

Ingrid Emmerová, PhD, Tomáš Jablonský, PhD, Mojca Blažič, PhD

Aggressive Behaviour of Pupils towards Teachers

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KLJUČNE BESEDE: agresivno vedenje učencev do učiteljev, kibernetika agresija učencev do učiteljev, raziskovanje agresivnega vedenja učencev do učiteljev, preventiva v šolah

POVZETEK – Agresivno vedenje do učiteljev je zaskrbljujoče, saj ima lahko različne oblike, vključno s fizičnim nasiljem, verbalno zlorabo, grožnjami in ustrahovanjem. Tovrstno vedenje ima lahko resne posledice tako za učitelja kot za vpletene učence, zato je pomembno, da ga v šolskem okolju obravnavamo hitro in učinkovito. Ta pregledna študija se osredotoča na agresivno vedenje učencev do učiteljev na Slovaškem. Analizira aktualne znanstvene študije, izvedene od leta 2010 dalje. Rezultati raziskav kažejo, da je agresivno vedenje do učiteljev na Slovaškem zelo razširjeno. Na podlagi analize so oblikovani nekateri zaključki in predlogi za pedagoško prakso.

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ABSTRACT – Aggressive behaviour towards teachers is a concerning issue that can take many forms, including physical violence, verbal abuse, threats, and bullying. This type of behaviour can have serious consequences for both the teacher and the students involved, and it is important to address it in the school environment promptly and effectively. This overview study is focused on the aggressive behaviour of pupils towards teachers in the Slovak Republic. It analyses the current scientific studies implemented since 2010. The results of the studies show that aggressive behaviour towards teachers is widespread in Slovakia. Based on the analysis, some conclusions and suggestions for pedagogical practice are formulated.

1 Introduction

Aggressive behaviour is definitely a complex and multicausal socio-pathological phenomenon. The increase in aggressive behaviour and its occurrence among ever-younger pupils is becoming a substantial problem of today (Bellová, 2021; Emmerová, 2014; Hollá and Kurincová, 2013; Kirves and Sajaniemi, 2012; Saracho, 2017). It is manifested in various forms, including physical violence, verbal abuse, threats, and bullying. Aggression is a continuous process that can intensify – from disobeying the rules, through verbal and non-verbal threats, damaging property, up to causing physical harm to others (Daly and Sterba, 2011).

Aggressive behaviour towards teachers in the form of cyberbullying is a growing problem in the digital age, where anonymous and instant communication through social media and other online platforms has made it easier for students to harass and intimidate their teachers, as many authors have pointed out (De Wett, 2020; Espelage et al., 2013; Garrett, 2014; Kauppi and Pörhölä, 2012; Kopecký and Sztokowski, 2017; Lokmic et al., 2013).

This type of bullying can take many forms, including spreading false rumours, sharing embarrassing photos or videos, sending threatening or abusive messages, or creating fake profiles or websites to mock or humiliate the teacher. It is worth pointing out that traditional bullying and cyberbullying are common occurrences around the world, and many studies confirm the co-occurrence and overlap of these two types of bullying and victimisation. The specifics of cyberbullying include an increased potential for a large audience; an increased potential for anonymous bullying; lower levels of direct feedback from the victim; a changed power ratio; decreased time and space limits; lower levels of supervision; easier avoidance of penalties due to a lack of control (Pšunder and Kozmus, 2020). Pupils try to record teachers in some compromising situation and they post this recording on the Internet. Sometimes pupils intentionally provoke the teacher and post his/her reaction on the web.

The impact of cyberbullying on teachers can be severe, including emotional distress, damage to their professional reputation and, in extreme cases, loss of employment. It has a deep effect on their mental and physical wellbeing; it can lead to depression, frustration, resignation, or even suicide. Therefore, effective prevention and appropriate intervention are imperative. Identifying the motives associated with bullying is essential to implement intervention and prevention in public primary schools.

According to Hollá (2012), the typical forms of cyberattacks against teachers connected with the Internet include:

- Creating offensive groups on social media that contain sexually obscene comments and insults, comments on their professional competence;
- Writing a message under the teacher's name;
- Removing something a teacher posted on the Internet;
- Recording and reporting on school situations on the Internet;
- Inappropriate, insulting, slanderous discussion groups about a teacher.

