

MOLDOVA STATE UNIVERSITY
DOCTORAL SCHOOL
OF HUMANITIES AND EDUCATIONAL SCIENCES

Manuscript
CZU: 373.3.015(043.2)

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**PSYCHO-PEDAGOGICAL CONDITIONS FOR
PREVENTING AND REDUCING AGGRESSION
AND SCHOOL VIOLENCE IN PRIMARY
EDUCATION**

ABSTRACT

of doctoral thesis in educational sciences
Specialty: 531.01 – General theory of education

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CHIȘINAU, 2024

**Thesis was developed within the Doctoral School of Humanities
and Educational Sciences, Department of Educational Sciences,
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The thesis defence will take place on **March 18, 2024**, hour **13:00**, in Moldova State University, Study Block III, Room 505, str. M.Kogalniceanu, 65^A, MD 2009, Chisinau, Republic of Moldova.

The abstract and doctoral thesis can be found on the web page of the State University of Moldova (<https://usm.md/>) and web page of ANACEC (<https://www.anacec.md/>).

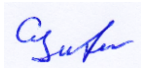
The abstract was sent to February 16, 2024.

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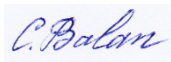
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CONCEPTUAL MARKINGS OF THE RESEARCH

Timeliness and importance of the problem addressed

Globally present, violence is a reality inherent in human nature. The approach to this phenomenon at the international level is multidimensional, presupposing the involvement of governmental and non-governmental bodies, as well as the participation of all experts in the field. A complex phenomenon and from the perspective of the forms of manifestation and the interrelationships it entails, violence has multiple determinations: social, cultural, economic, and psychological. Manifestations of this phenomenon are present today, perhaps more than ever, everywhere in the world and are constantly reported by the mass media, referring either to the most aggressive forms, such as wars, attacks and horrific crimes, rapes, robberies, beatings, thefts, property destruction, or the implications of psychological violence and violence in the virtual environment. In this context, the appearance of different forms of violence in the school environment is a concrete reality that justifies the interest given to this issue.

The UN World Report on Violence against Children states that every tenth student in the world is subjected to school violence, and the phenomenon continues to escalate. School violence in all its forms is a violation of children's rights to education, health, and well-being. Protecting children from violence of any kind is not just an ethical imperative or a laudable goal of social or public health policy; it is a human rights issue.

An analysis of school violence at an international level highlights the fact that this phenomenon has different dimensions and manifestations from one education system to another. However, all the research undertaken until today has not led to the cessation of violence, which continues to have repercussions on the formation and development of the young generation. The first international document analysing the phenomenon of violence against children and its negative consequences is the *UN World Report on Violence against Children*, published in 2006.

The officiality of the European Community's concern for violence in schools is underlined by the major events organized in this regard: The expert conference organized by the Council of Europe in Utrecht (1997), with the theme of *Safety in schools*; The Council of Europe Conference in Brussels (1998), with the theme *Violence in schools: awareness, prevention, penalties*; The First World Congress organized by the European Observatory on *Violence in Schools and Public Policies* (2001, Paris); Meeting of Safety and Security in Education – UNICEF HQ (2002); The Strasbourg Conference (2002), with the title *Local partnership for preventing and combating violence in schools*; The Forum on the *Prevention of violence in everyday life: the contribution of civil society* (2002, Strasbourg). Forums, debates, and analyses regarding school violence have taken place in the last period in most European educational systems. However, there was no eradication of the phenomenon. At most, a decrease in the number of

aggressive behaviors was recorded.

Considering the dynamics of the phenomenon of violence in the school environment correlated with a change of perspective regarding the school as an integral part of the wider community and not an isolated entity, unaffected by the conflicts and difficulties faced by society, the problems faced by the school as an institution and students' training environment look at society as a whole.

