

# Social Aggression among Pupils in Primary Education

Marina Đuranović<sup>1</sup> and Siniša Opić<sup>2</sup>

<sup>1</sup>Primary School Okučani

<sup>2</sup>Faculty of Teacher Education, University of Zagreb

## Abstract

*The aim of this study was to examine the level of social aggression among primary school pupils in relation to their age, gender and school location (rural/urban). The subjects were fourth and eighth grade pupils from the Primary School Okučani (N=117) and Juraj Habelić Primary School in Velika Gorica (N=97). For the purposes of the research, a questionnaire on social aggression consisting of a scale with 10 particles was developed. As the arithmetic means and modes had low values, according to scale polarization, the level of social aggression is low.*

*Through factor analysis, two factors were determined: exclusion and mocking; which were used in further processing. Considering that the distribution was not a normal one, the results of the Mann Whitney test indicated that there was an age difference in both factors of social aggression among pupils, i.e. eighth-grade pupils manifest social aggression more often than fourth-grade pupils. Gender differences in social aggression were not found to be statistically significant.*

*The results indicated that there is a difference between pupils in rural and urban schools on both factors of social aggression. Pupils in rural schools showed a significantly higher level of social aggression in comparison to pupils in urban schools.*

**Key words:** *aggressive behaviour; peer groups; primary school; social competence.*

## Introduction

Today's society of rapid scientific, technological and socio-economic development, data transfer and global mobility is unfortunately also a society in which solidarity, respect for moral values, mutual respect and pro-social behaviour are not sufficiently encouraged and developed. Images on our small screens make us witnesses of more frequent and crueller violence surrounding us. Aggressive and violent behaviour has become a part of our everyday life. Different forms of violent behaviour can be encountered everywhere: on the street, in a shopping mall, restaurant, playground, park, school.

Violent behaviour has unfortunately become a frequent guest in many families. Happy and stable families were once easy to spot but nowadays are rare. Shaw and Wood (2009) warn that the emotional, psychological and moral condition of today's generation of children has reached a frighteningly low point. Children are highly adaptable and flexible for shaping, therefore the way adults raise them will greatly influence what kind of people they will later become.

There is a wide range of different forms of violent behaviour that today's children and adolescents manifest. The degree of children's and adolescents' cruelty and aggression towards friends, animals, and often adults is unpleasantly surprising. However, we must not ignore the fact that any inappropriate and aggressive behaviour in children and adolescents is actually just their cry for help from adults. In order to help children to grow as carefree as possible, UNICEF in Croatia has been implementing the project "Safe and Supportive Environment in Schools" since 2003. The goal of this project is to reduce peer violence in schools. An independent evaluation of the project showed a significant decrease of violence in schools involved in this project (Tomić- Latinac & Nikčević- Milković, 2009)

### ***What is Aggression?***

It is very difficult to define such a complex term like aggression. This problem in defining aggressive behaviour stems from the fact that this term covers a range of very different actions and emotions which accompany and cause them. Also, many different scientific disciplines define and use different terms such as: aggressive, violent, anti-social and delinquent behaviour, all to describe young people who are prone to aggression. Even different systems that deal with adolescents (school, law enforcement, medical system, etc.) have developed their own specific vocabulary to describe children and adolescents who have behavioural problems.

The term aggression is often used for many different meanings: in a context of an outward manifestation of enmity, hatred, anger or in terms of activity against themselves or against others. In everyday language, aggression is a general trait of a negative character. Aggression is not formed by homogeneous set of facts. It can include: aggressive behaviour, aggression phantasms where in the beginning the precise location of the aggressor subject and the subject upon which aggression is carried out cannot be determined, an aggression intent which may or may not be recognized (Grude, 1995). Aggressive behaviour can also be defined as any response-physical or verbal- performed with an intent to inflict damage or injury to someone else, regardless of whether the intent has been fully realized (Žužul, 1989, p.49). On the other hand, Loeber and Hay (1997; according to Žižak & Jeđud, 2005) oppose defining aggression by intent, stating that the intent cannot be observed, and especially because holders of aggressive behaviour usually deny the intent, not the behaviour.

There are four forms of children's aggression (Žužul, 1989):

- instrumental or specific aggression- focused on obtaining or maintaining certain objects or positions, or accepting desired actions;

- hostile or “teasing” aggression- directed toward provocation or hurting other people;
- defensive or reactive aggression- caused by actions of others;
- aggressive play- includes causing injury to others, and is a result of a physical game.

Essau and Conradt (2006) describe aggression in different stages of life: infancy, early and middle childhood and adolescence. Aggressive behaviour in infancy begins to manifest itself at the end of the first year of life. It most often occurs as an instrumental aggression and results in taking toys from other children. Early and middle childhood aggression is manifested through temper tantrums, verbal expression of aggression, hostile behaviour and open anti-social behaviour (e.g. disobedience). Children’s aggression at this age is often deliberate, hostile and reactive rather than instrumental. In adolescence, open forms of aggression are reduced, and a number of covert forms of aggression increase.

Beck (2003, p.282) states that aggression refers to anything from “attacking and killing” on the one side, to the verbal description of Rorschach’s stains on the other. Bouillet and Uzelac (2007) point out that aggressive behaviour covers a wide range of specific behaviours that share a mutual characteristic of possible harming or injuring other people or things, and the intent to cause damage. The term aggression implies all types of behaviour that are intended to inflict harm (Dodge et al., 2006, according to Kuryluk et al., 2011). Scientists who research the phenomenon of aggressive behaviour recognize bullying and violence as its component parts. Bullying is a conscious, deliberate and desired hostile activity intended to harm or cause fear in another person. Bullying always involves three elements: the disparity of power, intent to harm and a threat of further aggression (Coloroso, 2004). The term bullying refers to “psychological, emotional, social or physical harassment of one person by another”. This includes verbal, physical and/or anti-social behaviour and actions, such as exclusion, gossip, aggressive body language and sexual harassment (Field, 2004, p.17).

Aggression can be open and covert. Open aggression can be defined as physical aggression that includes: physical fights, abuse of others, use of weapons, open resistance and defiance to authority. Covert aggression is every hidden, secret act of aggression, and it includes: theft, arson, running away from home, etc. (Connor, 2002). However, aggression can also be divided into open and relational. Open aggression includes all those types of behaviour which are intended to cause harm through physical and verbal means, while relational aggression includes types of behaviour which disrupt peer relationships (Crick & Grotpeter, 1995).

Physical and verbal aggression among adolescents and children is generally easily noticeable so these types of aggressive behaviour have been researched in numerous studies. Social (relational) aggression is more difficult to observe, and research on it is still in its early stages. Relational aggression is a much more subtle and sophisticated way of peer abuse, but is just as painful and damaging as open aggression.

## **Social Aggression**

Aggressive behaviour among children and adolescents has for many years been a great concern, for both scientists and laymen. The reason for that much attention is clear: aggressive behaviour has negative consequences for both the perpetrator and the victim. In the past, studies have mainly covered physical forms of aggressive behaviour, while others, harder to notice and hidden, were neglected.

In the past twenty years, scientists have been exploring wider areas of aggressive behaviour so today their studies include its indirect, hidden forms that, among other things, cause damage to human relations.

