

AGGRESSIVE BEHAVIORS OF LOWER SECONDARY SCHOOL STUDENTS IN LEARNING

Shefqet Mulliqi

University of Gjakovo “Fehmi Agani” – Gjakovo, Kosovo, behxhet.gaxhiqi@uni-gjk.org

Abstract: This paper will address the issue of aggression in lower secondary school students in adolescence, viewed from the perspective of teachers, parents and students of this level of education (ie, students attending secondary school low) and the opinions that the principals of these schools have about this negative phenomenon in adolescents. Regarding the students involved in the research, there were ninth grade students, mainly aged 15-16 years, but still the research has continued with teachers and parents of students of the respective age from three lower secondary schools in the Municipality of Peja . Research has focused on the expression of aggression in general, in the forms of expression, the risk posed by this behavior, the consequences and measures to be taken to prevent these behaviors. However, in preventing aggressive behaviors, we should not ignore the cooperation with parents, because often this behavior has its source from the family itself, but also consultation with a psychologist and pedagogue, who would professionally contribute to reducing the intensity of this behavior in adolescents, which unfortunately, is constantly increasing, very disturbing and alarming.

Keywords: aggression, adolescent, prevention, parents, perspective, etc.

1. INTRODUCTION

Topic on which I have defined for research is: " Aggressive behaviors of lowr secondary school students in learning ", aroused a great interest in me to research in this direction, with the very fact it is seen and spoken that in our schools recently expressed a pronounced aggressiveness in students of this age. Understandably, adolescence is a very delicate age, age which makes students think that they are now personalities in themselves, thinking that they are aware of their behaviors and actions and feel the need to be independent. adolescence is the time when children begin to decide for themselves. They explore their independence. The process of separation from parents begins. They want to be alone in their room (seeking intimacy). They want to experiment with what is trendy. They want to try new ideas and try new activities. Their friends are an important part of their lives and have a big influence on their decisions. At this age begins the attraction to the opposite sex, and it is at this age that their "rebellion" is emphasized, so they are more willing to express their aggression in any way possible. However, it is clear that this research is not enough, but I have tried to clarify the dilemma regarding the display of aggression in students of this age, at the same time I have tried to point out the causes and consequences of showing excessive aggression. The research contains: Research methodology; The theoretical part related to the aggressiveness, analysis and interpretation of the results and at the very end of the paper is attached the appendix which contains research instruments, literature used during the work and resources obtained from the Internet, in order for this work to be as richer in information relevant to the topic.

2. MATERIAL AND METHODS

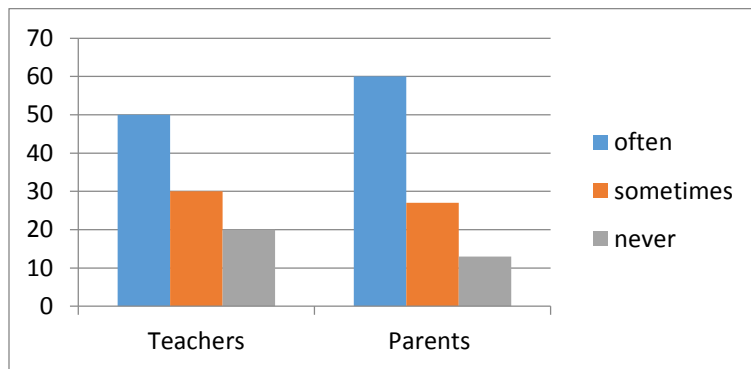
This research topic belongs to pedagogical science, ie psychological science, and it is precisely this problem that the psycho-pedagogical discipline deals with.

- + **Object of research** - is aggression, respectively: The appearance of aggression in lower secondary school students in adolescence
- + **The purpose of the research** - to know to what extent the aggressiveness of students is expressed in adolescence here in our country
- + **Research tasks** - are the evidence analysis and interpretation of the results found by empirical research on the occurrence of aggression in students - adolescents.
- + **Hypothesis** - Adolescent students aged 15-16, show aggression, even pronounced when something is done against their will, in any situation.
- + **Scientific research methods** - The following research methods will be used during this paper:
 - o **Theoretical analysis method** - This method is used in most scientific research, which serves for prior knowledge related to the topic we are defining. So I have also browsed the scientific literature and also researched scientific resources from the internet which have helped me a lot in this paper.
 - o **Statistical method** - This method in my research occupies a considerable and very important place, with the help of which the data were worked out and obtained during the research.