We can add other forms (Kopecký and Szotkowski, 2016a):

- Cyberbaiting (provoking a teacher and recording his/her reaction on a mobile phone and then publishing it on the Internet);
- Sharing degrading materials that involve a teacher (photos or videos from the school environment and outside the school environment) and their subsequent commenting;
- Creating fake and degrading teacher's websites;
- Creating fake and degrading teacher's profiles;
- Threatening and intimidating a teacher;
- Extorting a teacher;
- Hacking into a teacher's online account and the subsequent theft of his/her identity.

Technology is a part of young people's everyday lives, but its unsuitable and uncritical use can mean many disadvantages, hazards and traps. The use of technology cannot be banned among young people, but we can adequately prepare them for its use by familiarizing them with the drawbacks and risks (Cvek and Pšunder, 2019). Hollá (2012) mentions the reasons which lead pupils to attack teachers (in connection with cyberattacks): insufficient teachers' authority; the low social status of teachers; insufficiently occupied pupils, which leads to boredom that they try to eliminate by experimenting with mobile phones; revenge for a bad mark, a reprimand, etc.; insufficient

skills in working with new electronic media – with Internet or computer applications; the burnout syndrome of teachers arising from a long-term work overload. According to Klimešová and Tůmová (2011), pupils molest or even bully teachers for fun; to feel power over them, or even out of a desire to be in the centre of attention; to entertain their surroundings and to be praised for their behaviour; to have a dominant position and control over the situation; to behave cruelly – an effort to hurt others for the excitement from their suffering; to reciprocate pain – either as an effort to hurt some authority on the basis of previous oppression (e.g., from parents), or as a direct form of revenge for an injustice or some wrong committed by the teacher; to explore the limits and test the teacher – pupils test how daring they are and how the teacher will react; for fun – especially in an effort to get rid of boredom during classes. As several authors have pointed out (Pečjak and Pirc, 2014; Lepičnik Vodopivec and Teršek, 2021), the prevailing and at the same time the most diverse group in (peer) bullying is the group of bystanders or observers, since any student – including a bully or a victim – can be one of them. This group holds a significant potential to decrease the level of bullying. Bystanders can have different roles – they can be reinforcements for the bully, the bully’s assistants, outsiders (ignoring bullying) or defenders of the victim.

However, the school culture and the entire school management should send a clear message against bullying and violence – it is not acceptable, not even when its goal is reciprocation (Pšunder and Kozmus, 2020). It is important for schools to have clear policies in place to address cyberbullying and educate students and teachers about the consequences of this type of behaviour. This may involve providing education and resources to students on appropriate online behaviour, promoting a positive and respectful school culture, and working to address any underlying power imbalances that may be contributing to the bullying.

Overall, aggressive behaviour against teachers is a serious issue that should be addressed with a comprehensive and proactive approach, and which deserves special attention in the empirical research of this phenomenon.

2 Methods

In this overview study we present the results of studies of aggressive behaviour towards teachers in Slovakia since 2010. The results of the studies were published in the Slovak or English language in indexed journals and in Slovak journals that are not indexed in any database. We did not take into consideration the studies undertaken within qualification theses, only the studies published in scientific journals.

The research question was: “What is the incidence of aggressive behaviour of pupils towards teachers in the Slovak Republic?”

Our first step was to perform a search in foreign databases and in Slovak journals. We decided on the time period from January 2010 to March 2022. For the study we have selected works that present the results of studies of aggressive behaviour of pupils towards teachers. The second methodological step was to analyse the texts that met the selected criteria.

3 Results

Within the selected time period, i.e., since 2010, several studies of aggressive behaviour of pupils towards teachers were undertaken in Slovakia. Their overview is presented in Table 1.