The term social aggression comes from Feshbach (1969, according to Card et al., 2008), and by using it the author wants to draw attention to all those types of behaviour that impair relationships. Under this term, the author primarily thought of rejecting and excluding a person from the society, or peer group. The term social aggression was introduced to scientific literature by Cairns et al. (1989, according to Card et al., 2008). The authors used this term to include and describe all forms of child manipulation that occur in peer relationships.

Galen and Underwood (1997, according to Card et al., 2008) state that socially aggressive behaviour includes: rejecting a person, negative nonverbal expressions, spreading false rumours, social exclusion with the aim of causing damage or disrupting victim's self-esteem. Crick (1995), instead of the term social aggression, uses the term violence which includes all types of behaviour which cause damage that occurs as a result of manipulation in peer relationships.

Field (2004) divides bullying into: physical, verbal and anti-social. The author also describes anti-social violence as exclusion or bullying relationships. It is a kind of social manipulation. It is often indirect and can be extremely subtle and secret. Instead of being involved in the attack personally, a bully can manipulate others by using the social structure of the group to harm the victim. This way the bully can stay unpunished. This type of violence usually involves repeated behaviour that can last for weeks, months, and in some cases, for years. Forms of anti-social behaviour of the bully include:

- ignoring the victim or abusing them with silence;
- mocking the victim's voice or posture;
- whispering, gossiping, or saying bad things behind the victim's back;
- writing offensive messages;
- finger pointing, staring, giggling, making grimaces and laughing at the victim;
- taking a threatening attitude;
- isolating the victim from social groups, peer groups or games, exclusion from conversation.

From the observer's point of view, violence in relationships is the hardest to determine, and refers to systematic lowering the child's self-esteem through ignorance, isolation and avoidance. Violence in relationships can be used to reject or alienate a

peer, but also to deliberately destroy a friendship. A deliberate exclusion of the child from parties, birthday celebrations and sports games is often overlooked as a form of violence because it is not as easily noticed as derogatory names or a fist in the face; its consequences are not obvious like a bruise or a torn jacket, the pain it causes is often hidden, and even when it is trying to be expressed, it is often being thrown away ("You wouldn't want to go to that party anyway, is that right?") (Coloroso, 2004, pg.37).

Maleš and Stričević (2005, pg.25) use the term social abuse. It is a form of abuse when someone is persistently ignoring, rejecting and excluding the person from the group, and is spreading malicious rumours about them. It can be direct, i.e. in the presence of the victim, but also indirect, when the one who is being shut down does not even know that the group wants to reject him until the moment he wants to join, but is prevented from it. Social violence can also be called relational violence, and it includes behaviour such as exclusion from peer groups, ending a friendship or violating another's reputation (Bouillet & Uzelac, 2008).

To describe social aggression, Mayeux and Cillessen (2008) use the term relational aggression and state that it can be an effective way for achieving and maintaining popularity in the peer group. Previous studies have shown a connection between aggression and peer rejection (Crick & Grotpeter, 1995), while the newer ones indicate a connection between relational aggressive actions and popularity among peers (LaFontana & Waller, 2004). Relational aggression allows maintaining anonymity and therefore it is very easy to avoid consequences of causing harm to others in order to increase own social status (Rose, Swenson, & Waller, 2004). Adolescents tend to consider aggressive peers popular more than younger children do (Bukowski, Sippola, & Newcomb, 2000).

The conducted research studies on aggression indicate that boys/men are more prone to direct, or physical aggression, while indirect or social forms of aggression are more typical for girls/women (Middelton-Moz & Zawadski, 2003; Field, 2004; Coloroso, 2004; Žižak & Jeđud, 2005; Bouillet & Uzelac, 2007). Some researchers believe that girls/women resort to social forms of aggression more because it is more effective in girls' friendships which are much more intimate than men's friendships which are numerous and often random (Soenens et al., 2008; Card et al., 2008).

Children often use their parents as models in relationships with their friends and therefore the relationship between parents and children significantly influence the development of social aggression. Children probably adopt socially aggressive strategies in relationships with their friends when they are often themselves exposed to manipulative behaviour of their parents (Nelson & Crick, 2002, according to: Soenens et al., 2008). Socially aggressive children harm interpersonal relationships with their friends mainly because they, at a particular time, do not behave according to their expectations and personal preferences.

Zloković (2004) has conducted research on forms of violence among primary school pupils. One of the forms of violence that the author has examined was social isolation

which is defined as rejecting to communicate, isolating the pupil from joint activities, games, field trips, etc. The research results showed that 14.9% of pupils consider themselves socially isolated.

Knežević and Baradić (2004) presented the results of research according to which 2% of pupils feel rejected in school, 7% of them feel partially accepted by other pupils, while 7% of them are undecided or cannot determine whether they are accepted or rejected by their peers.

Relja (2007) conducted a research in fourth and seventh grade on how pupils feel in school. The results showed that 10% of pupils feel dissatisfied in school, 6% of pupils feel completely aside, while 4% of pupils feel uncomfortable.

Social aggression can be devastating for peer relationships and activities. It does not only have negative outcomes for the victim, but also for the perpetrator. The conducted research suggested that socially aggressive children are at risk to develop a number of other forms of anti-social behaviour (Zimmer-Gembeck, Geiger, & Crick, 2002, according to: Werner & Crick, 2004). It was established that these children show more externalized problems (Crick, 1997), and are often rejected by their peers, and as a consequence they develop a sense of loneliness and depression (Crick & Grotpeter, 1995). Children who are rejected from a peer group by their peers will not be able to develop important life skills such as regulating emotions and resolving conflicts. Such children tend to have a low status among their peers and develop inappropriate behaviour (aggression, introversion) and thus can remain socially unqualified compared to their peers, which often slows them down and prevents them from realizing future development tasks (Werner & Crick, 2004). Social aggression is relatively stable over time and it is important to encourage and develop pro-social behaviour in children and adolescents (Crick, 1996).

Negative consequences left by aggressive behaviour of peers are more difficult and harder for children with low levels of family support. Parents are a potential source of support for children and adolescents exposed to violence and help them handle the uncomfortable feeling and give them back the sense of security (Duncan, 1996, according to Mazefsky & Farrell, 2005). It is more likely that children with no family support will also participate in violent behaviour (Gomez & Gomez, 2000).

## **Empirical Research**

The aim of this study was to detect the level of social aggression among primary education pupils. It examined and determined the existence of any age and gender (sex) differences in manifesting the mentioned forms of socially aggressive behaviour and whether socially aggressive pupils come from rural or urban areas.

The sample in this research consisted of fourth and eighth grade pupils in Primary School Okučani in Okučani and Juraj Habdelić Primary School in Velika Gorica. The study included a total of 214 pupils (101 fourth grade pupil and 113 eighth grade pupils). For the purposes of the research, a questionnaire on social aggressiveness with

a scale consisting of 10 particles has been developed, and each particle represented one form of social aggression. The values on the ordinal scale were: 1- never, 2- rarely, 3- sometimes, 4- often, and 5- very often. The scale of social aggression arose from studying relevant literature in this field (Crick, 1995; Crick & Grotpeter, 1995; Field, 2004; Coloroso, 2004; Maleš & Stričević, 2005; Reynolds & Repetti, 2010).

