

Violence, Bullying, and Aggressive Behavior issues in Educational Settings

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Abstract

The study's objective is to characterize the phenomenon of violence, bullying, and extremist violent conduct among all students, which is said to occur in all nations around the world. Recently, many unwelcome behaviors have surfaced in educational settings, which are revered as hallowed cultural and educational spaces where students were supposed to study, develop their abilities, and adhere to highly educational ideals to change their behavior. Bullying, violence and aggressiveness have a significant negative impact on students' scientific, psychological, and social advancement, it has become widespread in real life and social media awfully. As a result, the research sheds light on the causes and types of violence and its impact on students' academic level. The Ministry of Education, schools, institutes should have role to reduce or limit these negative phenomena and provide the best education possible, should put a serious and purposeful emphasis on the involvement of the family, school, educators, and those in charge of the educational and academic process in lowering the risks of these complex phenomena.

Key words: Violence, Bullying, Aggressive behavior, Educational institutions, Recommendations

المخلص

هدف الدراسة توصيف ظاهرة العنف (التنمر) والسلوك المتطرف العنيف الطلبة والتي يقال إنها تحدث في جميع الدول حول العالم. في الآونة الأخيرة ، ظهرت الكثير من السلوكيات غير المرحب بها في الأوساط التعليمية ، والتي يتم تبجيلها باعتبارها مساحات ثقافية وتعليمية مقدسة حيث كان من المفترض أن يدرس الطلبة ، ويطوروا قدراتهم ، ويلتزموا بالمثل التعليمية العالية لتغيير سلوكهم. التنمر والعنف والعداية لها تأثير سلبي كبير على تقدم الطلاب علمياً ونفسياً واجتماعياً ، حيث انتشرت في الحياة الواقعية ووسائل التواصل الاجتماعي بشكل مخيف. ونتيجة لذلك ، يسلط البحث الضوء على أسباب وأنواع العنف وتأثيره على المستوى الأكاديمي للطلاب. يجب على المؤسسة التعليمية ، التي تمثلها وزارة التربية والتعليم والمدارس والمعاهد للحد من هذه الظواهر السلبية أو تحجيمها وتوفير أفضل تعليم ممكن ، وأن تركز بشكل جدي وهادف على مشاركة الأسرة والمدرسة والمربين والمسؤولين عن العملية التعليمية والأكاديمية في تقليل مخاطر هذه الظواهر المعقدة.

الكلمات المفتاحية : العنف ، التنمر ، السلوك العدواني، المؤسسات التربوية، التوصيات

1. Introduction

Every student and teacher working in the education field has a fundamental right to live in free from fear, harassment, and hostility. Within this global society where it is more important than ever for people to support and understand one another, social life, and particularly the development of the abilities to recognize our own individuality while also needing to build positive relationships with others, which become one of the major educational challenges nowadays.

In fact, one of the challenges posed by the legislation that promotes the construction of only educational institutions is to equip all children, teenagers, and young adults with social and emotional skills in order to become real citizens with a cosmopolitan perspective of the world they live in and to rule under democratic principles (Rosario et al., 2007, 2). This admirable objective is a responsibility of every nation, community, and educational institution, including families, schools, and the entire society.

Institutions make every effort to prevent conflict, diversity of interests, and even unfairness or ineptitude. As a result, the breadth of social issues affecting our kids has been decreased. School violence, bullying, and aggressive behavior are some of the issues, however they are by no means the sole or even the most widespread ones. Although much progress has been made since it was acknowledged as a genuine, assessed fact with detrimental repercussions on the students participating in it as well as on the institutions whose quality of coexistence it affects, this issue still exists in all school institutions and has not been completely resolved.

Generally speaking, every child has a right to obtain education. It is essential for children's development because it gives them the opportunity to develop their critical thinking and creative abilities, learn life skills, work with peers to build relationships, and grow in dignity, confidence, and self-respect as individuals.

Education has a special ability to create an atmosphere where attitudes that support violence can be modified and where non-violent behavior can be taught. Schools are a good setting to break violent behaviors, bullies, and extreme acts from the time children are young. Schools work hard to teach students how to

communicate, negotiate, and encourage peaceful solutions to issues. Schools also give kids the chance to learn and internalize values like solidarity, tolerance, and respect. They are also crucial institutions for promoting nonviolence, easing tension, and mediating disputes among students and staff as well as in the larger community.