- ✚ **Research techniques and instruments** - Among the techniques used in this research is that of the survey, while questionnaires and interviews were used as instruments.
- ✚ **Representative group** - Since the problem I will research is a little researched, and also in terms of spatial aspect is almost in the territory of Kosovo, however my research is only related to the Municipality of Peja and only the age of 15-16 years, at the same time this problem requires dedication and professionalism at work. Unable to use the population for such a survey, samples were used as a representative group and I found it reasonable to this research to take three lower secondary schools of regular education in, in these locations: While due to the large number of population in schools, as a representative group I have selected lower secondary school students, specifically students of IX grade, aged 15-16 years. Also, will be surveyed by 10 teachers of the three schools mentioned above and by 10 parents of students from the same schools. In order for the project to be more cooperative and more fruitful, its implementation will form a representative group (sample) of students in each class.
- ✚ **Interview** - The interview was conducted with the school principals mentioned above.
- ✚ **Organizing research** - The research will be organized in the Municipality of Peja, in three so-called schools: “Primary and Lower Secondary School”. A survey will be organized, where I will then continue with the survey - the questionnaire for parents, teachers and students, as well as the interview with the principals of these schools. The results will be analyzed through the statistical method, also the conclusion about the data and the results will be given. .

3. ANALYSIS AND INTERPRETATION OF RESULTS

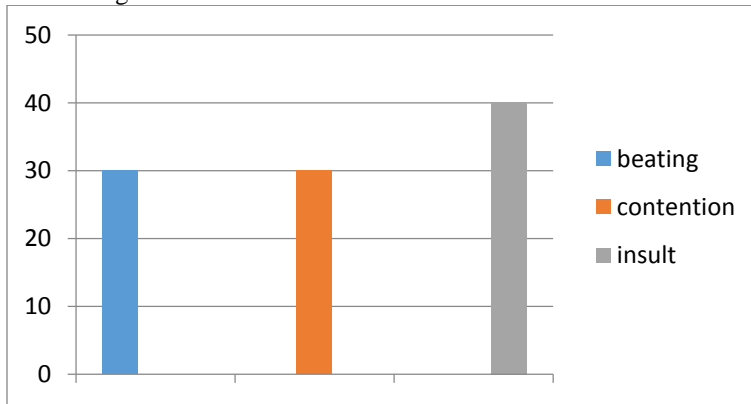
To the question: “Do you think that students-children express aggression?”, Teachers and parents gave the following answers:



Graph.1 The thought of the teacher and parents regarding the expression of student aggression

From the percentage presented in Graph 1., it can be seen that the expression of aggression in students is clearly expressed, which is very worrying.

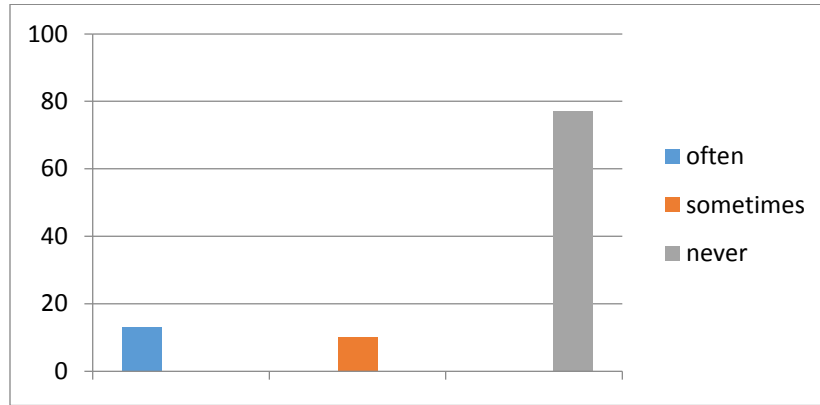
- In the question posed to the teachers, that: “In your school there are beatings, insults, quarrels. Which of these phenomena occur most often? ”
- They gave the following answers:



Graph 2. It is about the way of expressing aggression in adolescents at school.

