



## AGGRESSIVE BEHAVIORS ON LEARNING ADOLESCENTS

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### **Abstract:**

This study will investigate the issue of aggression among students in adolescence. As the subject of the study, we have observed and analyzed the behaviors from the perspective of the approach levels and examined the forms of cooperation of teachers during their work with these students. We have also dealt with the parents' viewpoint, the nature of parents' contact to these children, forms and models of conversations and forms of action, in the family and in the school. In addition, the research focuses on the expression of aggression in general, on its forms of expression and in the risk posed by this behavior to these young people today in society. The topic of this paper is also focused on preventing aggressive behaviors on these students, in recognizing the problems of behavior and forms of action on the necessity of the cooperation with parents. The paper also analyzed the causes of aggression, the factors associated with the manifestation of such actions as: economic, political, social factors, environmental factors, and psychological factors. The working specifications also focus on finding and implementing a strategy for reducing the aggressive behavior of these students with special emphasis during their stay in school and family. During the study, we have also analyzed the manifestation of emotional behavior of these students, especially of those negative emotions, signs of abnormal behavior and excessive aggression.

**Keywords:** aggression, conversation, modality, factors, behaviors

### **1. Introduction to the problem analysis of the work, signs of aggression in the children of the adolescent charity**

Research includes: research methodology; the theoretical part regarding the aggressiveness, analysis and interpretation of the results as well as at the end of the paper is attached an appendix containing the research instruments, the literature used during the work and the sources obtained from the internet, in order to provide relevant information on the subject.

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Analyzes and themes of this work were realized thanks to the readiness of the subjects for cooperation, which helped on the empirical part of the work. Aggression is an expression of individual feelings, a feeling which is provoked by provocations to others from the verbal level to physical assault. (Z, Naser, 2008, p.39) Aggression is understood as antisocial behavior, which means the opposite of social behavior, eg the abusing or disgrace of students in the classroom. From what has been said above, it can be said that aggression is inappropriate behavior of the individual that manifests in different ways to other persons. (McLeod B., Wood J., et al., 2007) Regardless of whether aggression is manifested by individuals or groups (including peoples), it is the most destructive force in social relations and is an important social agent. (B., Dashmir, 2008, p.11) The main concern for aggression, both individual and group, remains its genesis.

### **1.1 Aggressive behavioral components in children**

Psychologists, who deal with tackling these problems with children's aggressiveness, as well as pedagogues, are looking for a definition of aggression that distinguish between actions that are aggressive and those that are not. However, the rough definition calls aggression as an action that is caused by the prior intention to harm or offend another. The basic elements of the definition are: action, purpose and harm. (E, Dragoti, 2015, p.71)

### **1.2 Action, and action measures for these children**

Someone proves a sense of hatred when thinking about the person who will hurt or the other fantasy about how to kill his competitor. All these cases of behavior are forms of aggression. Also, offensive words and quarrels are an action through which aggressiveness is expressed. (K., Theodhori 2005, p.16-17)

Usually we call aggressive those who do damage when they are intended to harm others, for example. "*The dentist who works our teeth or a passer-by which prevents us unwillingly, though they cause pain, they are not aggressors.*" (E., Edmond, 2012, p.25)

Aggression does not happen by accident, but when an individual intends to harm others. Therefore, we can say that until a group of behaviors have common characteristics or, say, they simply resemble each other, we should be careful not to their labeling. "*There are a number of criteria to determine what are aggressive behaviors*" (Masia & Morris, 1998; Rapee, 1997, p.22). However, these vary from the influence of ethnicity, group, or individuals. For example, a behavior that is normal for the Balkans, for a non-Balkans may seem very aggressive. (Dolto, Fransuaz, 2003, p.78)