For many students, school represents a completely different world, one in which they might be taught violence and exposed to it. Common manifestations of these phenomena include fights on the playground, verbal abuse, intimidation, punishment, humiliation, sexual abuse, gang violence, and other harsh and degrading behavior by teachers and other school personnel (Pinherio, 2001, 69).

For children who have experienced bullying, violence, or extreme conduct, school might be a place of anguish or even torment rather than a place where they can learn. Pain, trauma, and fear weaken the potential and promise of education as well as the thrill of exploration and learning. In some instances, children's academic performance is impacted, their health and wellness are compromised, and their ability to function as self-assured people capable of forming honest and trustworthy relationships with others is jeopardized. Beyond the students who are immediately impacted, these phenomena in schools have a negative influence.

The fostering environment of worry and uncertainty that is unsuitable for learning has a danger impact. Additionally, violence or the fear of violence may be so severe that families feel under pressure to discourage school attendance in order to stop future violence and suffering. The ability to pursue education, with all of its advantages for both the person and society, may be severely limited as a result (Pinherio, 2001,71).

1.1. The problem of the study:

The concept of bullying, violence, and aggression in schools is regarded as one of the most important and essential issues in the field of education. In addition, psychologists, sociologists, and educators should take these harmful practices into account in their theoretical and empirical study. It is important to note that the majority of educational institutions conduct research in this area to find the best solutions or at the very least, some helpful suggestions for treating those students who react aggressively when their needs for social environment are not sufficiently obvious.

Studying and analyzing this concept is important because both schools and students are becoming much more numerous, especially in crowded local cities.

The main goal is to look for efficient program solutions that could be used in prevention and intervention programs.

1.2. The Sample of the Study and Previous Studies

It is important to mention the sample of the study to pave the way to the readers to understand the main issue of these concepts (Violence, Bullying and Aggressiveness) especially students in primary and secondary schools, moreover most researchers and scholars necessarily need to be know how to deal with psychological matters to be more acquainted with such types of educational problems. There are many studies have been achieved in different countries by taking different samples from one group according to a certain age. Coloroso (2004, 5) found that eighty-six percent of students between the ages of twelve and fifteen reported that they have been teased or bullied at school. This statistic makes bullying more prevalent than risky behaviors including alcohol, smoking and drug abuse, and/or sexual activity in this age group. Fortunately, bullying has shown a decrease in recent history (Molchol et al, 2009, 2). It was found that there was a large drop in physical bullying, from 21.7% reported in 2003 to 14.8% reported in 2009. It was also found that emotional bullying also decreased, but not at the same rate as physical bullying. Molcho et al., (2009,3) did find that there were significant decreases in chronic bullying and occasional bullying for boys between 1997 and 2006. Girls though did not show significant changes over the same time period.

1.3.The Significance of the study

According to psychology, bullying, violence, and aggressive behavior all fall under the category of unfavorable attitudes. One prominent psychologist noted that conduct “is a major issue of present society, which is a reason why many socially unacceptable activities happen in our surroundings as well as in schools” (Kaya et al., 2012, 57). It was discovered through regular newspaper reading and social media use that numerous incidences involving violent student behavior occur in schools.

Children engage in a variety of antisocial behaviors in school, such as misbehaving with teachers, bullying their classmates, violently fighting, etc. On

the other hand, Students' future behavior is significantly influenced by the school climate. According to Kaya et al. (2012, 60), she argues that "the environment students are exposed to during their school years has an impact on their conduct".

Therefore, it is crucial that this study sheds light on the notion of violence, aggressive behavior, and bullying in schools as well as students' propensity for these occurrences. It partially also learns how the role of research influences and affects people's lives. The importance of this as one of the most value research subjects, together with social problems, educational sociology, and social service in the sphere of educational institutions (schooling), privately as well as education in general, is the obvious source of the exploratory study.