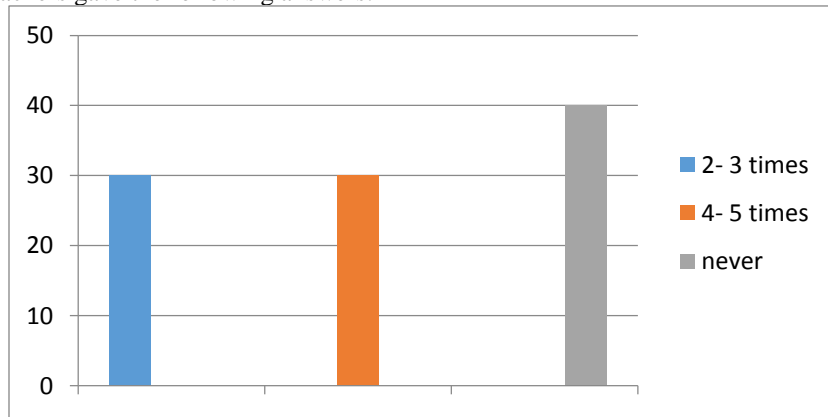
From the percentage presented in Graph 2, teachers claim about the way adolescents express their aggression in various forms, and from this answer it follows that this aggression is really worrying.

- One of the questions asked to the teacher was: "Do you ever get threatened by students?" They gave the following answers:



Graph 3. Student threats to teachers that may occur.

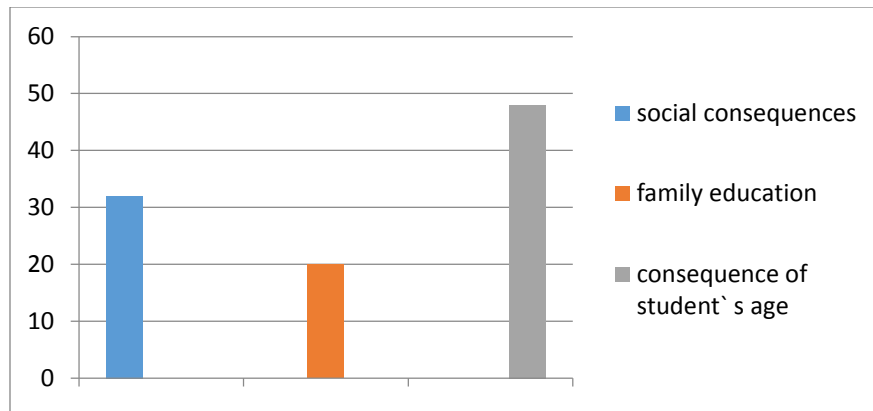
The percentages which are presented in graph 3, through which we understand that although not to a large extent, students to express their aggression are able to threaten their teachers, a phenomenon which is not acceptable. nor useful. And from this we clearly understand that indeed adolescent students express their aggression where they feel the need. While in the question: "During this school year there have been physical attacks in the classes where you are a teacher?". The teachers gave the following answers:



Graph 4. Physical attacks on students in this school year.

From the percentages presented in Graph 4, it is clear that in our schools there is no lack of physical attacks, even to a large extent, where there really is a large percentage who do not hesitate to express their aggression through physical attacks.

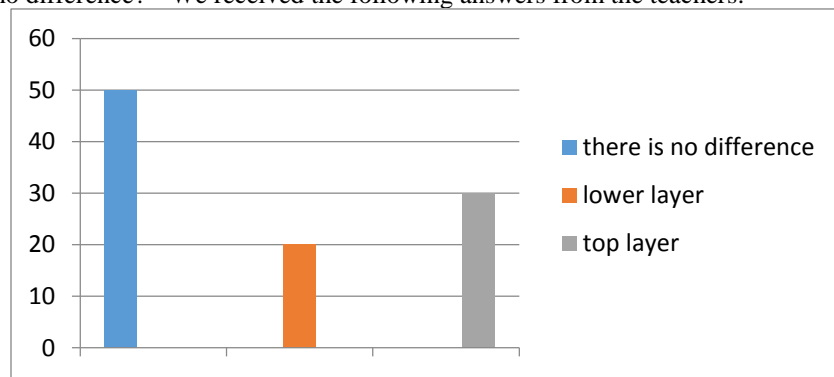
- While in the question: "Aggression expressed by students, what consequences do you think it is?". The teachers gave the answers as follows:



Graph 5. Consequences that make it possible to express aggression in students.