In Romania, the level of violence recorded in pre-university education units has become worrying, as shown in the study *Violence in school*, the first comprehensive national study on school violence, carried out by a group of specialists from the Institute of Education Sciences. Based on the collected data, the Ministry of Education developed a *Strategy regarding the reduction of the phenomenon of violence in pre-university education units*, which establishes principles and general recommendations regarding the prevention and combating of violence in the school environment.

The Republic of Moldova has taken essential steps to prevent and combat violence against children as well. In 2014, *The 2014-2020 Child Protection Strategy* was approved. One of the general objectives aimed at preventing and combating violence, neglect, and exploitation of children is promoting non-violent policies in the upbringing and education of children.

Making the school a safe, protective, and inclusive environment to think, learn, and socialize, an environment where students are free from violence, is an ideal towards which many strive, but which cannot be achieved without considerable effort, without an anti-violent mission and vision created and shared by all involved, without a multi-level improvement. School alone cannot change a violent society. The school can find alternatives to violence, it can practice responsibility with students in a social context, it can make students understand and accept the consequences of their behaviors, and it can improve the quality of the learning process. The best program to reduce school violence involves the entire school environment to create a safe community, guided by a credo of non-violence and multicultural appreciation.

Description of the situation in the research field and identification of the research problem

Violence in general, and school violence in particular, is a violation of children's rights to education, health, and well-being.

The specialized literature shows that research on school violence began with the investigations carried out by the Norwegian researcher Dan Olweus, in the 1980s, who tried to formulate a standard and pertinent definition that would correlate the knowledge held about the phenomenon until that time and lay a foundation for further exploration of school violence. In the following period, studies on school violence, with an emphasis on risky behavior, victimization and delinquency, also expanded to other countries, being carried out by outstanding specialists in the field of psychology,

pedagogy and sociology: *Great Britain*: Stephenson & Smith, 1987; Lane, 1989; Boulton & Underwood, 1992; *The Netherlands*: Junger-Tas, 1999; *United States*: Perry *et al.*, 1988, Nansel *et al.*, 2001; *Japan*: Murakami, 1985; Morita *et al.*, 1999; *Canada*: Charach *et al.*, 1995; *Australia*: Rigby & Slee, 1991.

In recent years, school violence has been treated with interest, both as a research issue and as an educational policy, in most European countries, such as *Germany*: Lösel & Bliesener, 1999; Säfer & Frey, 1999; *Netherlands*: Limper, 2000; *Belgium*: Vetteburg, 1999; *Italy*: Fonzi, 1997; *Spain*: Ortega & Lera, 2000; *Portugal*: Almeida, 1999, *France*: Pain *et al.*, 1997; *Sweden*: Alsaker & Brunner, 1999. Correlatively, human violence and school violence are constant concerns in the works of Michaud, 1978; Galtung, 1990; Débarbieux, 1996; Floro, 1996; Vetteburg, 1998; Juandi, 2000; Krug *et al.*, 2002; Ferréol, Neculau, 2003; Neamtu, 2003; Sălăvăstru, 2003; Jigău, Liiceanu, Preoteasa, 2006; Cocoradă, 2008; Curelaru M., 2013; Curelaru V., 2013; Pascal, 2013.

Research on the general issue of aggression was carried out by Segall (1988); Bouding, 1989; Berkowitz, 1993; Laplanche and Pontalis, 1994; Baron, Richardson, 1994; Baumeister, Smart & Bodea, 1996; Geen, 2001; Dodge, Coie, Lynam, 2006. The development of aggressive behavior in childhood and adolescence was addressed in research by Huessman, 1994; Geen & Donnerstein, 1998; Coie & Dodge, 1998; Hill and Maughan, 2001; Dodge & Coie & Lynam, 2006, confirming the complexity of determining human aggression.

In the Romanian space, the history of research on aggression includes remarkable names: Banciu, Rădulescu, 1985; Păunescu, 1994; Șoitu, 2001; Șoitu & Hăvârneanu, 2001; Șoitu & Badea, 2001; Neamtu, 2001; Hăvârneanu & Amorăriței, 2001; Hăvârneanu & Duță; White, 2002; Ferréol, Neculau, 2003.