1.4. The Instrument of the Study

The self-developed questionnaire for study was comprised after adequate literature review (previous studies) because it is cost-effective and efficient way to collect data from participants of study. The questionnaire was validated through experts' opinions of teachers and students. After improving the instrument in terms of language, style, format, and content, it was administered on the 20 students from (Al-karrkh2) for the try-out. Each item was independently analyzed during the field-testing. Unclear or ambiguous items were either modified or discarded. The items were developed on following causes of bullying, violence and aggressiveness in school: power fullness (9 items), revenge seeking (2 items), aggression (3 items), jealousy (5 item), and physically violent (4 items).

2. Violence destructive human's behavior morally and physically

"Violence has always been a feature of human existence. Its effects can be felt globally and in a variety of ways. Self-inflicted, interpersonal, or group violence results in more than a million fatalities and many more non-fatal injuries per year. In general, violence is one of the main global causes of death for those between the ages of 15 and 44 years" (Dahlberg & Krug, 2006, 278) and possibly even older. Despite the difficulty in obtaining exact figures, the cost of violence is translated into billions of dollars in annual health care costs around the globe and additional billions for national economies in terms of days missed at work, law enforcement costs, and lost investment. (278).

However, over time, violence slowly gave way to more humane treatments, so that modern humans respect one another and for this commemoration wrote the Declaration of Human Rights in the United Nations and in case of its violation, rebels holds demonstrations everywhere in the world. Violence in its modern sense is more commonly seen in humans and primitive societies. Even while some governments attempt to rationalize cultural or ideological violence, it is uncommon to witness an individual, department, or government today that openly supports the violation of human rights or violent behavior.

Because psychology believes that each student's behavior is a result of his/her family, cultural, social, political background, and hundreds of other factors, we should dry up their roots and treat the disease (Chen & Astor, 2011,155-156) it is rare to see even criminals receive harsh sentences today.

It is extremely challenging for individuals, families, and society as a whole to deal with the irreversible breadth and depth of violence in schools, which comprises a wide spectrum of abusive, physical, and mental behaviors that endanger the health of children and adolescents. The second half of the 20th century saw a rise in the importance and media attention of school violence. Prior to the 1950s, school principals were not given much thought in this situation. In a 1949 survey, it was found that school administrators had no particular concerns about student violence or the destruction of property. However, in 1956, the National Education Association [NEA] began to view school violence as a serious and consequential issue (Scherz & Micheal 2004, 125-126).

Some academics are looking into the rising violence among young people, particularly among students, which is now a big public concern. The degree of violence in schools is very high, according to Dennenberg et al. (1998, 40), who also noted that violent crimes had "erupted" in schools in recent years. Studies conducted at the regional level by Schwartz (1996, 58) reveals that "youth violence is on the rise and it becomes a very dangerous matter". According to Bluestein (2001, 33-34), she illustrates "fewer violent episodes have occurred and the prevalence of violence among young people has remained largely consistent over time". Her analysis of the years 1998 and 1999 make visible that there was 20,000 fewer incidents of violence in schools and 6700 fewer incidents of serious violence in 1999.

According to data from the National Center for Educational Statistics, both violent and nonviolent crimes have been stable during the last ten years. Although it's possible that youth crime is declining in one generation, adults may be using the perception of rising adolescent violence as a smokescreen. "The absence of conclusive, thorough, and nationwide studies on youth violence serves as grounds for this topic" (Bluestein, 2001, 35).

Although the origin of school violence may vary depending on factors such a lack of resources or the presence of distinct bands, in recent study, Warner et.al. (1999, 53) emphasized that it may also be the result of aggressive conduct, which includes typical school impacts. A free examination of prejudice toward anything can result from observing hidden violence in any context. There isn't much of a link between student aggression and schools that are located in violent societies. However, there is a correlation between the two that cannot be fully explained by the media, wonderful violent movies, family strife, or any other unforeseen circumstance.

The impact of violence on at-risk pupils' academic development and pro-social classroom behavior must be urgently addressed. Teachers and counselors can work together to keep the school climate positive for both students and staff. Examining academic and non-academic issues effectively in order to enhance classroom performance may remove roadblocks to learning motivation and high school graduation. "For students achieving success academically, they need to feel secure, stable, and predictable" (Baker et al., 2002, 81). Accordingly, high-risk children or students who become more involved at school are more likely to feel included or have a part of bully (McGaha & Burley, 2009), which ultimately promotes and supports academic success and healthy habits in educational field.