### **1.3 Specific aggressive phenomena and phenomena in children in lower primary school cycle**

Aggressiveness appears early in childhood and is best seen when the child begins to go to kindergarten or when he starts joining a social group, and this aggressive behavior is followed even in adolescence, but aggressiveness is expressed in greater doses. (Suli A., Como A., Alikaj V., 2007, p.16-17) Students express their aggressiveness whenever and

with anyone who intervenes in their desires or their decisions, calculating that they are now adults and are aware of their actions. (N, Pajazit, 1987, p.14) Students express their aggressiveness with their peers, but also with adults, and if necessary with the toddlers. When talking about excessive aggressiveness, students express verbal and physical aggression. The child who grows without affection faces a struggle hard and tough. While he is small and weak, he cannot evaluate his protection and needs. It relies on its resources when such resources are very limited. He can be abandoned for long periods, hungry, anxious, angry, miserable, frightened, without friends, and alone.

Aggression is expressed through verbal provocations, such as insulting, mocking, labeling, blaming others, accusing other students of their actions, lied, abducting the things of others by denying it. Also, aggression is expressed through physical attacks, such as beating or kicking, kicking or even bite. Distinguish aggressive aggression from the restrained or repulsive one. Hostile aggression is open hostility to achieve self-interest and is divided into two groups: Hetero aggressively- and auto-aggressiveness. (K., Theodori, 2005, p 112)

Severe aggression is expressed in people but also in the things around, whatever they are, while self-aggressiveness is expressed against itself. Severe aggression is expressed through extortions, robbery, blame on others for their own fate, clash, and accusations against others. Auto-aggressiveness is expressed through nail bite, head-to-head attack or even hair tweaking. (Pettijohn, Terry, 1996, p.45)

While retarded or aggressive aggression occurs when an individual is afraid of punishment, which means that aggression is inhibited, is not expressed from the outside, but remains closed internally and can subsequently appear as a psycho-somatic disease. Diseases most frequent are stomach cramps, bronchial asthma, exanthema in the body, intestinal cramps, etc. (Ross, Vasta et al., 2007, p.63)

#### **1.4 Agresivity Causers**

It is thought that the causes of aggression must first be sought in education, respectively the circumstances in which the child is found and the way in which it is acted upon. In this respect, two aspects should be emphasized: circumstances that affect or in some way support the aggression that has to do with the atmosphere in the family; quarrels, stress and trauma in the family, chatting, aggressive behavior of family members, such as the use of violence and frequent family disputes. (Stassen Berger and Kathleen, 2011, p.45) The other aspect relates to the child's learning experience, where the child understands that aggressive behavior accomplishes what he or she wants, flattering the child after any possible punishment (the child to get the love prince makes an aggressive behavior, condemned by the parent, but they know that after a few minutes they will be pampered. (N, Pajazit, 1987, p.34)

Circumstances and inadequate child-violent education are widespread, so the causes of the child's excessive aggression are also widespread, where these causes even traces of teens. Here are some reasons: (N, Pajazit, Juniku, Neki & B, Dashamir, 2004, p, 36)

The child's continuous physical maltreatment causes excessive aggressiveness and these children just wait to grow and turn the palms received, so the children continue to school, society and everywhere, so the age of adolescence is more appropriate for him expressing excessive aggressiveness, because at this age, children feel older and more confident in displaying inappropriate behavior. (R., Lilijana, 2005, p.56)

Parents who give off children who exhibit aggression are a cause that children exploit because they notice that when a child is aggressive, parents are withdrawn, and then children continue to do so. Also, this phenomenon follows the child even in the most sensitive age – teens. (Association for Psychological Assistance, 2001)

#### **1.4 Trends and changes in the emotional state of the children**

Emotional tension in the family due to stress, although the child is not a stress participant, he feels this stress. The desire to turn his attention away from himself if the child feels neglected, then he expressing aggression wants to be visible or to show that I also exist, then if even in school it happens to feel like "lost" in society, it makes aggressive behavior to attract the attention of either the teacher or the society, which means that this behavior can continue in adolescence (L, Jewel, 1999, p.77)

The grieving of the child's anguish occurs in those children who are unable to express their aggressiveness with the persons they deserve, carry it to another person, and it is usually the case that the children have grief with their parents or with an adult person and express themselves with weaker or smaller individuals. Identifying such aggressive adults or aggressive children, but also identifying with group aggressiveness, where children join different groups and see how they accomplish their goals. (R., Lilijana, 2005, p.58).