## Research Results and Discussion

The results on the level of social aggression among pupils from the sample are presented in Table 1.

**Table 1.** *The level of social aggression among primary school pupils*

Particle code	N	Min	Max	Mean	Mode	Standard Deviation	Skewness		Kurtosis		Chi square	
							Stat.	Std. Error	Stat.	Std. Error	Stat.	Stat. sign.
6.1	214	1	4	2.40	3	.716	-.291	.166	-.433	.331	116.879	0.000
6.2	214	1	4	1.56	1	.721	1.128	.166	.672	.331	158.897	0.000
6.3	214	1	5	1.57	1	.765	1.303	.166	1.559	.331	251.561	0.000
6.4	214	1	5	1.85	1	.969	1.127	.166	1.024	.331	150.439	0.000
6.5	214	1	5	1.74	1	.886	.988	.166	.245	.331	181.981	0.000
6.6	214	1	5	2.12	2	1.054	.676	.166	-.443	.331	90.065	0.000
6.7	214	1	5	1.90	1	.968	1.053	.166	.891	.331	137.028	0.000
6.8	214	1	5	1.51	1	.767	1.525	.166	2.206	.331	286.748	0.000
6.9	214	1	5	1.26	1	.710	3.310	.166	11.926	.331	554.551	0.000
6.10	214	1	5	1.96	1	1.018	1.002	.166	.595	.331	121.087	0.000

Legend: 6.1. I gossip about my friends; 6.2. I deliberately exclude my friend from a game; 6.3. I deliberately exclude my friend from a conversation; 6.4. I imitate my friend's voice. 6.5 I imitate my friend's posture; 6.6. I scoff at my friends. 6.7. I whisper behind my friend's back; 6.8. I say lies about my friends behind his back; 6.9. I write offensive messages to my friend; 6.10 I do not respond when a friend asks me a question.

The range of answers to almost all particles is at its maximum, which indicates that the particles fully cover the spectre of possible responses. From low values of arithmetic means (and modes as measures of central tendency), and according to scale polarization, the suggested level of social aggression among pupils is low. The distributions are positively asymmetric (except particles 6.1. - gossiping) which is consistent with low values of arithmetic means. Most of the particles have negative kurtosis (except particles 6.1. - gossiping and 6.6. - scoffing), which suggests a low dispersion of results around the mean. The Chi square for all particles is at a statistically significant level, which implies that there is a statistically significant difference between theoretical and observed frequencies. With regard to the distribution of particles, there has been a disproportion between theoretical and observed frequencies, i.e. the abnormal distribution, and according to scale values of low preference of social aggression particles (values of arithmetic means).

The obtained results are consistent with previous studies according to which the social aggression is more frequently manifested in adolescence than during childhood (Rose, Swenson, & Waller, 2004; Kikas et al., 2009). The conducted research has shown

that children with better developed verbal skills are prone to using indirect forms of aggressive behaviour. An individual with well developed language skills can become an extremely capable manipulator in peer relationships and thus influence peers to accept or reject a child. Since verbal and social skills develop with age, while growing up, children gradually replace direct forms of aggression with indirect forms (Kikas et al., 2009).

### Factor Analysis of Social Aggression Scale

The factor analysis of the *social aggression scale* determined two factors with characteristic roots higher than 1 (3.42 and 1.27) that explain 47.03% of the variance. Three particles with factor loadings lower than .30 on both factors were removed from further analysis. The final factor analysis resulted in two factors and 52.34% of the explained variance. The first factor consists of “I deliberately exclude my friend from a conversation” and “I say lies about my friends behind their back” particles and is named “excluding”. The second factor consists of “I imitate my friend’s voice”, “I imitate my friend’s posture”, “I do not respond when a friend asks me a question” and “I gossip about my friends” particles and is named “mocking”. The Cronbach’s alpha coefficient is 0.68 for the excluding scale and 0.56 for the mocking scale.

Prior to data processing a check was conducted to determine whether the results of the examined variable make a normal distribution. To do so, the Kolmogorov-Smirnov (K-S) test was used. The results of the tests have shown that the distributions of all variables significantly differ from normal ( $p \leq 0.05$ ), which is why the used test was the nonparametric Mann-Whitney test.

### Gender Differences in Social Aggression

Differences between boys and girls on the factors of social aggression have been tested with Mann-Whitney test. The results are presented in Table 2.

**Table 2.** Gender differences in social aggression

		Range mean	Range sum	Mann Whitney	Z	p
excluding	Boys	110.97	11318.5	5358.5	-.806	.420
	Girls	104.34	11686.5			
mocking	Boys	106.28	10840.5	5587.5	-.278	.781
	Girls	108.61	12164.5			

As can be seen in Table 2, there are not any statistically significant differences between boys and girls on any of the social aggression factors.

The obtained results are somewhat surprising given the well known fact that girls have more developed verbal skills, and therefore it was expected that they would be more socially aggressive than boys. However, similar results were obtained by other authors, whose research results did not show statistically significant gender differences in propensity to indirect forms of aggression (Kikas et al., 2009).



### ***Age Differences in Social Aggression***

Differences in the factors of social aggression between fourth and eighth grade pupils are shown in Table 3.

**Table 3.** *Age differences in social aggression*

		Range mean	Range sum	Mann Whitney	Z	P
excluding	4th grade	97.21	9818,5	4667.5	- 2.371	.018
	8th grade	116.69	13186.5			
mocking	4th grade	86.00	8686.5	3535.5	- 4.849	.000
	8th grade	126.62	14318.5			

As can be seen in Table 3 older pupils have shown significantly higher levels in both factors of social aggression.

These results are consistent with results reported by other researchers who dealt with this issue. Numerous studies (Rose, Swenson, & Waller, 2004; Kreager, 2004; Kikas et al., 2009) have confirmed that, as they grow up, children gradually replace physical aggression with more hidden and subtle social aggression. In fact, adolescents understand the relationships better than primary school pupils, are better at emotional control and have a better ability to express themselves, which allows them more successful manipulation in peer relationships.

### ***Differences in Social Aggression with Regard to School Location (Rural/Urban Area)***

Differences in factors of social aggression between pupils from schools in rural and urban areas are shown in Table 4.

**Table 4.** *Differences in social aggression with regard to school location (rural/urban area)*

		Range mean	Range sum	Mann Whitney	Z	p
excluding	Urban	88.49	8583.5	4619.5	- 4.220	.000
	Rural	123.26	14421.50			
mocking	Urban	96.62	9372.5	9372.5	- 2.363	.018
	Rural	116.52	13632.5			

As it is evident from the results presented in Table 4, pupils in rural area schools showed a significantly higher level of social aggression on both factors.