3. Bullying as Social and Moral disease

At first glance, it might appear that this behavior is easy to define. A common image of bullying might be of a physically intimidating teen beating up a smaller classmate or one child shoving another inside a hallway locker. While these examples are still considered bullying, it's important to know that bullying behavior can be much more complex and varied than historical stereotypes.

Every student has the right to feel secure and at home in their learning environment. Nevertheless, a lot of people endure through recurrent bullying,

mental traumas, isolation, and self-destructive habits. In many academic and educational institutions, bullying is a problem that largely goes undetected and unaddressed, which can have a lasting impact on students' life. Bullying is currently a significant topic of public interest, not just in Iraq but in a great number of other nations as well. In the academic and educational institutions where they are enrolled, students and pupils have been bullied in recent years. Some of these victims have even lost their lives as a result of this cruel behavior.

Bullying has recently increased among pupils and is happening more frequently in schools across the nation today. The term "bullying" has several different meanings. Bullying is a widespread issue in schools, yet different people define it differently, and it doesn't even seem like it needs to be defined. According to Wolfgang (2009, 98), "The bully intends to cause emotional and physical pain and expects his or her action to hurt another, which gives the bully pleasure". Bullying is characterized as three elements: intentional, unbalanced, and persistent. It also takes place in physical, social, and emotional contexts when perpetrated by a person or group with more authority than the victim. (Olweus, 1993, 33).

In an unequal power relationship with the victim unable to protect themselves, bullying is defined as physical, verbal, and relational acts that involve one party intending to continually damage or harm another (Olweus, 1999, 44-45). Bullying at school and peer victimization are serious societal issues that affect kids and teenagers everywhere.

In recent years especially the first two decades of 21st century, the media, the general public, educators, school administrators, researchers, practitioners, legislators and every member in society have all paid significant attention to the devastating effects of bullying and peer victimization (Phillips, 2007, 160). An investigation of the risk factors connected with bullying and its effects on students has been prompted by concerns over bully-cide" (i.e., suicide attributed to peer victimization) and school violence (e.g., school shootings) (Smokowski & Kopasz, 2005, 108).

(Espelage & Horne, 2008, 588) provide a review of previous research that looked at the relationship between bullying behavior and personal traits such as age, gender, and psychosocial issues as well as close relationships such as family and classmates and the school environment. It is true that only a small number of

researchers (mostly from other nations) have looked at elements at a higher level that are linked to bullying behavior (Barboza et al., 2009,111). These factors include the local environment and cultural influences. "The ecological system levels that influence and/or prohibit bullying and peer victimization in schools must be understood in order to develop successful bullying prevention and intervention measures" (Espelage & Horne, 2008,590).

Studies undertaken in the United States have been less in scope than those conducted in other nations, despite the fact that research on bullying and the significance of comprehending the ecological elements impacting this behavior has made substantial strides. As a result, the literature that was examined in this study included findings from many international studies.

English-speaking nations frequently use the term "bullying." It is clearly that bullying behavior is defined by the World Health Organization (WHO) as the deliberate use of physical or psychological force or power, threatened or actual, against oneself, another person, a group, or a community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation. Bullying has been operationalized in a variety of ways, and academics' and nations' conceptualizations of it differ (Espelage & Swearer, 2003,369).

To provide an example, Smorti et al. (2003,420) tried to compare the definitions and conceptualizations of bullying in five different nations: Italy, Spain, Portugal, England, and Japan.

The researchers discovered significant variations between the nations and they came to the conclusion that no one phrase can accurately convey bullying's complex meaning when it translated from English into other languages. In contrast, numerous American studies have made an effort to characterize bullying. For instance, bullying was described as "a particularly vicious kind of aggressive behavior distinguished by repeated acts against weaker victims who cannot easily defend themselves" (Smith et al., 2004, 47).

Many American academics have used the term "bullying" which was first used by Daniel Olweus, a pioneering researcher on bullying and peer victimization in Norway. Olweus (1993, 28) defined a bully as the person who intentionally intends to hurt or harass another person (e.g., by pushing, shoving, hitting,

kicking, or restraint) or indirectly (e.g., by taunting, threatening, calling names, or spreading rumors).