From a conceptual perspective, in the studies carried out in the field of aggression and violence, the gradual overcoming of the model originating from the theory of social learning is found, according to which, through socialization, the child learns aggressive behavior, being rewarded directly or observing how others are rewarded for aggressive behavior. Along the way, we moved from concerns for the simple "aggressiveness" of the school child to the research of actual school violence.

At the level of educational policies in Romania, the issue of violence as a subject of systematic research has appeared relatively recently, investigating the forms of manifestation, the frequency of the acts, and differentiation according to certain variables, such as gender, age, or other related aspects (Șoitu & Hăvârneanu, 2001; Sălăvăstru, 2003; Jigău *et al.*, 2006; Cocoradă, 2008). Although some conceptual and methodological progress can be noted regarding the approach to this phenomenon, there are also areas where research has not advanced and has not produced the

solutions that the educational practice would have needed, for example, in the prevention and intervention at young school ages. The orientation of research in Romania remains mostly psychological. The sociological paradigm has been addressed in few studies, and much fewer are studies in pedagogy.

In the Republic of Moldova, research and publications in the sphere of concerns regarding school aggression and violence emphasize the efforts and achievements of some outstanding authors, such as Bodrug-Lungu V. (2007, 2019); Petruți D., Popescu D. (2007); Leșco G. (2015); Guțu Z. (2020); Potâng A., Botnari I. (2018). Also noteworthy are the reports and articles published in some publications of the institutions involved in preventing violence: *Who protects me?* (2007); *Opinions and perceptions of family violence and child abuse. Sociological study within the OMNIBUS research* (2018); *Report of children from Moldova for the UN Committee on the Rights of the Child* (2016); *Child protection against violence in the educational institution. Collection of normative acts* (2017).

The awareness of the intensity of the phenomenon of school violence and the consequences produced by it also generated concerns on the part of non-governmental bodies that tried to address the phenomenon. The approaches were local, contextualized, and, in general, tangential to the general problem of violence. Few researches have addressed school violence in terms of specificity, establishing the dimensions, causes, and determinants of this phenomenon in limited contexts and, in particular, in large classes. As a significant limitation, we can mention the need for studies regarding implementing prevention programs addressed to primary school students and coherent and consistent training programs addressed to their parents.

From this perspective, we can formulate **the contradiction of the doctoral research** between the constant educational concern regarding the general problem of aggression and school violence and the high level of aggression and violence recorded starting with primary education as a result of the poor utilization of the psycho-pedagogical conditions for preventing and reducing this phenomenon.

This contradiction generates **the problem of the research**, which consists in the identification and capitalization of the psycho-pedagogical conditions and the interconnection between them in order to prevent and reduce school aggression and violence in primary education.

The object of the research is the process of preventing and reducing school aggression and violence in primary education.

The purpose of the research consists of the theoretical and praxeological substantiation of the program for the prevention and reduction of school aggression and violence in primary education from the perspective of identifying and exploiting the psycho-pedagogical conditions and the interconnection between them.

The objectives of the research are:

1. Analysis of the concepts of aggression and school violence and the current state of the factors that cause aggression and school violence.
2. Analysis of pedagogical and psychological approaches to prevent and reduce aggression and school violence.
3. Establishing the conditions and particularities of the manifestation of aggression and school violence in primary education.
4. The foundation of a concept for preventing and reducing school aggression and violence.
5. Development of a synthetic model to prevent and reduce school aggression and violence in the context of the interconnection of psycho-pedagogical conditions.
6. Experimental validation of the synthetic model to prevent and reduce school aggression and school violence in the context of the interconnection of psycho-pedagogical conditions.