From the percentage presented in Graph 5, teachers see the expression of aggression in adolescents, a significant percentage as a consequence of the student's age and this suggests that this aggression is a transitional stage, but most teachers think that this aggression is excessive is a social consequence, respectively family and here comes the expression of the theory of social learning, where according to this theory: aggression is learned through observation and imitation of other people and is maintained through positive reinforcement.

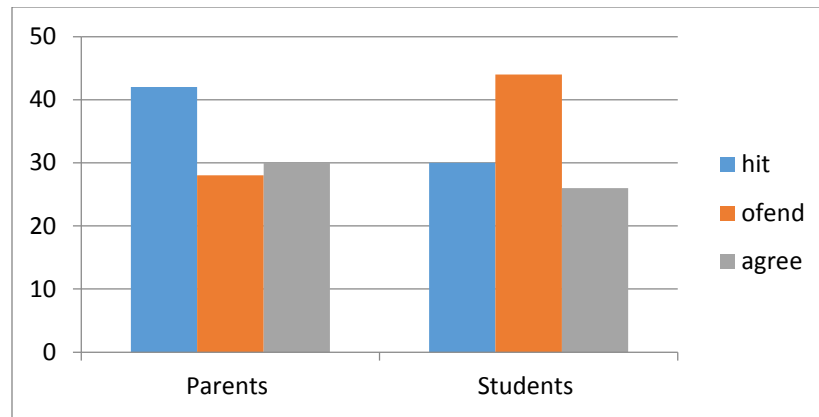
Then to the question: "Do children who belong to the lower class (economically), the upper class express more aggression or is there no difference?" We received the following answers from the teachers:



Graph 6. It is about whether the expression of aggression in adolescents differs in terms of the layer to which they belong.

From the representation obtained in Graph 6, we note that when it comes to social strata, in economic terms; 50% of teachers think more than more aggression does not matter that you add layer belongs to the student who expresses aggression, but the rest of the teacher thinks that he has regulated the economic situation, where at the same time you think that the upper (poor) layer show more aggressiveness (about 20%), more level of teachers (about 30%), think you have the upper class (face) express more aggression. From this it is better understood the economic situation has manifestations in aggression in adolescents.

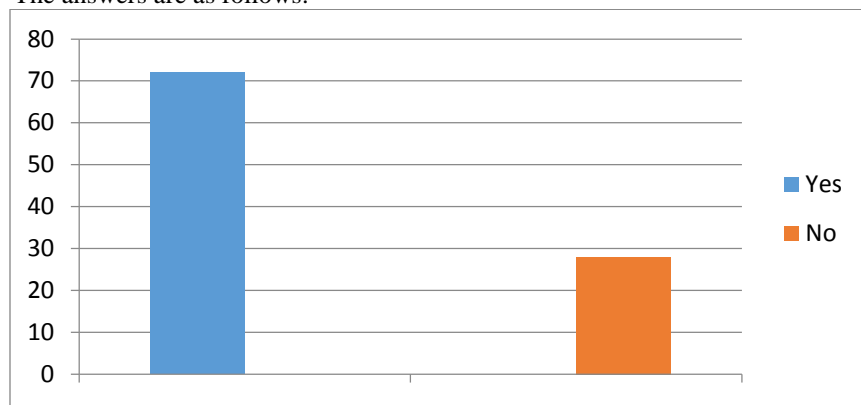
- In the question: "When their wish is not fulfilled (realized), how do the children react?" "Parents and students provided the following answers:



Graph 7. Students behaviors when their desire is hindered to be realized.

From the percentages obtained in Graph 7, we understand that students - children when their wish is not realized, react in different ways, even though aggression which they express either through beatings or insults, which shows an excessive aggression of adolescents.