Bullies frequently have a small, close-knit group of people around them who encourage their behavior. According to Patterson et al., (1967, 39), “bullies frequently use coercion to force their victims to give them money, assignments, or smokes.”, honestly, “ ‘bullies’ as aggressive behavior is occasionally rewarded with greater prestige and popularity” (Bandura, 1973,40). According to some earlier research Magnusson et al., (1983, 280) “children who are highly aggressive often bully others on a regular basis and go on to become involved in criminal activity later in life”.

4. The Types of Bullying

Bullying is seen in people of all racial, gender, ethnic, and socioeconomic backgrounds. Interpersonal aggressiveness is a significant issue that exists throughout the world and is typically brought on when one person has some kind of advantage over another. It is crucial for educators and those working in the field of education to be aware of its forms and how to deal with each one because it is a problem that is becoming more and more prominent both within and outside of schools.

From the perspective of psychologists, different types of bullies engage in different types of context-based bullying. “The most prevalent sort of bullying in educational institutions is physical bullying, which is brought on by stereotypes in schools and is the most widespread form of bullying that exists globally” (Elamé, 2013, 32). A victim of physical bullying may be struck or kicked, and their possessions may be taken or damaged. Bullying of this kind is fairly simple to spot because everyone in a school knows who the physical bullies are (Elamé, 2013, 33).

A larger definition of physical bullying at school includes striking, shoving, spitting, beating, stealing, or causing property damage. “Other minor types of bullying, such as senior students punishing younger ones, kneeling, and flogging, typically go unnoticed in Cameroon schools in addition to the physical bullying that predominates there”. (Elamé, 2013, 33-34)

According to Naidoo et al. (2016, 815), verbal bullying includes calling someone by a specific name to jeer, create hurtful taunting, make racist remarks, induce sexual harassment, humiliate them, or threaten them. "It is simple to bully other youngsters in this way, because it leaves no physical scars, it can be more traumatic in some respects than physical bullying because it happens in the shortest amount of time possible" (Naidoo et al., 2016, 816).

Bullies, who target relationships, often referred to as social bullies, are frequent among peers and attempt to isolate the victim from their social circle. This is connected to the transmission of unfavorable stories and poor reputations about others, which is a form of verbal bullying that affects youngsters, particularly females (Stuart-Cassel et al., 2013, 12).

Reactive victims toe the line between victim and/or bully. Since they initially appear to be the targets of other bullies, they are frequently the hardest to spot. However, retaliatory victims frequently mock bullies and bully others as well. According to Burton et al. (2013, 320) "such victims retaliate verbally or physically, such by yelling and pushing."

Online bullying according to Kowalski et al. (2008,17), is still entails an imbalance of power, hostility, and repetitious, harmful behaviors, but it takes place online through instant messaging, emails, chat room posts, or texting. By having material seen by the public, cyber bullying seeks to isolate or socially humiliate the victim (Dehue et al., 2008, 220).

According to Moon et al. (2011, 850), refers to this concept as a serious issue that has an effect on the physical and mental health of those who are targeted. Therefore, adolescents who harass their peers at a young age may develop an excessive amount of courage and confidence to engage in more anti-social behaviors including crime, murder, and robbery.

Bullying is the intentional use of language, psychological tricks, or physical violence against another person. It involves an imbalance of power and it is frequently repeated over time. "Bullying behaviors include hitting, pushing, or unwanted physical contact, teasing and name-calling, repeatedly leaving a person out of games and activities, sending obscene or threatening texts, chat messages, or voicemails, and disseminating false rumors" (Olweus, 2011, 152).

Bullying can take many different forms around the world, including verbal abuse, physical assault, and repetitive targeting of victims based on their race, religion, gender, sexual orientation, or ability, all of which have an adverse effect on the victim (Olweus, 2003, 13).

5. Bullying and School Environment (Educational Institutions)

The majority of people or students feel a sense of protection away from the world of crime and violence in educational institutions. They give a good opportunity for everyone who looks for the best sources of knowledge to learn from. In other words, whether it is a private or public school, both serve the same purpose: to protect students from the ignorance of the outside world while allowing them to develop new abilities and talents through a variety of teaching and entertaining methods.