Table 1

Studies of Aggressive Behaviour towards Teachers in Slovakia

<i>Name of the research implementer</i>	<i>Year of implementation</i>	<i>Research sample</i>
Kariková Soňa	2010	Kindergarten, elementary school and high school teachers
Emmerová Ingrid	2010/2011	Elementary and high school teachers
Bieliková Marcela et al.	2011	Elementary and high school students
Niklová Miriam – Šajgalová Michaela	2016	Teachers of the second grade of elementary schools and employees of centres of pedagogical–psychological counselling and prevention
Emmerová Ingrid – Kohútová Jana	2017	Elementary and high school teachers

Kariková (2010) presents the results of the study that was implemented in 2010 among kindergarten, elementary school (primary and lower-secondary level) and high school teachers. The research dealt with a wider topic: the motivation of teachers when choosing their occupation; the pros and cons of their profession; and, last but not least, their opinion on the status of the teaching profession. Regarding our study, we will focus only on selected aspects. The results unequivocally point to significant changes that are connected with the increase in the negative aspects in the teaching profession. These concern the increase in problem behaviour of pupils in all school types and grades, but also the communication with parents. These two aspects definitely reflect the changes in society as such, especially in terms of the increase in various socio-pathological phenomena and consequently the increase in the problem behaviour of children and pupils. They may be connected with the overall attitude of the public towards education and also with the status of the teaching profession.

In the 2010/2011 school year, several studies were implemented using the questionnaire method in the Central Slovakia region, namely in the following districts: Banská Bystrica, Krupina, Lučenec, Martin, Tornaľa, Zvolen and Žilina (Emmerová, 2011). The research sample consisted of 196 elementary school (primary and lower-secondary level) teachers and 155 high school teachers, or 351 respondents in total. The goal was to research the issue of aggressive behaviour of parents and pupils towards teachers. We wanted to find out how they encountered such behaviour in their practice.

In total, 237 teachers encountered aggressive behaviour towards themselves, which makes 67.52%. Our empirical findings show that the most widespread form of aggressive behaviour of pupils towards teachers are insults during classes, which was reported

by 37.04% of the teachers. The second most widespread form is threatening, which was reported by 23.08% of the respondents. The third place belongs to insults from parents or other relatives – this option was selected by 22.79% of the respondents.

An alarming fact is that only 32.48% of elementary and high school teachers have not encountered any form of aggressive behaviour towards themselves during their pedagogical practice, which is less than one third of the respondents.

Just as interesting are the results of the research by Bieliková et al. (2011), which focused on pupils' respect of authority: pupils respect the authority of teachers occasionally (64.1%); they often show respect to teachers only in 15.7% of cases; and 20.2% of pupils do not respect the authority of their teachers at all – this means that each fifth pupil does not behave respectfully towards his/her teachers. The goal of the research, in connection with dealing with the issue of violence of elementary and high school pupils, was to map the situation regarding the aggressive behaviour of young people aged from 13 to 18, and the manifestations of intolerance and extremism in the school environment, within the family and in a group of friends. The Slovak Centre of Scientific and Technical Information undertakes surveys among pupils that are focused on the occurrence of aggressive behaviour or bullying, but they do not examine the aggressive behaviour towards teachers.

The situation in schools is also illustrated by the “Report on the State of Education in Slovakia and the Systemic Steps to Support Its Further Development” from September 2013, which states:

- A serious problem encountered in education is threatening the safety of pupils, and of the pedagogical and non-pedagogical staff of schools (bullying, attacks on teachers by pupils or their legal representatives).
- Schools do not have the tools to improve security, meaning the physical and mental security of pupils and school staff.

Niklová and Šajgalová (2016) implemented a survey among teachers of the second grade of elementary schools in the Banská Bystrica and Žilina districts in Slovakia, but also among professionals working in centres of pedagogical–psychological counselling and prevention. In their research, they paid special attention to identifying the forms of aggressive behaviour, the gender differences and the causes of these severe behavioural disorders of pupils. Gender differences connected with the occurrence of aggressive behaviour of pupils towards teachers were more in favour of boys. The causes of aggressive behaviour of pupils towards teachers mainly include inappropriate upbringing in the family and the insufficient authority established by teachers. They further discovered that teachers with longer pedagogical practice report a lower occurrence of aggressive behaviour of pupils towards them – in the survey it was marked by 1.29% of the teachers with 21–25 years of pedagogical practice, while 25% of the teachers with 6–10 years of pedagogical practice reported that they have encountered aggression from pupils.

They found out that 25% of respondents (teachers) experienced manifestations of pupils' aggressive behaviour towards them. These were the teachers with 6–10 years of pedagogical practice. The lowest occurrence of aggressive behaviour of pupils towards teachers was reported by 1.29% of the teachers with 21–25 years of pedagogical practice. Aggressive behaviour of pupils towards teachers has not been encountered by

20.26% of the respondents, which is a negative finding from the pedagogical point of view. Aggressive behaviour of pupils towards teachers has most often been exhibited by male pupils, boys from city elementary schools. Participation of male and female pupils in aggressive behaviour towards teachers was 60.29%.