All of these causes mentioned above strongly affect and leave traces not only in early childhood but also continue in adolescence and if steps are not taken on these causes then these causes have consequences in the life of the individual to always be aggressive, which goes to the harm not only of the individual, but also of the family and society.

There are biological or genetic aggression causes, especially at the age of 15 to 17, such as hormones whose level is high enough, and this makes it possible to increase the aggressiveness both verbal and physical in this age. (R., Vasta and others, 2007, p.47) Temperament is also considered as a cause of aggression.

#### **1.5 Aggressively in adolescence, behaviors and forms of action**

During adolescence, especially between the ages of 15 and 16, the child-student is in a situation where very easily manifests his dissatisfaction and especially through aggression which involves many inadequate behavior in the family, in the society or in the school. Adolescence is considered by psychologists as a "hard age" of growing, very delicate and extremely difficult, problematic for parents, society, and for teenagers themselves. Age of uncertainty, confusion, personal dilemmas, "*one-legged childhood in the youth*", (K., Theodor 2005, p.47)

Adolescence is a critical age or man's "crisis of identity", where deep contradictions of personality emerge in crisis, development, formation or even deformation, and as such is the difficult age of negativism, opposition, idle pride, the appearance, the vigorous feelings of excessive energies that need to be consumed.

In this school period, young people are rattling, unshaken, unduly disciplined, aggressive, stubborn, and selfish. It is the hardest period of communication with them, agreements or consensus, they like themselves, want to be attractive, at the center of attention, on the contrary they know how to express their aggressiveness in different forms. (Petti John, Terry, 1996, p.36) Adolescents of the age mentioned above do not hesitate to express their aggressiveness not only in the family but also in the school, and the most common forms of excessive aggressiveness are: leaving home, school leaving, and theft, use of prohibited substances, creation of rebellious groups, early access to sexual intercourse, etc.

These teenage-teenagers usually form their own groups and thus the school becomes the object of expressing, their aggressiveness and at the same time are not hesitating to not accept the behaviors through which they express their aggressiveness (K., Ndue, 2006, p.22) There are many cases where in our schools the excessive aggressiveness is manifested not only through insults, defamations or quarrels but also through physical violence student-student, then the breakup of inventory in school, windows, doors and furniture Pupils of this age are also willing to create "gangs" to cooperate also for different thefts, to leave the home without asking parents to continue their plans.

It should be noted that the number of beatings among students has increased, and even a group of groups where necessarily in the absence of a pedagogue at school, should intervene the police in these cases. (N., Pajazit, 1997, p.99)

### **1.6 The role and impact of factors on the spread of aggressiveness in children**

Also, since they consider themselves adults often at this age go into sexual intercourse without counting the consequences. The excess rogue aggressiveness is in the family, so parents need to be very careful about a more positive education to their children. (D-Zuna, Afërdita, 2008, p.58)

### **1.7 Family related factors**

Lack of adequate parental control, harsh parents with unclear disciplinary orientation, parent divorce, lack of family values. Psychological studies show that children mistreated by their parents are later mistreating parents for their children.