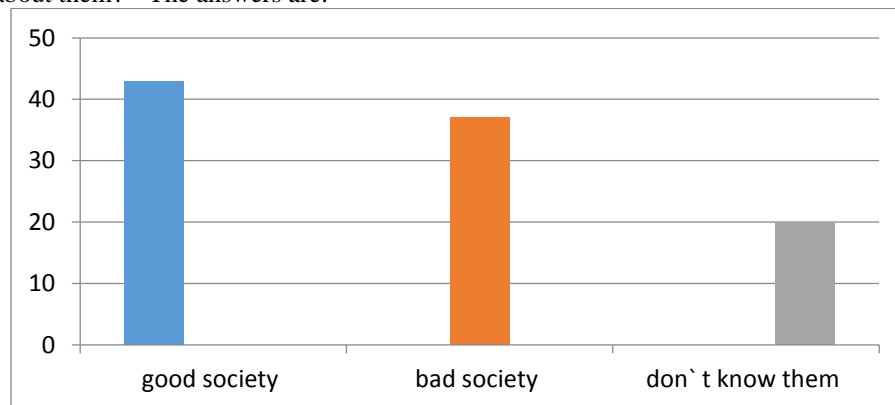
- Following in the question posed to parents that: "Does your child have friends with whom he is more associated?" The answers are as follows:



Graph 8. Association of children with their friends.

From the percentages obtained in Graph 8, we notice that most students have friends with whom they are more associated, and this is something very normal, because the person without company is almost impossible to live.

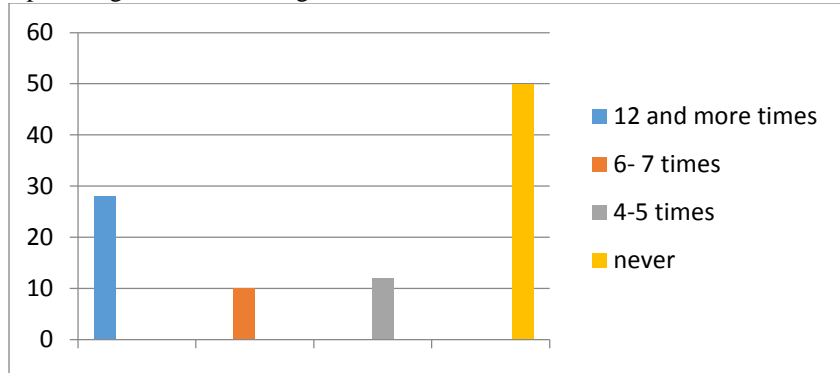
- In the question posed to parents that: "If your child has company, do you know his company and what do you think about them?" The answers are:



Graph 9. How well do parents know their children's society?

From the percentages obtained in Chart 9, we notice a very disturbing situation from the fact that many parents know the company of children, but do not like it and this suggests that they can't influence their children and on the other hand there are parents who they do not know the company of their children at all, and this is very disturbing.

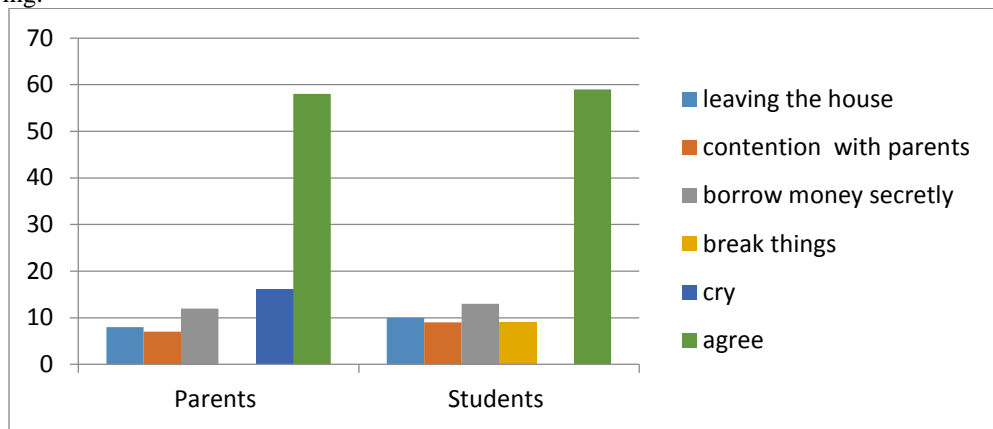
- To the question: "Have you ever been called to school and told that your child has quarreled or beaten with students?", The parents gave the following answers:



Graph 10. Parents attending schools who have been invited by teachers to beat or quarrel with their children.

From the percentage obtained in graph 10, we notice that indeed in our schools there is a pronounced aggression by adolescents, at the same time based on these data we conclude that this situation is quite alarming and for this parents are often called to school.