The result obtained is to some extent surprising and not in line with the results of the research related to this topic. The conducted research studies indicate a higher rate of aggressive behaviour among pupils in urban schools (Swaim, Henry, & Kelly, 2006; Thomas & Bierman, 2006). Pupils in major urban schools are more exposed to aggressive models of behaviour than rural school pupils and therefore, they practice it more (Hope & Bierman, 1998). It is generally thought that rural school pupils, due to a protective factor of small communities, manifest risky social behaviour much less than urban school pupils. However, there is a possibility that due to rapid globalization,

this protective factor of small communities has simply been lost. The basis for the obtained results can certainly be found in new lifestyles, as well as the increasingly difficult socio-economic and family circumstances. Because of the new economic crisis, citizens struggle more with life problems. Unemployment and worsening living conditions did not avoid rural areas. Poverty and hardship create stress and tension, which is often a reason why parents behave aggressively or neglect their children. Since parents serve as their model for adopting certain behaviour, by imitating them, children often adopt relational aggressive strategies and carry them on to relationship with their friends. Thus, the causes of the increased social aggression among rural school pupils can be numerous and it would be very interesting to carry out a new research in order to determine them and then accordingly act preventively towards them.

## **Conclusion**

The aim of this study was to examine the level of social aggression of primary school pupils in relation to their age, gender and school location (rural/urban). According to the results of the study, low values of arithmetic means indicate a relatively low level of social aggression among pupils. However, primary school pupils do show a certain level of social aggression. The conducted research suggests there are age differences in social aggression among pupils. Eighth grade pupils show significantly higher levels of social aggression in comparison to fourth grade pupils, therefore we can conclude that older pupils are more socially aggressive than the younger ones. Gender differences in social aggression were not found to be statistically significant. Girls and boys are prone to similar forms of social aggression. The results of the research indicate that there are differences in social aggression among pupils of schools in rural and urban areas. Rural school pupils show a significantly higher level of social aggression compared to pupils in urban schools.

The results obtained with regard to age and gender of pupils are in accordance with the results of numerous studies of social aggression (Rose, Swenson, & Waller, 2004; Kreager, 2004; Kikas et al., 2009). The results relating to school location are not as expected so it would be interesting to examine the reasons behind such results. However, there are several limitations of this research that need to be taken into consideration. The sample in the research was not representative and is inadequate for making broad conclusions. The scale of social aggression had only few statements so it should be expanded for any kind of future research. However, the results obtained in this study do provide a small, initial step towards identifying and solving this type of aggressive behaviour in children and adolescents.

Finally, we must not ignore the fact that social aggression, as well as any other form of aggressive behaviour, leaves long and serious consequences for life. Socially aggressive individuals often encounter great difficulties in social adjustment. Their underdeveloped social competences can cause a number of internalizing problems

such as depression, loneliness, insecurity, etc. Aggressive and pro-social behaviour need to be constantly explored in order to better understand and thus facilitate social adaptation. Therefore, one of the fundamental tasks of early childhood is to encourage and develop children's ability to establish and maintain effective interaction with their peers, so that later in life they are mentally healthy and achieve positive social and academic outcomes (Dollar & Shifter, 2012).

Exposure to various forms of violence has been identified as one of the biggest problems of growing up. Numerous studies have confirmed alarmingly high rates of violence among children and adolescents (Slovak & Singer, 2001; Coloroso, 2004; Opić, 2000). Exposure to violence creates an appropriate context for learning to behave violently. Research has confirmed that there is a positive correlation between the manifestation of aggressive behaviour in children and adolescents and their level of exposure to violence (Gorman-Smith & Tolan, 1998).

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**Marina Đuranović**

Primary School Okučani,  
A. Stepinca 5, 35430 Okučani, Croatia  
marina.djuranovic@sk.t-com.hr

**Siniša Opić**

Faculty of Teacher Education University of Zagreb,  
Savska cesta 77, 10 000 Zagreb, Croatia  
sinisa.opic@ufzg.hr

# Socijalna agresivnost učenika u primarnom obrazovanju

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## Sažetak

Cilj ovog rada bio je ispitati razinu socijalne agresivnosti učenika primarnog obrazovanja s obzirom na dob, spol i mjesto škole (selo/grad). Ispitanici su bili učenici četvrtih i osmih razreda OŠ Okučani iz Okučana (N=117) i OŠ Jurja Habdelića iz Velike Gorice (N=97). Za potrebe istraživanja konstruiran je Upitnik skale socijalne agresivnosti s 10 čestica. Iz niskih vrijednosti aritmetičkih sredina (*i moda*), a u skladu s polarizacijom skale, indicira se niska razina socijalne agresivnosti učenika. Faktorskom analizom determinirana su dva faktora: isključivanje i ismijavanje. S obzirom na to da nije ispunjena pretpostavka o normalnosti distribucije, korišten je Mann Whitney test kojim je potvrđena dobna razlika na oba faktora socijalne agresivnosti učenika, tj. učenici osmih razreda učestalije manifestiraju socijalnu agresivnost od učenika četvrtih razreda. Spolne razlike u socijalnoj agresivnosti nisu se pokazale statistički značajne. Rezultati istraživanja ukazuju na postojanje razlika između učenika seoskih i gradskih škola na oba faktora socijalne agresivnosti. Učenici seoskih škola pokazuju statistički značajno višu razinu socijalne agresivnosti u odnosu na učenike gradskih škola.

**Ključne riječi:** agresivno ponašanje; osnovna škola; socijalne kompetencije; vršnjačke grupe

## Uvod

Današnje društvo brzog znanstveno-tehnološkog i društveno-ekonomskog razvoja, prijenosa podataka i globalne pokretljivosti, nažalost je i društvo u kojemu se u dovoljnoj mjeri ne potiče i ne razvija solidarnost, poštovanje moralnih vrijednosti, međusobno uvažavanje i prosocijalno ponašanje. Slike s malih ekrana svakodnevno nas zapljuskuju nasiljem koje je u nas i u svijetu sve učestalije i okrutnije. Agresivno i nasilničko ponašanje postalo je dio naše svakodnevnice. S različitim oblicima agresivnog ponašanja djece i odraslih susrećemo se svugdje: na ulici, u trgovačkom centru, restoranu, parku, dječjem igralištu, vrtiću, školi.

Nasilničko ponašanje nažalost je postalo čest gost u mnogobrojnim obiteljima. Dok su sretne i sređene obitelji nekad bile normalna pojava, danas su rijetkost. Shaw

i Wood (2009) upozoravaju na to da je emocionalno, psihološko i moralno stanje današnje generacije djece doseglo zastrašujuće nisku točku. Djeca su u velikoj mjeri prilagodljiva i podatna za oblikovanje, pa će način na koji ih odrasli odgajaju u velikoj mjeri utjecati na to kakvi će oni kasnije biti kao ljudi.

Široka je lepeza različitih oblika agresivnog ponašanja koje djeca i mladi danas pokazuju. Stupanj dječje i mladenačke okrutnosti i agresivnosti prema prijateljima, životinjama, a nerijetko i odraslim osobama vrlo često nas zna začuditi i neugodno iznenaditi. Međutim, ne smijemo zanemariti činjenicu da je svako neprimjereno i agresivno ponašanje djece i mladih zapravo samo njihov poziv u pomoć koji šalju odraslima. Kako bi pomogao djeci da što bezbrižnije odrastaju, UNICEF u Hrvatskoj od 2003. godine provodi projekt "Za sigurno i poticajno okruženje u školama". Cilj tog projekta je smanjenje vršnjačkog nasilja u školama. Neovisna evaluacija projekta pokazala je značajno smanjenje nasilja u školama koje su uključene u taj projekt (Tomić-Latinac i Nikčević-Milković, 2009).