Niklová and Šajgalová (2016) found out that only 20.26% of the teachers have not encountered aggression aimed at themselves. Aggressive behaviour of pupils towards teachers occurred almost daily, according to the teachers' responses, with the exception of direct physical attacks on the teacher (direct physical aggression). Frequent physical aggression of pupils towards teachers was reported by 6 respondents.

Another research of aggressive behaviour of pupils and parents towards teachers was implemented by Emmerová and Kohútová (2017). In their research, they focused on the following variables among teachers – age and length of pedagogical practice in relation to aggressive forms of behaviour that pupils manifest towards them. They used a questionnaire of their own design, which consisted of scale questions (a 5-point scale – from “strongly disagree” to “strongly agree”) and open questions on the following topics: perception of aggression; occurrence of forms of aggression; reasons for aggressive behaviour of pupils; discipline and authority of teachers. Two hundred and sixty-eight (268) teachers participated in the research and were selected based on availability. The pilot research tool was implemented in 2015, when the authors conducted the survey on the issue. In 2016 they made corrections to the questionnaire on the basis of the previous research. The research sample consisted of 148 elementary school teachers, 75 high or vocational school teachers and 45 teachers from four-year grammar schools.

The research results show that 85.4% of the teachers have encountered aggressive behaviour. The most frequent manifestations were intentional disrupting, ignoring and provocation. The teachers either ignore these manifestations, as if they did not notice them, or they deal with them in a disciplinary procedure. In any case, it takes time and it invokes conflicts between teachers and pupils, often also with the pupils' parents. As the coefficients are relatively low, it would be desirable to confirm the statistical correlation on bigger research samples outside the Banská Bystrica district.

The research has confirmed a statistically significant relationship between the forms of aggression (non-compliance with instructions, intentional disturbance, and using ironic remarks) and the teachers' age and length of pedagogical practice.

Regarding the given topic, there are also some stimulating results of research that has been implemented in the Czech Republic since 2010. Their school system is relatively similar to ours, as well as the socio-cultural historical tradition. In the research that was implemented in the Czech Republic in the second grade of elementary schools between 2010 and 2013 (Csémy et al., 2014), 52% of teachers claimed that they did not encounter rough verbal aggression from pupils towards them; 28% encountered it once or twice per year; a more frequent occurrence was confirmed by 19.2% of the respondents. Teachers were the objects of pupils' aggression in 4.4% of cases in the final year, 1.4% of them repeatedly.

In 2016, a survey on the cyberbullying of teachers by pupils was implemented in the Czech Republic among elementary and high school teachers (Kopecký and Sztokowski, 2016b). According to the results of this research, 21.73% of teachers (1,118 out of 5,136) were in the past victims of some form of cyberbullying. Among the most frequent forms

of cyberbullying attacks on teachers were verbal attacks using mobile phones or the Internet; molestation by calling and quickly hanging up (e.g., in the evening); threatening or intimidation using Internet or mobile phone services; distribution of humiliating, mocking or embarrassing photos; hacking their electronic accounts (e-mail, social network accounts, etc.). Regarding the length of cyberbullying attacks on teachers, they discovered that short-term attacks prevailed, lasting less than one week or from one to two weeks.

The presented data point out the current problem of the occurrence of aggressive behaviour of pupils towards teachers. Aggressive behaviour of pupils towards teachers is a serious phenomenon which has a growing occurrence.

4 Discussion, recommendations and conclusions for school practice

The studies in the school environment that have been implemented in the Slovak Republic since 2010 have proved the occurrence of aggressive behaviour of pupils (as well as of their parents and legal representatives) towards teachers. The given issue was either researched independently (Emmerová, 2011; Niklová and Šajgalová, 2016; Emmerová and Kohútová, 2017) or as a part of a wider study (Kariková, 2010; Bieliková et al., 2011). The main focus was placed on the research sample of elementary (primary and lower-secondary level) and high school teachers, or occasionally of vocational school staff. Occasionally, the issue was researched from the point of view of pupils. The prevailing research method was a questionnaire with self-formulated questions, not a standardized questionnaire. Some attention was also paid to cyberbullying directed at teachers. Differences were observed when evaluating the occurrence of aggressive behaviour towards teachers from the point of view of time – in the last school year, in the last calendar year, or during the teachers' career.