Life in a violent house, or in a violent community, can create confusion on the child because he believes his parents cannot protect him. (P., Ylli, 1997, p.78) Older people seek to find "strong" and "those with power", mainly in peer groups rather than in relationships with parents. Thus, aggressive behavior and manifest violence are a reaction to situations that he thinks threaten him. (Dolto, Fransuaza, 2003, p.69)

Parents' Parents for Children and Parental Values play a formative role in all aspects of their development, because the cause of the emergence of violence in children

is mismanagement between parents and children. (a child agile and energetic and a mere parent, create tense emotional ties) Family relationships, conflicts and parent-child disputes are the cause of child fear and insecurity, their removal from home to abandonment of family, their introduction into criminal gangs. (Karaj, T.H., 2004, p.88)

*"In support of pedagogical and psychological studies, but also in the area of juvenile delinquency, it is concluded that there are three types of families that sow and develop abusive behavior of adolescents."* (B, Aleksandër, 2004, p.69)

Parents who greatly protect the child, parents who lead in excessive oversight and parents who are unable to play the role that belongs to, and thus children awaits a future with aggressiveness. (Nushi, P., 1995, p.63) Enaction from classroom hours In addition to daily absences and early-hours delays, students often leave classes.

According to a research conducted by the Kosovo Pedagogical Institute for dropping out of school, it turns out that leaving school classes has increased, especially in vocational schools, and this phenomenon can lead to students drop out of school completely. (Sh, Safete, 2014, p.56)

The research results show that the number of students leaving school hours is high in a school year, and the most common reasons, according to the students, were the lack of preparation for the classroom, fatigue during school stay, dreary hours, did not like subject or teacher, etc. (PIK, 2010, p.20). Not only students who do not have good manners and good success escape from classes, but it also happens to good students. Students who are not preparing for learning usually go out of their way to not receive negative grades, and teachers are also guilty of this, who do not respect the standards for student assessment. (Z., Shpresa 2016, p. 69)

If a large number of pupils are unprepared, and even among them have good pupils, then the authority of the teacher himself, his work and success in general, though the blame for lack of interest and poor success is also the learners themselves and their parents. (Miller, Bonnie (2014), p, 55) Unprepared learners run away from the classes, so evaluation standards should be applied and teachers to know how to evaluate students who are not prepared for any reasonable cause, and how those who have not understood the lesson well.

Teachers need to conduct continuous assessment and show tolerance to students, because negative grade rating forces them to leave the classroom or absent in any 28-hour and Giving poor grades has more negative effect than positive and negative effects are also caused by leaving the classroom, which is expensive for both students and teachers, even the society in general. (MEST, 2012)

Another factor affecting kids-learners is television and violent computer games that recently spend most of their time playing "fun" with these games. (Deva-Zuna, Afdita 2008, p.56) Even the economic factor may be influential in adolescent aggression, poverty is a factor which influences adolescents behaving aggressively by the fact that they want to feel (Juniku, N. (1995), p.19) and then the students will be able to share their experiences with each other, who have come down from the villages in the cities,

do not find the appropriate social and economic environment to develop their personality, due to the difficult economic conditions, but there is another possibility for rich parents to make money without place their children and thus the teenager opens the way for undesirable behaviors such as drug use.

### **1.8 School dimension dimensions**

Poor attendance, dropouts, disruption of school discipline, poor teacher and student relationships, physical and psychological violence from teachers to students, little motivation of students to learn, ruin the material base in school, poor control and soft penalties for students who come to school with strong tools, knives or even firearms. (N., Stanisha 2006, p.88)

Also, non-teacher-teacher cooperation gives more room for students to express their aggressiveness in different ways, then the lack of various activities in schools causes students to become aggressive because if they were to deal with different activities organized by the teachers, the students would not have time to deal with undesirable things or behavior. (Ross, New and Others, 2007, p.45)

Political factors include: linking crime to politics, malfunctioning of the rule of law, especially in the justice system to combat criminality and especially organized crime. Impeccable violence is a good ground for man to pass without much hesitation in aggressive behavior (Nushi, P. 1995, p.117).

Social factors are: alcohol, drugs, prostitution, women's inequality with men, non-social programs broadcast by the media, where a negative and very harmful role is played by murder films. Movie violence is taken as a model for later personal reactions and man is modeled to behave aggressively.