## Što je agresivnost?

Vrlo je teško definirati jedan tako kompleksan pojam kao što je agresivnost. Problem u definiranju agresivnog ponašanja proizlazi iz činjenice da navedeni pojam pokriva niz različitih postupaka i emocija koje ih prate i uzrokuju. Također, mnoge znanstvene discipline različito definiraju i koriste različite termine kao što su: agresivno, nasilničko, antisocijalno i delinkventno ponašanje, a sve kako bi opisali mlade koji su skloni agresiji. I različiti sustavi koji se bave mladima (školski, pravosudni, medicinski sustav i dr.) razvili su svoj specifičan rječnik kako bi opisali djecu i mlade koji imaju problema u ponašanju.

Pojam agresivnosti često se koristi u različitim značenjima: u smislu izvanjskog očitovanja stanja neprijateljstva, mržnje, bijesa ili u smislu aktivnosti protiv samog sebe ili protiv drugih. U svakodnevnom jeziku agresivnost je opća crta negativnog karaktera. Agresivnost ne tvori homogeni skup činjenica. Kod nje se mogu zapaziti: agresivna vladanja, fantazmi agresije, a da od početka nije precizan položaj subjekta agresora i subjekta nad kojim se agresija vrši, agresivna namjera koja je prepoznata ili nepoznata (Gruden, 1995). Agresivno ponašanje može se definirati i „kao svaku reakciju (tjelesnu ili verbalnu) izvedenu s namjerom da se nekom drugom nanese šteta ili povreda bilo koje vrste, bez obzira je li ta namjera do kraja realizirana“ (Žužul, 1989, str. 49). Nasuprot tome Loeber i Hay (1997, prema: Žižak i Jeđud, 2005) se protive određenju agresivnosti putem namjere, smatrajući da se namjeru ne može zamijetiti, a posebno stoga što nositelji agresivnog ponašanja najčešće niječu upravo namjeru, a ne samo ponašanje.

Četiri su oblika dječje agresivnosti (Žužul, 1989):

- instrumentalna ili specifična agresija – usmjerena je prema dobivanju ili zadržavanju određenih objekata ili pozicija, ili prihvaćanju željenih aktivnosti
- hostilna ili "zadirkujuća" agresija – usmjerena je prema provociranju ili ozljeđivanju drugih osoba

- defenzivna ili reaktivna agresija – izazvana je akcijom drugih
- agresivna igra – uključuju nanošenje ozljeda drugima, a nastaje kao rezultat fizičke igre.

Essau i Conradt (2006) opisuju agresivnost u dojenačkoj dobi, ranom i srednjem djetinjstvu i u mladenačkoj dobi. Agresivno ponašanje u dojenačkoj dobi počinje se pokazivati potkraj prve godine. Najčešće se pojavljuje kao instrumentalna agresivnost čija je posljedica oduzimanje igračaka drugoj djeci. U ranom i srednjem djetinjstvu agresivno ponašanje očituje se kroz napade bijesa, verbalno izražavanje agresivnosti, neprijateljsko ponašanje i otvoreno antisocijalno ponašanje (npr. neposlušnost). Dječja agresivnost u toj je dobi češće namjerna, neprijateljska i reaktivna nego instrumentalna. U mladenačkoj dobi smanjuju se otvoreni oblici agresivnosti, a raste broj prikrivenih oblika agresivnosti.

Beck (2003, str. 282) navodi da se agresijom može zvati sve ono što ide od “napada i ubijanja, s jedne strane, do verbalnih opisa Rorschachovih mrlja, s druge”. Bouillet i Uzelac (2007) ističu da agresivno ponašanje obuhvaća širok raspon specifičnih ponašanja kojima je zajedničko obilježje moguće nanošenje štete ili povrede drugim osobama ili stvarima te namjera da se nanese šteta. Pod agresijom se podrazumijevaju sva ona ponašanja koja su namijenjena da nanesu štetu (Dodge i sur., 2006, prema: Kuryluk i sur., 2011). Znanstvenici koji istražuju fenomen agresivnog ponašanja kao njegove sastavne dijelove navode nasilje i *bullying*. Nasilništvo je svjesna, željena i namjerna neprijateljska aktivnost čija je svrha povrijediti (ozlijediti) ili izazvati strah kod druge osobe. Nasilništvo uvijek uključuje tri elementa: nesrazmjer moći, namjeru da povrijedi (ozlijedi) i prijetnju daljnjom agresijom (Coloroso, 2004). Pod pojmom nasilništva misli se na “psihološko, emocionalno, socijalno ili tjelesno uznemiravanje jedne osobe od strane druge. Ono obuhvaća verbalno, tjelesno i/ili antisocijalno ponašanje i postupke, kao što su isključivanje, ogovaranje, agresivni govor tijela i spolno uznemiravanje” (Field, 2004, str. 17).

Agresija može biti otvorena i prikrivena. Otvorena agresija može se definirati kao tjelesna agresija koja obuhvaća: tjelesnu borbu, zlostavljanje drugih, uporabu oružja, otvoreni otpor i prkos autoritetima. Prikrivena agresija je svaki skriveni, potajni čin agresije, a on uključuje: krađu, podmetanje požara, bježanje od kuće i slično (Connor, 2002). Međutim, agresija se može podijeliti i na otvorenu i relacijsku. Otvorena agresija uključuje sva ona ponašanja čija je namjena uzrokovati štetu kroz fizičko i verbalno sredstvo, dok se u relacijsku agresiju ubrajaju ponašanja koja narušavaju vršnjačke odnose (Crick i Grotpeter, 1995).

Fizička i verbalna agresivnost djece i mladih uglavnom je lako uočljiva, pa su stoga o tim oblicima agresivnog ponašanja provedena brojna istraživanja. Socijalnu (relacijsku) agresivnost teže je zapaziti i istraživanja o njoj još uvijek su u svojim ranim fazama. Relacijska agresivnost puno je suptilniji i sofisticiraniji način vršnjačkog zlostavljanja, no jednako je bolan i štetan kao i otvorena agresivnost.



## Socijalna agresivnost

Agresivno ponašanje djece i mladih zaokuplja veliku pozornost već dugi niz godina, kako znanstvenika, tako i laika. Razlog tolike pozornosti je jasan: agresivno ponašanje ima negativne posljedice i za nasilnika i za žrtvu. U prošlosti su se istraživali uglavnom fizički oblici agresivnog ponašanja dok su drugi, teže zamjetljivi i prikriveni, bili zanemarivani.

Posljednjih dvadesetak godina znanstvenici istražuju šira područja agresivnog ponašanja tako da danas njihova istraživanja uključuju i njegove indirektno, prikrivene oblike koji, između ostaloga, nanose štetu i međuljudskim odnosima.

Pojam *indirektna agresija* potječe od Feshbacha (1969, prema: Card i sur., 2008), a njime autor želi skrenuti pozornost na sva ona ponašanja koja narušavaju međuljudske odnose. Pod navedenim pojmom autor je ponajprije mislio na odbacivanje i isključivanje određene osobe iz društva, odnosno vršnjačke skupine. U znanstvenu literaturu pojam *socijalne agresije* uvode Cairns i suradnici (1989, prema: Card i sur., 2008). Tim pojmom autori obuhvaćaju i opisuju sve oblike dječje manipulacije koja se javlja u vršnjačkim odnosima.