Since 2017, no similarly focused research has been implemented in the Slovak Republic, which can be assessed as negative.

The school fulfils several functions – it is the dominant educative and socializing factor, and plays an irreplaceable role in prevention. The pandemic situation caused many negative impacts on various areas of human lives, including the school system. The problems and obstacles that affected pupils and school staff have been pointed out by several authors, e.g., Svobodová et al. (2021) or Majerčáková Abertová and Gajdošová (2021). They mainly concern the negative impact of distance learning on pupils' socialization and their relationships in classroom collectives, and an increase in feelings of helplessness and stress.

Prevention staff at schools, i.e., implementers of prevention, play an important role. Prevention can be implemented by pedagogical and specialist school staff. School management and implementers of preventive activities must adequately react to the current trends and challenges in this area, plan preventive activities, and effectively cooperate with specialists outside the school environment (e.g., employees of counselling facilities, police officers – preventionists, doctors and other specialists). The importance of functional school management has been pointed out by Veteška and Kursch (2018); it is also important in prevention.

The reasons for aggressive behaviour towards teachers may be found on the part of teachers and pupils. On the teacher's part, it may be inappropriate communication with pupils, a wrong teaching style, insufficient preparation for lessons, an unjust evaluation of pupils, and little energy. Therefore, an effective *teacher's self-reflexion* is necessary. The importance of self-reflexion has been pointed out by Petlák (2021), while the findings of Bogdan Zupančič and Krajncan (2019) show us the importance of improving the professional attitude in pedagogical relationships, where self-evaluation, and the ability and competences for establishing and maintaining quality and controlled professional relationships with all stakeholders in the primary school environment are particularly important.

On the part of pupils, it may be frustration; boredom; efforts to draw attention to themselves; the pupil's personality and his/her personal traits; or the influence of the family environment. There are many causes of aggressive behaviour of pupils, most often it is a combination of several factors. Unresolved conflicts are often in the background of such behaviour. In school it is important to focus on improving the social skills of pupils and on *problem solving*. Conflicts are a natural part of human lives and are also present in the school environment (among pupils, among pupils and teachers, among teachers and pupils' parents, among the school staff). Conflicts may also have positive sides, e.g., they clarify attitudes, increase commitment, and may even improve performance. If conflicts are dealt with, they may lead to constructive changes. It is necessary to teach pupils how to resolve conflicts correctly and, most importantly, non-aggressively.

School plays one of the most important roles in the socialization of pupils. Within socialization, it is important to support cooperation, develop pupils' social skills, support effective problem and conflict solving, and develop social communication, empathy and assertive behaviour. A wide *application of cooperation* among pupils is a significant *preventive factor* for bullying and for other forms of inappropriate behaviour of pupils. Within the educational process and the educative influence on pupils, it is necessary to interconnect the cognitive, affective and conative components of pupils' personalities, i.e., to connect preventive activities to "knowledge – attitudes – social skills". According to Jablonský (2004), it is possible, through the development of cooperative skills, to achieve a natural suppression of aggressive behaviour. Strategies and methods of cooperative learning lead to the development of emphatic behaviour; to sensitivity; to understanding; to the development of friendly relationships; to overcoming interpersonal barriers. We can agree with Zastková (2020), according to whom cooperative learning and teaching provides an opportunity for pupils to acknowledge their coexistence with others; to take their own stand; to push through their reasoned opinion; to learn to take responsibility for their efforts; to be able to cooperate with others on fulfilling objectives. Cooperative peer interactions are the basic mechanisms in the social and moral development of pupils. In groups pupils have an opportunity to coordinate their activity with others and to discuss their disagreements. Through all this they get an opportunity to develop their understanding of other people, and their responsibility for themselves and for the efforts of others. According to Jablonský (2017), interpersonal skills, such as the ability to communicate and to work in a team, are becoming more and more important.

