same tests and questionnaire were applied again. Violence in schools is a phenomenon more frequent both among boys and girls. In the present research however, aggression is more common among boys probably because in conflict situations they are not prepared to compromise and react inappropriately to other persons' actions. These aggressive reactions may occur for various reasons, the most common being: the influence of media, of computer games, which are usually very aggressive, the lack of effective models for solving problems, or the desire to exert power, to demonstrate physical strength to others (as a way of assertion in the group of children, in the group of friends). Lately these aggressive manifestations of students show not only in the student - student and student - family relationship, but also in the student - teacher relationship. After analyzing the results both in the situation where aggregate data is presented, but in particular where data is presented for each subject separately, the results recorded by boys are much higher than the results of girls. This shows that for the boys, the teacher believes that aggression is more pronounced. Since the early childhood, the family, the community inspires male children the idea that "boys are stronger, harsher, they do not cry like girls do." Based on this concept, to which other influences are added like the media, group of friends, older children examples, the aggressive behavior emerges, showed mostly by the boys, considering that by such aggressive reactions they prove their masculinity.

Regarding the aggressive behavior of subjects from their parents' point of view, the highest scores (which indicates the presence of aggression) are obtained also by male children. But in this case both the girls' and boys' scores are

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