Galen i Underwood (1997, prema: Card i sur., 2008) u socijalno agresivno ponašanje ubrajaju: odbacivanje neke osobe, negativne neverbalne načine izražavanja, širenje neistinitih glasina, socijalno isključivanje s ciljem nanošenja štete, odnosno narušavanja žrtvina samopoštovanja. Crick (1995) umjesto termina *socijalna agresivnost* upotrebljava termin *nasilje u vezi* i njime obuhvaća sva ona ponašanja što izazivaju štetu koja nastaje kao rezultat manipulacije u vršnjačkim odnosima.

Field (2004) dijeli nasilništvo na: tjelesno, verbalno i antidruštveno. Autorica antidruštveno nasilništvo opisuje i kao isključivanje ili nasilništvo odnosa. Ono je vrsta socijalne manipulacije. Često je neizravno i može biti vrlo suptilno i tajnovito. Umjesto osobnog sudjelovanja u napadu, nasilnik može manipulirati drugima i koristeći se socijalnim ustrojem skupine nauditi žrtvi. Na taj način nasilnik može proći nekažnjeno. Ta vrsta nasilništva obično uključuje opetovano ponašanje koje se može događati tjednima, mjesecima, a u nekim slučajevima i godinama. U oblike antidruštvenog ponašanja nasilnika ubrajamo:

- ignoriranje žrtve ili zlostavljanje šutnjom
- oponašanje glasa ili držanja žrtve
- šaptanje, ogovaranje ili govorenje ružnih stvari žrtvi iza leđa
- pisanje uvredljivih poruka
- pokazivanje prstom, zurenje, hihotanje, smijanje, krevljenje, podmuklo smijuckanje žrtvi i došaptavanje
- zauzimanje prijetećeg stava
- izolacija djeteta od društvene skupine, skupine vršnjaka ili igara, isključivanje iz razgovora.

Nasilništvo kroz odnose najteže je otkriti s pozicije promatrača, a odnosi se na sustavno smanjivanje djetetova samopoštovanja ignoriranjem, izolacijom i

izbjegavanjem. Nasilništvo kroz odnose može imati cilj otuđivanje ili odbacivanje vršnjaka, ali i namjerno uništavanje prijateljstva. "Namjerno isključivanje djeteta s tulum, rođendanskih proslava i sportskih igara često se previda kao oblik nasilništva jer nije lako uočljivo poput korištenja pogrđnih imena ili šake u lice; njegove posljedice nisu toliko očite kao što su modrica ili potrgana jakna, a bol koju ono izaziva često se skriva, a čak i kad se izrazi, biva odbačena ("Tako i tako ne bi htjela ići na njihov tulum, je li tako?")" (Coloroso, 2004, str. 37).

Maleš i Stričević (2005, str. 25) upotrebljavaju termin socijalno zlostavljanje. To je oblik zlostavljanja kada "netko drugoga uporno ignorira, odbacuje, isključuje iz društva odnosno o njemu širi zlobne tračeve. Ono može biti izravno, tj. u prisutnosti žrtve, ali i neizravno, da onaj koga se isključuje i ne zna da ga grupa odbacuje sve do trenutka kad se želi uključiti, a to mu se onemogućuje". Socijalno nasilje može se nazivati i "odnosnim" nasiljem, a ono obuhvaća ponašanja poput isključivanja iz grupe vršnjaka, prekidanje prijateljstva i narušavanje tuđeg ugleda (Bouillet i Uzelac, 2008).

Mayeux i Cillessen (2008) za socijalnu agresivnost upotrebljavaju termin relacijska agresivnost i navode da ona može biti učinkovito sredstvo za postizanje i održavanje popularnosti u vršnjačkoj grupi. Prijašnja istraživanja pokazuju povezanost između agresije i vršnjačkog odbijanja (Crick i Grotpeter, 1995), dok novija ukazuju na povezanost relacijski agresivnih djela i popularnosti među vršnjacima (LaFontana i Cillessen, 2002, prema: Rose, Swenson i Waller, 2004). Relacijska agresivnost omogućuje zadržavanje anonimnosti pa se stoga vrlo lako mogu izbjeći posljedice nanošenja štete drugima u cilju povećanja svoga društvenog položaja (Rose, Swenson i Waller, 2004). Adolescenti više smatraju popularnim agresivne vršnjake od djece mlađe dobi (Bukowski, Sippola i Newcomb, 2000).

Provedena istraživanja o agresivnosti pokazuju da su dječaci/muškarci skloniji direktnoj, odnosno fizičkoj agresivnosti, dok su indirektni, odnosno socijalni oblici agresije karakterističniji za djevojčice/žene (Middelton-Moz i Zawadski, 2003; Field, 2004; Coloroso, 2004; Žižak i Jeđud, 2005; Bouillet i Uzelac, 2007). Pojedini istraživači smatraju da djevojčice/žene više pribjegavaju socijalnim oblicima agresije jer je ona učinkovitija u djevojačkim prijateljstvima budući da su ona puno intimnija od muških koja su mnogobrojna i vrlo često slučajna (Soenens i sur., 2008; Card i sur., 2008).

Roditelji djeci vrlo često služe kao modeli za njihove odnose s prijateljima pa stoga odnosi između roditelja i djece značajno utječu na razvoj socijalne agresivnosti. Djeca vjerojatno usvajaju socijalno agresivne strategije u odnosu sa svojim prijateljima kada su i sama izložena manipulativnim ponašanjima svojih roditelja (Nelson i Crick, 2002, prema: Soenens i sur. 2008). Socijalno agresivna djeca nanose štetu međuljudskim odnosima svojih prijatelja najčešće stoga jer se oni u određenom trenutku ne ponašaju u skladu s njihovim očekivanjima i osobnim željama. Zloković (2004) provodi istraživanje o oblicima nasilja među učenicima osnovnih škola. Jedan od oblika nasilja koji je autorica ispitala bila je socijalna izolacija, a definirana je kao odbijanje komunikacije, izoliranje učenika iz zajedničkih aktivnosti, igre, izleta

i sl. Rezultati istraživanja pokazali su da se socijalno izoliranim smatra čak 14,9% učenika. Knežević i Baradić (2004) prezentiraju rezultate istraživanja prema kojima se 2% učenika osjeća odbačenim u školi, 7% njih se osjeća djelomično prihvaćenim od ostalih učenika, dok je 7% njih neodlučno, odnosno ne znaju odrediti da li ih vršnjaci prihvaćaju ili odbacuju. Relja (2007) provodi istraživanje u četvrtim i sedmim razredima osnovne škole o tome kako se učenici osjećaju u školi. Dobiveni rezultati pokazuju da se u školi čak 10% učenika osjeća nezadovoljno, 6% učenika osjeća se sasvim po strani, a 4% učenika osjeća se neugodno.