Education for prosociality may be regarded as a tool of non-specific prevention. Prosociality means doing something for others even if we do not directly benefit from it. Prosocial behaviour is internally divided into altruistic, helping and cooperative

behaviour. In everyday life and for pupils, cooperative behaviour represents the most widespread type of prosocial behaviour. Cooperative behaviour is beneficial to all participants. The advantages of prosocial behaviour have been pointed out by Gejdoš and Kováčik (2000).

Prosociality resonates the most in the cross-sectional theme of personal and social development, which provides teachers with the opportunity to influence the personal development of pupils, but it also reflects the social challenges and dynamic changes in society. It has a meta-subject character and it overlaps with the education as a whole. Its main objective is to develop the personality of pupils, especially in the area of attitudes and values. Through it, we develop not only the cognitive aspects of pupils, but also their personal and social competences. It enables pupils to think about themselves, about their current life, their relationships with people and their future direction. It leads them to assert their own rights and to respect the opinions, needs and rights of others. It instructs them on how to protect their health and to resist risks. When properly applied, it contributes significantly to a positive social climate, and to good relationships among pupils and among pupils and teachers.

Regarding the significance of this issue, it is necessary to undertake more studies of aggressive behaviour towards teachers – from the point of view of teachers, but also of pupils and vocational school staff. There is also a lack of research aimed at dealing with this problem. It is usually a subcategory of the research and is not adequately treated on the empirical level.

Dr. Ingrid Emmerová, dr. Tomáš Jablonský, dr. Mojca Blažič

Agresivno vedenje učencev do učiteljev

Porast agresivnega vedenja postaja velik problem današnjega časa. Agresivno vedenje se kaže v različnih oblikah, kot so fizično nasilje, verbalna zloraba in ustrahovanje med učenci, v obliki medvrstniškega nasilja, v današnji šolski praksi pa ni redkost tudi nasilje, ki ga izvajajo učenci nad učitelji. Med drugim v današnji digitalni dobi postaja vse večji problem agresivno vedenje do učiteljev v obliki spletnega ustrahovanja, kjer anonimnost in takojšnja komunikacija preko družbenih omrežij in spletnih platform učenecem olajšata nadlegovanje in ustrahovanje, na kar opozarjajo številni avtorji. Ta vrsta ustrahovanja ima lahko različne oblike, vključno s širjenjem lažnih govoric, deljenjem neprijetnih fotografij ali videoposnetkov, pošiljanjem grozilnih ali žaljivih sporočil ali ustvarjanjem lažnih profilov ali spletnih mest za zasmehovanje ali poniževanje učitelja.

Velja poudariti, da sta tradicionalno ustrahovanje in spletno ustrahovanje pogosta pojava, ki sta prisotna povsod po svetu. Številne študije potrjujejo sočasno pojavljanje in prekrivanje teh dveh vrst ustrahovanja in viktimizacije. Posebnosti spletnega ustrahovanja so večja možnost za širše občinstvo, povečana možnost za anonimno ustrahovanje, manj možnosti neposredne povratne informacije žrtve, spremenjeno razmerje moči, manj časovnih in prostorskih omejitev ter nižja stopnja nadzora, lažje izogibanje kaznim. Učenci poskušajo posneti učitelje v kompromitirajoči situaciji in ta posnetek objaviti na spletu. Včasih učenci namerno izzivajo učitelja in njegovo reakcijo objavijo.

Učenci nadlegujejo ali celo ustrahujejo učitelje zaradi zabave, občutka moči nad njimi ali iz želje, da bi bili v središču pozornosti, da bi zabavali okolico in bili od nje pohvaljeni za svoje vedenje, da bi imeli dominanten položaj in nadzor nad situacijo, da bi se vedli kruto (prizadevanje, da bi druge ranili zaradi vznemirjenja ob njihovem trpljenju), da bi bolečino vračali nazaj – bodisi kot prizadevanje, da bi ranili neko avtoriteto na podlagi prejšnjega zatiranja (npr. pri starših), ali kot neposredno maščevanje za krivico, lahko gre za raziskovanje meja in preizkušanje učitelja – učenci preizkušajo, koliko si lahko upajo in kako se bo učitelj odzval, pogosto je razlog zabava oz. zlasti prizadevanje učencev, da bi se znebili dolgčasa med poukom. Omenimo še prevladujočo in hkrati najbolj raznoliko skupino pri obravnavanju različnih oblik nasilja, to je skupina opazovalcev nasilja, ki se pojavljajo kot aktivni ali pasivni spodbujevalci drugih nasilnežev ali kot branilci žrtev.