In addition to providing a secure setting for studying, schools also serve as hubs for a variety of other activities (Smith & Schreman, 2016, 8). In order to prevent bullying in schools, relational leadership and ethics are complimentary strategies used (Bosu et al., 2011, 69). Bullying must be avoided for schools to be effective by having a balanced curriculum, leadership, and school climate. The daily operations of the school and the instances of bullying in the learning environment are greatly influenced by the leadership qualities and abilities of the school principals (Cunliffe et al., 2011, 1440).

It is crucial to remember that bullying occurs in both primary and secondary schools and undeniably one of the most underappreciated issues in educational settings. The principal is typically a school's most valuable asset, and it is his or her responsibility to protect everyone inside the school from any injury or unpleasant activities, particularly bullying (Smith & Schreman, 2016, 3).

Bullying is a frequent occurrence in schools, and the prevalence varies greatly amongst institutions. Peer bullying victims are more likely to experience physical health issues, engage in risky behaviors for their health, experience long-term emotional behavioral and mental health issues, self-harm, consider suicide, and perform worse in school (Mundbjerg, 2014, 842). The worst health effects are frequently experienced by those who are regularly subjected to relational, verbal, and physical bullying. According to (Bonell et al. 2014, 377), bullying has long-term impacts on students who are subjected to it early on. Bullies also risk developing depression and anxiety in the future. Interpersonal violence can lead

to long-term emotional and mental health issues as well as physical harm and disability.

A growing body of research indicates that school climate and connectivity are multifaceted variables that take into account factors including relationship quality, discipline procedures, and environmental factors. “Due to the lack of bullying prevention initiatives, students who report feeling less connected to their school are more likely to report experiencing physical, verbal, and relational forms of peer victimization and harassment” (O’Brennan, & Furlong, 2010,375). Multiple-level research indicates that schools with better student-teacher interactions typically have lower incidence of bullying incidents. Shared leadership on school-wide policies and actions, which aid in reducing bullying, frequently results in the development of strong working relationships between staff and administration.

6. Aggressive Behavior (long live social disease)

The process of education is essential to the growth of human culture, knowledge, individual conduct, and society as a whole. It creates a vital, well-balanced personality that is free from psychiatric disorders. The noblest and greatest vocation in the world, it is believed, is teaching. Teachers are the carriers of knowledge who make sure that information is transmitted from one generation to the next.

The definition of “aggression” is a rather difficult issue. This idea is associated with words like anger, aggression, violence, and destructiveness. All of these ideas are employed to spot patterns or inclinations toward hostile active or verbal behavior. Some people believe that the term “aggression” should only be applied to tendencies that are motivated by the desire to harm someone or something. Others consider aggression regardless of whether a particular individual intends to hurt or cause harm to anyone or only wants to inflict damage; and finally, regardless of whether their aggressive behavior is used as a means to further other objectives (Grochulska, 1993, 8).

Violence must first be situated in the larger context of aggression in order to comprehend the meaning of violent and aggressive action. According to many psychologists who have studied this subject deeply “Aggressive behavior refers to such verbal, non-verbal, and physical behavior that injures another person indirectly or directly and results in extraneous gains for the aggressor” (Tam & Ming, 2013, 582). “The experience and the concept of aggression definitely have

been found to have a significant relationship with different dimensions of personality, namely neuroticism, openness, agreeableness, and conscientiousness” (Dasgupta & Ghosh, 2012, 107).

Bullying conduct is comparable to aggressive behavior in some ways, we can argue. It is a significant problem in today's society, which explains why so many socially undesirable things happen around us and in schools. We note that a great number of occurrences occur in our schools as a result of aggressive behavior of kids and youngsters when we read daily newspapers or watch TV reports. Many secondary and primary schools exhibit aggressive behavior in kids who engage in a variety of unconscious behaviors like misbehaving with teachers, harassing other students, and so forth. On the other hand, schools have a significant influence on how students will behave in the future. Students' behavior during their school years is a reflection of the environment they experience.

Fathers and mothers both play a substantial impact in the experience and expression of aggression, emotional intelligence, and the fundamentals of parental therapy. According to (Sugimoto & Braun, 2013, 64), “The importance of teen violence as a global public health concern is growing”.