Socijalna agresivnost može biti vrlo razarajuća za vršnjačke odnose i aktivnosti. Ona nema negativne ishode samo za žrtvu nego i za samog počinitelja. Provedena istraživanja sugeriraju da su socijalno agresivna djeca u riziku da razviju i brojne druge oblike asocijalnog ponašanja (Zimmer-Gembeck, Geiger i Crick, 2002, prema: Werner i Crick, 2004). Utvrđeno je da takva djeca pokazuju više eksternaliziranih problema (Crick, 1997), često su odbačena od vršnjaka, a kao posljedica toga javljaju se osjećaji usamljenosti i depresije (Crick i Grotpeter, 1995). Djeca koju vršnjaci odbacuju iz vršnjačke grupe najvjerojatnije neće moći razviti važne životne vještine poput reguliranja emocija i rješavanja sukoba. Takva djeca uglavnom imaju nizak status među vršnjacima i razvijaju neprikladne stilove ponašanja (agresivnost, povučenost), pa stoga mogu ostati socijalno nekvalificirani u odnosu na svoje vršnjake, što ih često usporava i onemogućuje im ostvarivanje budućih razvojnih zadataka (Werner i Crick, 2004). Socijalna agresivnost relativno je stabilna tijekom vremena pa je vrlo važno poticati i razvijati prosocijalno ponašanja djece i mladih (Crick, 1996).

Negativne posljedice koje ostavljaju agresivna ponašanja vršnjaka veće su i teže za djecu s niskom razinom obiteljske podrške. Roditelji su potencijalni izvor potpore za djecu i mlade izložene nasilju pa im pomažu obraditi neugodan događaj i vraćaju im osjećaj sigurnosti (Duncan, 1996, prema: Mazefsky i Farrell, 2005). Veća je vjerojatnost da će ona djeca koja nemaju obiteljsku potporu, i sama više sudjelovati u nasilničkom ponašanju (Gomez i Gomez, 2000).

## Empirijsko istraživanje

Cilj istraživanja je detektirati na kojoj je razini socijalna agresivnost učenika u primarnom obrazovanju. Istraživanjem se želi ispitati i postoji li dobna i rodna (spolna) razlika u manifestiranju navedenih oblika socijalno agresivnog ponašanja te jesu li socijalno agresivniji učenici iz ruralnih ili urbanih sredina.

Uzorak ispitanika u istraživanju činili su učenici četvrtih i osmih razreda Osnovne škole Okučani, Okučani (117) i Osnovne škole Jurja Habdelića, Velika Gorica (97). U istraživanju je sudjelovalo sveukupno 214 učenika (101 učenik četvrtih razreda i 113 učenika osmih razreda). Za potrebe istraživanja konstruiran je zaseban *Upitnik skale socijalne agresivnosti* od 10 čestica, a svaka čestica predstavljala je jedan oblik socijalno agresivnog ponašanja. Vrijednosti na ordinalnoj skali su: 1- nikad, 2-rijetko, 3-ponekad, 4-često, 5-vrlo često. Skala socijalne agresivnosti nastala je na temelju

proučavanja relevantne literature iz tog područja (Crick, 1995; Crick i Grotpeter, 1995; Field, 2004; Coloroso, 2004; Maleš i Stričević, 2005; Reynolds i Repetti, 2010).

## Rezultati istraživanja i diskusija

Rezultati o razini socijalne agresivnosti učenika iz uzorka prikazani su u Tablici 1.

Tablica 1.

Raspon odgovora je gotovo na svim česticama maksimalan, što inicira da čestice dobro pokrivaju spektar mogućih odgovora. Iz niskih vrijednosti aritmetičkih sredina (i moda kao položajne mjere centralne tendencije), a u skladu s polarizacijom skale inicira se niska razina socijalne agresivnosti učenika. Riječ je o desno asimetričnim distribucijama (osim čestice 6.1. – ogovaranje), što je u skladu s niskim vrijednostima aritmetičkih sredina. Većina čestica je leptokurtična (osim čestice 6.1. – ogovaranje i 6.6. – podsmjehivanje), što ukazuje na malu disperziju rezultata oko aritmetičke sredine. Hi kvadrat je za sve čestice razni statistički značajan, što implicira zaključak da postoji statistički značajna razlika između teorijskih i opaženih frekvencija. S obzirom na distribucije čestica riječ je o disproporciji između teorijskih i opaženih frekvencija, odnosno o nenormalnoj raspodjeli, a u skladu s vrijednostima na skali o niskoj preferenciji čestica socijalne agresivnosti (visinama aritmetičkih sredina).

Dobiveni rezultati u skladu su s dosadašnjim istraživanjima prema kojima se socijalna agresivnost učestalije manifestira u razdoblju adolescencije nego u razdoblju djetinjstva (Rose, Swenson i Waller, 2004; Kikas i sur., 2009). Provedena istraživanja potvrđuju da su djeca koja imaju bolje razvijene sposobnosti verbalnog mišljenja i izražavanja sklonija primjeni indirektnih oblika agresivnog ponašanja. Pojedinaac koji ima razvijene govorne vještine može postati izrazito sposoban manipulator u međusobnim vršnjačkim odnosima i tako utjecati na to da vršnjaci prihvate ili odbace neko dijete. Budući da se govorne sposobnosti i socijalne vještine s godinama razvijaju, djeca odrastanjem direktne oblike agresije sve više zamjenjuju indirektnim oblicima (Kikas i sur., 2009).

### **Faktorska analiza skale socijalne agresivnosti**

Faktorska analiza *Skale socijalne agresivnosti* pokazala je dva faktora s karakterističnim korijenima većim od jedan (3.42 i 1.27) koji objašnjavaju 47.03% varijance. Tri čestice s faktorskim opterećenjima manjim od .30 na oba faktora izbačene su iz daljnje analize. Konačna faktorska analiza rezultirala je s dva faktora i 52.34% objašnjene varijance.

Prvi faktor čine čestice *Namjerno isključujem prijatelja iz igre*, *Namjerno isključujem prijatelja iz razgovora*, *Govorim o prijatelju neistine iza njegovih leđa* i nazvan je isključivanje. Drugi faktor čine čestice *Oponašam glas prijatelja*, *Oponašam držanje prijatelja*, *Šutim kada me prijatelj nešto pita*, *Ogovaram svoje prijatelje* i nazvan je ismijavanje. Cronbachov alfa koeficijent za skalu isključivanja iznosi 0.68, a za skalu ismijavanja 0.56.

Prije početka obrade podataka provjereno je distribuiraju li se rezultati ispitivanih varijabli po normalnoj raspodjeli. Testiranje je provedeno Kolmogorov-Smirnov (K-S) testom za testiranje normaliteta distribucije. Rezultati testa pokazali su da se distribucije svih varijabli značajno razlikuju od normale ( $p \leq 0,05$ ), pa je zbog toga primijenjen neparametrijski Mann Whitney test.

### ***Spolne razlike u socijalnoj agresivnosti***

Razlike između dječaka i djevojčica na faktorima socijalne agresivnosti testirane su Mann-Whitney testom. Rezultati su prikazani u tablici 2.

Tablica 2.

Kao što se vidi iz tablice 2., nisu se pokazale statistički značajne razlike između dječaka i djevojčica ni na jednom faktoru socijalne agresivnosti.