Vpliv spletnega ustrahovanja na učitelje je lahko hud, povzroči lahko čustveno stisko, škodi njihovem poklicnemu ugledu in v skrajnih primerih privede do izgube zaposlitve. Globoko vpliva na njihovo psihično in fizično počutje, vodi lahko v depresijo, frustracije, resignacijo ali celo do samomora. Zato sta učinkovita preventiva in ustrezna reakcija nujni. Prepoznavanje motivov, povezanih z ustrahovanjem, je bistvenega pomena za izvajanje intervencije in preventive v šolah. Šolsko življenje in celotno šolsko delovanje bi moralo poslati jasno sporočilo proti ustrahovanju in nasilju – ni sprejemljivo, niti takrat, ko je njun namen povračen. Pomembno je, da imajo šole jasno politiko za obravnavanje spletnega ustrahovanja ter programe izobraževanja učencev in učiteljev o ustreznem vedenju na spletu ter posledicah tovrstnega vedenja, da spodbujajo pozitivno in spoštljivo šolsko kulturo ter delujejo v smeri reševanja morebitnih osnovnih neravnovesij moči, ki lahko prispevajo k ustrahovanju.

Na splošno je agresivno vedenje do učiteljev resen problem, ki zahteva celovit in proaktiven pristop k obravnavi ter smo mu namenili posebno pozornost pri empiričnem raziskovanju tega pojava. Ta pregledna študija se osredotoča na analizo znanstvenih prispevkov, ki obravnavajo tematiko agresivnega vedenja učencev do učiteljev na Slovaškem od leta 2010 dalje, ter išče odgovore na zastavljeno raziskovalno vprašanje, ki se glasi: "V kolikšni meri se pojavlja agresivno vedenje učencev do učiteljev v Slovaški republiki?"

Podrobneje je analiziranih 5 znanstvenih raziskav. Tako raziskava Karikové (2010) izpostavi spremembe v družbi v obliki povečanja različnih socialnopatoloških pojavov in posledično povečanja problematičnega vedenja otrok in učencev, kar se odraža tudi v spreminjanju odnosa javnosti do izobraževanja in statusa učiteljskega poklica. Raziskava Emmerové (2011), ki vključuje raziskovalni vzorec 351 anketiranih učiteljev v osnovnih in srednjih šolah, razkrije najbolj razširjene oblike agresivnega vedenja učencev do učiteljev, kot so žalitve med poukom (37,04 %), grožnje (23,08 %), žalitve s strani staršev ali drugih sorodnikov (22,79 %). Manj kot tretjina vprašanih je navedla, da se v svoji pedagoški praksi niso srečali z nobeno obliko agresivnega vedenja do njih.

Podobni so tudi rezultati raziskave Bielikove idr. (2011), ki se je osredotočila na spoštovanje avtoritete s strani učencev, in razkrivajo, da učenci spoštujejo avtoriteto učiteljev občasno (64,1 %), pogosto izkazujejo spoštovanje učiteljem le v 15,7 % primerov, 20,2 % učencev pa avtoritete učiteljev sploh ne spoštuje – to pomeni, da se vsak peti učenec do svojega učitelja ne vede spoštljivo.

Tudi Niklová in Šajgalová (2016), ki sta v svoji raziskavi posebno pozornost namenili ugotavljanju oblik agresivnega vedenja, razlikam med spoloma in vzrokom za te hude vedenjske motnje učencev, ugotavljata, da se le 20,26% učiteljev ni srečalo z agresijo, usmerjeno proti njim samim. Med vzroki za agresivno vedenje učencev do učiteljev sta izpostavili predvsem neustrezno vzgojo v družini in nezadostno avtoriteto učiteljev. Ugotovili sta tudi, da učitelji z daljšo pedagoško prakso poročajo o manjšem pojavu agresivnega vedenja učencev do njih.