Aggressive behavior is defined as a retaliatory activity that happens frequently and enables a person to break the laws and regulations of a certain location. In the current study, severely negative high school student behavior is typically referred to as aggressive behavior. In the absence of protective factors, it is the result of numerous forces acting on various levels, and it primarily affects young people in the context of their surroundings and experiences. It describes verbal, nonverbal, and physical actions that benefit the aggressor indirectly or directly while inflicting harm on another individual. One of the biggest issues affecting young people today is aggression, and the government needs to pay close attention to its effects.

Suggestions and Recommendations

According to the World Health Organization, programs that emphasize social skills and competence development appear to be among the best methods for preventing adolescent violence, and they work best in primary and early childhood settings. Bullying can be prevented using a social development program that employs behavioral strategies in the classroom. The Danial Olweus

Bullying Prevention Program is thought to be the most well-researched and successful in reducing bullying and extreme behavior as well as providing significant improvements in the social lives of children and adolescents, who adopt positive social relationships and increase their participation in extracurricular activities. Reduced levels of vandalism and discipline issues, as well as higher levels of student satisfaction, were observed in schools where students actively participated in decision-making and organizing.

The following guidelines from this study are strongly advised for professionals who work with children and students in educational institutions in order to minimize or reduce these psychological phenomena.

In addition to individual, family, community, and school issues, bullying, violence, and aggressive conduct occur as part of a broad group and environmental perspective (Swearer et al., 2012, 350).

- It is important for counselors who are employed in our primary and secondary schools to diagnose and support our students who exhibit aggressive, bullying, or violent behaviors.
- Our educational institutions must hire teachers with professional training in order to effectively manage and curb children's violent conduct.
- Teachers and parents can effectively use praise and punishment to address violent behavior in primary and secondary schools.
- The ideal and peaceful school environment should be supplied to make children and pupils feel at home and lessen the likelihood of violent conduct in them.
- To lower the amount of hostility, bullying, and severe violent conduct in our schools, sporting events and summer school should be prioritized.
- The needs of the students should constantly be reflected in school curricula.
- Impulsivity, aggression, and family relationships psycho-educational programs will be crucial in raising students' and parents' awareness of behavioral abilities and limitations.

- All school personnel, including teachers, administrators, and other school staff, should receive training from the Directorate of Staff Development to help them recognize bullying, intervene effectively, and emphasize the value of bullying prevention and response efforts in both indoor and outdoor settings, such as the canteen, playground, bus stops, street, etc.
- Those in authority should periodically push school administrators to track bullying statistics and identify at-risk students and pupils in educational institutions using some kind of survey questionnaire.
- Teachers should keep in touch with parents/guardians through parent-teacher conferences, observe students' friendship patterns, and inquire as to why some kids don't seem to have any friends. These kids may be victims of bullying or violent abuse, so teachers and parents should work together to address aggressive behavior in primary and secondary school students.
- In order to accurately assess these psychological phenomena, teachers, experts, and relevant authorities should create a system of periodically monitoring the reasons why pupils are frequently absent from school.

Conclusion

Bullying and violent aggression have recently attracted a lot of attention in our educational institutions. Numerous incidents involving these behaviors that clearly cause harm call for serious consideration, careful consideration, and continuous monitoring. They are vicious, covert activities that are filled with heinous acts of cruelty toward their victims. However, its effects on students' development and academic success might persist for a very long period and result in traumatizing outcomes. The growth of these odious occurrences can be seen as a warning sign of impending danger in every institution, even in colleges.

In general, many associations and organizations work to control this behavior by researching and examining the potential harm it may cause to future generations of people. Therefore, it should be limited to some level in order to stop this anti-social behavior from being damaging, engaging in vandalism, being absent, and doing other unpredictable things inside educational institutions. Because of this, they are risky, and the effects they have could lead to psychological problems and harm students' mental health in the coming years.

It will hurt them physically, socially and emotionally (mentally), teachers, headmasters, and everyone else working in the educational area should be held accountable for any unwanted or disrespectful behavior. In educational institutions (schools), the trio is a fairly common phenomenon, independent of the social context in which the schools are located. To support the entire educational system, prevention and intervention programs must consider the importance of the role played by the school, family, peer relationships, and social groups.

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