Dobiveni rezultati su pomalo iznenađujući s obzirom na to da je općepoznata činjenica da djevojčice imaju nešto razvijenije verbalne sposobnosti, pa se stoga moglo očekivati da će one biti socijalno agresivnije od dječaka. Međutim, do sličnih rezultata dolaze i drugi istraživači čiji rezultati istraživanja ne pokazuju postojanje značajnih spolnih razlika u sklonosti indirektnim oblicima agresivnosti (Kikas i sur., 2009).

### ***Dobne razlike u socijalnoj agresivnosti***

Razlike između učenika četvrtog i osmog razreda na faktorima socijalne agresivnosti prikazane su u tablici 3.

Tablica 3.

Kao što se vidi iz tablice 3., stariji učenici pokazuju značajno višu razinu na oba faktora socijalne agresivnosti.

Rezultati dobiveni u istraživanju u skladu su s rezultatima koje su dobili drugi istraživači baveći se tom problematikom. Brojna provedena istraživanja (Rose, Swenson i Waller, 2004; Kreager, 2004; Kikas i sur., 2009) potvrdila su da fizičku agresivnost djeca odrastanjem zamjenjuju puno skrivenijom i suptilnijom socijalnom agresivnošću. Naime, adolescenti puno bolje od djece osnovnoškolske dobi razumiju međuljudske odnose, imaju veću sposobnost emocionalne kontrole i bolje razvijene sposobnosti izražavanja, što im omogućuje uspješniju manipulaciju u vršnjačkim odnosima.

### ***Razlike u socijalnoj agresivnosti s obzirom na mjesto škole (selo/grad)***

Razlike između učenika u seoskoj i gradskoj školi na faktorima socijalne agresivnosti prikazane su u tablici 4.

Tablica 4.

Kao što je vidljivo iz prezentiranih rezultata u tablici 4., učenici u seoskoj školi pokazuju značajno višu razinu na oba faktora socijalne agresivnosti.

Dobiveni rezultat je u određenoj mjeri iznenađujuć i nije u skladu s rezultatima provedenih istraživanja u vezi s tom temom. Provedena istraživanja potvrđuju veću stopu agresivnog ponašanja učenika gradskih škola u odnosu na seoske (Swaim, Henry i Kelly, 2006; Thomas i Bierman, 2006). Učenici većih gradskih škola više su izloženi agresivnim modelima ponašanja u odnosu na seoske škole, pa ih i više prakticiraju (Hope i Bierman, 1998). Naime, uvriježeno je mišljenje da učenici seoskih škola zbog protektivnog faktora male sredine znatno manje manifestiraju rizična socijalna ponašanja od učenika gradskih škola. Međutim, postoji i mogućnost da se uslijed nagle globalizacije taj protektivni faktor malih sredina jednostavno izgubio. Podlogu za dobivene rezultate svakako možemo potražiti i u novonastalim životnim stilovima, kao i u sve težim socio-ekonomskim i obiteljskim prilikama. Svakim danom zbog novonastale ekonomske krize građani žive sve teže. Nezaposlenost i sve teži životni uvjeti nisu zaobišli ni seosku sredinu. Siromaštvo i težak život stvaraju stres i napetost kod roditelja, što nerijetko završava njihovim agresivnim ponašanjem ili zanemarivanjem djece. Budući da roditelji djeci služe kao model za usvajanje određenih obrazaca ponašanja, ona vrlo često oponašajući roditelje usvajaju relacijski agresivne strategije i prenose ih dalje na svoje odnose s prijateljima. Dakle, uzroci povećane socijalne agresivnosti učenika seoskih škola mogu biti brojni, pa bi bilo vrlo zanimljivo provesti nova istraživanja kako bi se oni točno utvrdili i kako bi se u skladu s rezultatima moglo na njih preventivno djelovati.

## **Zaključak**

U radu je ispitana razina socijalne agresivnosti učenika primarnog obrazovanja s obzirom na dob, spol i sredinu u kojoj se škola nalazi (selo/grad). Prema rezultatima provedenog istraživanja iz niskih vrijednosti aritmetičkih sredina inicira se relativno niska razina socijalne agresivnosti učenika. Međutim, učenici primarnog obrazovanja ipak pokazuju određenu razinu socijalne agresivnosti. Provedeno istraživanje ukazuje na postojanje dobne razlike u socijalnoj agresivnosti učenika. Naime, učenici osmih razreda pokazuju značajno višu razinu socijalne agresivnosti u odnosu na učenike četvrtih razreda, pa možemo zaključiti da su stariji učenici socijalno agresivniji od mlađih. Spolne razlike u socijalnoj agresivnosti nisu se pokazale statistički značajne. Djevojčice i dječaci preferiraju slične oblike socijalne agresivnosti. Rezultati istraživanja ukazuju na postojanje razlika u socijalnoj agresivnosti učenika seoskih i gradskih škola. Učenici seoskih škola pokazuju značajno višu razinu socijalne agresivnosti u odnosu na učenike gradskih škola.

Dobiveni rezultati s obzirom na dob i spol učenika u skladu su s rezultatima brojnih istraživanja socijalne agresivnosti (Rose, Swenson i Waller, 2004; Kreager, 2004; Kikas i sur., 2009). Rezultati s obzirom na mjesto škole (selo/grad) nisu u skladu s očekivanjima, pa bi bilo zanimljivo proučiti koji su tome razlozi. Međutim, neka ograničenja ovog istraživanja svakako se moraju uzeti u obzir. Uzorak na kojem je provedeno istraživanje nije reprezentativan i nedostatan je za donošenje

nekih širih zaključaka. Skala socijalne agresivnosti imala je manji broj tvrdnji pa bi je za buduća istraživanja svakako trebalo proširiti. Ipak, dobiveni rezultati u ovom istraživanju pružaju mali, početni korak prema identificiranju i rasvjetljavanju tog oblika agresivnog ponašanja djece i mladih.

Na kraju, ne smijemo zanemariti činjenicu da socijalna agresivnost, kao i svi drugi oblici agresivnog ponašanja, ostavlja dugotrajne i teške posljedice za cijeli život. Socijalno agresivni pojedinci vrlo često nailaze na velike teškoće tijekom socijalne prilagodbe. Nedovoljno razvijene socijalne kompetencije djece i mladih mogu uzrokovati niz internaliziranih problema kao što su depresija, osamljenost, nesigurnost i slično. Agresivna i prosocijalna ponašanja potrebno je konstantno istraživati kako bi se bolje razumjela i time olakšala socijalna prilagodba djece. Stoga je jedan od temeljnih zadataka ranog djetinjstva poticati i razvijati dječje sposobnosti da uspostave i održe učinkovite interakcije s vršnjacima kako bi kasnije u životu djeca bila mentalno zdrava i postigla pozitivne socijalne i akademske ishode (Dollar i Stifter, 2012).

Izloženost različitim oblicima nasilja identificiran je kao jedan od najvećih problema odrastanja. Brojna istraživanja potvrđuju alarmantno visoke stope nasilja među djecom i mladima (Slovak i Singer, 2001; Coloroso, 2004; Opić, 2000). Izloženost nasilju stvara pogodan kontekst za učenje nasilničkog ponašanja. Istraživanja potvrđuju pozitivnu povezanost između manifestiranja agresivnog ponašanja djece i mladih i razine njihove izloženosti nasilju (Gorman-Smith i Tolan, 1998).