Emmerová in Kohútová (2017) sta se v svoji raziskavi osredotočili na spremenljivke pri učiteljih, kot sta starost in dolžina pedagoške prakse v povezavi z agresivnimi oblikami vedenja, ki jih učenci kažejo do njih. Rezultati njune raziskave kažejo, da se je 85,4% učiteljev srečalo z agresivnim vedenjem. Najpogostejše oblike so bile namerno motenje, ignoriranje in izzivanje. Učitelji te oblike bodisi ignorirajo bodisi jih obravnavajo v disciplinskem postopku. Raziskava je potrdila statistično značilno povezanost med oblikami agresije (neupoštevanje navodil, namerno motenje in uporaba ironičnih pripomb) in starostjo učiteljev ter dolžino pedagoške prakse. Od leta 2017 v Slovaški republiki ni bila izvedena nobena raziskava, ki bi ji bila podobna, kar je že samo po sebi močno negativno dejstvo.

Na podlagi analize so oblikovani nekateri zaključki in predlogi za pedagoško prakso. Vzrokov za agresivno vedenje učencev je veliko, najpogostejše gre za kombinacijo več dejavnikov. Razlogi za agresivno vedenje do učiteljev so lahko na strani učiteljev in tudi učencev. Vzroki za agresivno vedenje na strani učitelja so lahko neustrezna komunikacija z učenci, napačen vzgojni slog, nezadostna priprava na pouk, nepravilno ocenjevanje učencev, malo energije. Zato je samorefleksija učitelja za učinkovito delovanje neizogibna. Na strani učencev so lahko frustracija, dolgčas, prizadevanje, da bi opozorili nase, osebnost učenca, vpliv družinskega okolja. V ozadju takšnega vedenja so pogosto nerešeni konflikti. V šoli se je treba osredotočiti na izboljšanje socialnih spretnosti učencev in na reševanje problemov. Šola ima eno najpomembnejših vlog pri socializaciji učencev. V okviru socializacije je pomembno podpirati sodelovanje, razvijati socialne spretnosti učencev, podpirati učinkovito reševanje problemov in konfliktov, razvijati socialno komunikacijo, empatijo in asertivno vedenje. Spodbujanje sodelovanja med učenci v širšem okolju je pomemben preventivni dejavnik zmanjševanja ustrahovanja in drugih oblik neprimernega vedenja učencev. Sodelovalno učenje in poučevanje učencem daje priložnost, da sprejmejo sožitje z drugimi, zavzemajo lastna stališča, uveljavijo svoje argumentirano mnenje, se naučijo prevzeti odgovornost za svoja prizadevanja in znajo sodelovati z drugimi pri doseganju ciljev. Sodelovalno vedenje, kot najbolj razširjena oblika vzgoje za prosocialnost, s katerim ne razvijamo samo spoznavnih vidikov, ampak tudi njihove osebnostne in socialne kompetence, učencem omogoča, da razmišljajo o sebi, svojem trenutnem življenju, odnosih z ljudmi in svoji prihodnji usmeritvi. Vodi jih k uveljavljanju svojih pravic in tudi k spoštovanju mnenj, potreb in pravic drugih. Uči jih, kako zaščititi svoje zdravje in se upreti tveganjem. Pomembno prispeva k pozitivni družbeni klimi, dobrim odnosom med učenci ter med učenci in učitelji.

Glede na pomen te problematike je potrebno opraviti več raziskav o agresivnem vedenju do učiteljev – tako z vidika učiteljev kot tudi učencev in zaposlenih v šolah.

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Ingrid Emmerová, PhD (1977), Full Professor at the Faculty of Education, Department of Pedagogy and Special Pedagogy, Catholic University of Ružomberok, Slovakia.
Naslov/Address: Hrabovská cesta 1 A, 034 01 Ružomberok, Slovakia
Telefon/Telephone: (+421) 044 432 68 42
E-mail: ingrid.emmerova@ku.sk

Tomáš Jablonský, PhD (1976), Assistant Professor at the Faculty of Education, Department of Pedagogy and Special Pedagogy, Catholic University of Ružomberok, Slovakia.
Naslov/Address: Hrabovská cesta 1 A, 034 01 Ružomberok, Slovakia
Telefon/Telephone: (+421) 044 432 68 42
E-mail: tomas.jablonsky@ku.sk

Mojca Blažič, PhD (1981), Assistant Professor at the Faculty of Health sciences, University of Novo mesto, Slovenia.
Naslov/Address: Na Loko 2, 8000 Novo mesto, Slovenia
Telefon/Telephone: (+386) 07 393 00 25
E-mail: mojca.blazic@uni-nm.si