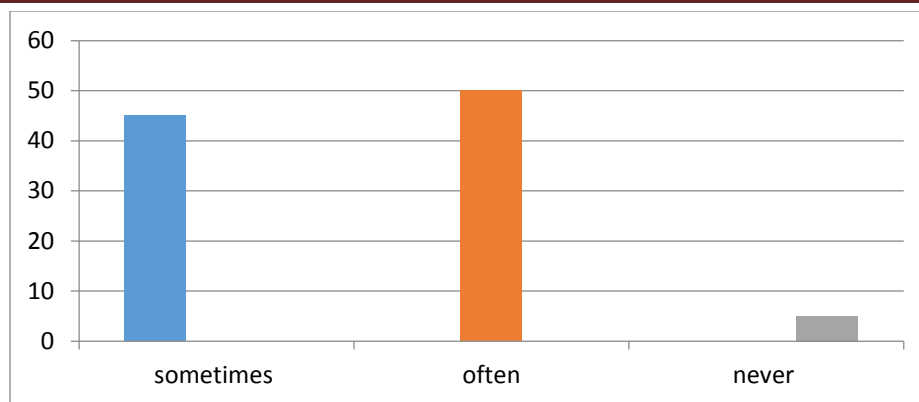
- While in the question for parents: "When your child asks for money and you cannot meet this request, how does he (the child) react?", The same question is for students, the answers of both parties are as in following:



Graph 11. How are students - children's when they need money and do not have it?

From the percentages obtained in trafficking 11, we notice that a significant proportion of students engage in deviant behaviors through which they express their aggression, and this suggests that adolescents if they cannot achieve something related to the money that you need, they are able to express their dissatisfaction in various forms even while running away from home and this situation is quite disturbing.

- Following the question for students: "Do you react when a wish is not fulfilled?", Students gave the following answers:



Graph 12. Children's reaction when they cannot fulfill any desire.

4. CONCLUSIONS

After completing the research through questionnaires for students, parents and teachers, as well as through the interview that took place with the principals of the three schools, it was confirmed that the teenagers of the lower secondary school in our country, show even more aggressiveness. The reasons are various, even their age is one of the reasons, but nevertheless the aggression is excessive. According to the data, students' aggression is expressed in forms to provide, ranging from insults to physical attacks. It was also pointed out that the lower and upper class students are more aggressive than those of the middle class, which means that on the one hand we are dealing with students who are financially unable to fulfill some of their desires become more aggressive and on the other hand students who exceed economic opportunities and this is what pushes them to become aggressive, even these students do not hesitate to leave the house. When the cause of the expression of aggression is sought, according to research, teachers think that the main cause is family education, society, but without excluding the age of students. The students themselves claim that they express aggression when they encounter any obstacles to fulfill any of their requests. Students also claim that they often participate in physical attacks. Parents also claim that their children are aggressive and according to them, if your wish is not fulfilled, their children do not hesitate to express aggression. Parents show that their children express their dissatisfaction in different ways by breaking things, arguing with their parents, borrowing money without asking them at all, and even running away from home.

REFERENCES

- Bërçullli, D. (2008). *Genetic Psychology* (in manuscript). Prishtina
- Deva-Z. A (2008). *Domestic violence under the pedagogical lens*, Textbook, Prishtina
- Dolto, F. (2003). *Adolescence*, Eugen, Tirana
- Kaza, N. (2006). *Adolescence, the season of explosions*, Tirana
- Karaj, Th. (2005). *Child Psychology*, Progress, Tirana
- Lleshi, Xh. (1999). *Before adolescence*, Eugen, Tirana
- Nikoliq, S. (2006). *The world of the child psyche*, Furkan ISM, Skopje
- Nushi,P. (1987). *Dictionary of psychology*, Prishtina
- Pettijohn, T. (1996). *Psychology*, Lilo, Tirana
- Reçka, L. (2005). *Developmental Psychology*, Tirana
- Ross, V. (2007). *Child psychology*, Eugen, Tirana
- Association for Psychological Assistance (2001). *Child Empowerment*, Zagreb
- Zabeli, N. (2008). *Psycho- pedagogical strategies for reducing inappropriate behavior in the classroom*, Textbook, Prishtina