Psychological factors are: stress, depression, mental illness, violence from violent families, personality factors such as; temper the desire to be powerful, the curiosity to exert violence. (N., Stanisha, 2006, p.69)

Social learning theory values aggression as a form of social learning behavior. Aggression is taught by observing and imitating other people and preserved through positive reinforcement. Therefore, it is imperative that our schools also have pedagogical approaches. (Pettijohn, Terry, 1996, p.55)

### **1.9 The effects of increased aggressiveness**

The consequences of domestic violence are enormous; they leave traces of both the person and the family, but in the whole society as well. Children-students often behave aggressively. For the problems they encounter, the only solution they see in the use of violence are a little tolerant, they are also at risk of growing up in various criminal acts. (Pettijohn, Terry 1996, p.85- 86)

If they often use physical punishment and incoherently, they can produce high levels of aggression and hostility. Inadequate education in both the family and the school is a consequence that negatively affects children-students. (N., Pajazit, 2001, p.33) If parents often quarrel in the presence of children, this situation leaves consequences for the child's future by thinking that problems are resolved only by quarreling or

violence. when the children have expressed their aggressiveness and the parents have reacted in favor of the child's request and this situation creates obedience to the child to express his aggressiveness every time to fulfill his / her requirements. (R., Lilijana, 2005, p.22) Parents and teachers, besides being a model, are also the bearers of aggressive consequences on children-students, to realize their purpose, then as a consequence of this situation comes the aggressive behavior of the adolescent. (Psjva, C.L. 1991, p.52)

### **1.10. Aggressive Behavior Reduction Strategies**

Reducing aggressive behaviors can be done through several strategies that are recommended to teachers that relate to inadequate student behavior in the classroom, including aggression. According to Rudolf Dreikurs's theory, to reduce inappropriate behavior, in this case aggression, it (behavior) should be ignored. (Petti John, Terry, 1996, p.59) Pupils who do inappropriate behavior have a certain purpose because they do not feel equal with others and by inappropriate behavior they want to attract the attention of the teacher; want to gain authority from classmates or even retaliate. (Lusan, G. 1996, p.132) However, the teacher should have a democratic approach to aggressive students by not taking penalties; he should understand the purpose of aggressive behavior of the student in order to change those goals. According to this theory, "identifying causes of inappropriate behavior" is a result of reducing or reducing aggressiveness and this can be proven by both parents and teachers. (D, Fransuaz, 2003, p.132)

Another strategy is behavioral modification or Skinner theory, where under this theory inappropriate behavior should be modified with positive amplifiers. The teacher should set rules in the classroom and at the same time clarify them, also to appreciate students for good behaviors, etc. (M, Bardhyl, 2003, p.11)

According to realistic theory, students do inappropriate behavior because they fail to meet their needs, such as the need for the love of parents, teachers or even companions, and in the absence of this need students also express aggressiveness. To reduce aggressive behavior, this need needs to be met, assisted when they need it, not being forced into the things they do not want. (N. Pajazit, 1979, p.29)

The reasons are different, even the age they have is one of the reasons, but the aggression is exaggerated. According to the data, students' aggressiveness is expressed in various forms, ranging from insults to physical attacks. (Lilijana 2005, p.38)

It was also emphasized that low and high school students are more aggressive than middle class students, which means that on one hand we are dealing with students who are unable to meet their wishes they become more aggressive and, on the other hand, students who overcome economic opportunities and this is what makes them aggressive, even these students do not hesitate to leave the house (Reçka, Lilijana 2005, p.135)

When asked for the cause of aggression, according to the research, teachers think that the main cause is family education, the society, but without excluding the age of the students. Even students themselves claim to express aggressiveness when



encountering any obstacles to their claim. Students also claim that they often participate in physical attacks. (Deva-Zuna, Afërdita, 2008, p. 117)

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