Research hypothesis

We assume that the development and application of *The synthetic model for the prevention and reduction of school aggression and violence in primary education* will essentially contribute to the prevention and reduction of school aggression and violence in primary education if it is carried out in accordance with: establishing the conceptual and praxeological framework of the process in question; identifying the risk factors involved in the phenomenon of aggression and school violence in primary education; exploring the psycho-pedagogical conditions for preventing and reducing aggression and school violence in primary education; the correlation of several factors, tools, principles, operational strategies, and methods of educational partnership.

Scientific research methodology

The methodology of scientific research is one characteristic of the epistemological study carried out on the basis of conceptions, laws, theories, principles, and ideas approached from a psycho-pedagogical perspective.

Research methods included: *theoretical methods* – scientific documentation, theoretical analysis and synthesis of pedagogical phenomena, typological analysis, generalization, and systematization; *empirical methods* – questioning, document analysis, pedagogical experiment; *statistical-mathematical* data processing methods (data measurement) after applying a pre-test and post-test and comparing the results obtained before and after the students completed *The program for the prevention and reduction of school aggression and violence in primary education* as the structural component of the synthetic model.

The novelty and scientific originality of the research are objectified by updating the concept of aggression and school violence to the new socioeconomic and educational conditions against the background of a phenomenon seen as global, complex, at the interference of social,

economic, educational, psychological, family and individual factors, thus introducing *cyberbullying* (violence through electronic devices) and *relational and social violence*; taxonomic identification of forms of aggression manifested at a young school age (*proactive and reactive aggression*; *instrumental and hostile aggression*; *affective and hoarding aggression*; "hot" and "cold" aggression); the detailed interpretation and classification of the risk factors and causes underlying the phenomenon of school aggression and violence from the perspective of their interconnection and valences of influence on the given phenomenon; the transfer of some provisions of the reference theories that address the phenomenon considered in conceptual benchmarks for its prevention and reduction (provisions of the frustration-aggression theory, according to which aggression is a reactive behavior, dependent on the situational conditions that trigger it and the transfer of these provisions in conceptual benchmarks for preventing and reducing the phenomenon); identifying the psycho-pedagogical conceptual provisions and establishing the interconnections between them – as a step in developing the synthetic model to prevent and reduce school aggression and violence.

The essential scientific problem solved in the research consists in streamlining the prevention and reduction of aggression and school violence by leveraging the interconnection of psychopedagogical factors and conditions and the synthetic model developed for this purpose.

The theoretical significance of the research resides in the following:

1. the development of the theoretical framework regarding aggression and school violence with new provisions specific to primary education:
 - the definition of school violence was developed: "school violence includes a wide range of aggressive, proactive (initiated without provocation) and reactive (initiated in response to provocation) behaviors, carried out against the background of a balance or imbalance of power, with people as the main target, groups of people or objects, from the school space or from the proximity of the school, as well as the aggressions carried out in the virtual space when the behavioral actors are the students".
 - the aggressive behaviors that subscribe to this register were specified: "inappropriate or offensive expression, such as nicknames/labelling, teasing, irony, imitation, threat, raised tone, swearing/obscene words; bumping, pushing, hitting, injuring, slapping, shoving, slamming, immobilizing, hitting/hair pulling, throwing objects, unwanted touching, intimidation/spitting; defiance, reproach; behavior that falls under the law: dispossession of personal items, seizure in school rooms; inappropriate school behavior: lateness to classes, leaving the class during class, not engaging in school work and disturbing the peace during class"; cyberbullying or online social aggression: publishing harmful material, harassment through the mobile phone or the Internet.

- an early warning mechanism was developed regarding the prevention and reduction of school aggression and violence from the perspective of the interconnection of pedagogical and psychological approaches, contributing to the establishment of some premises for shaping a theoretical reference of school aggression and violence specific to students in primary education;
- 2. the development of the methodological/praxiological framework with new approaches to prevent and reduce school aggression and violence based on a *Program for the prevention and reduction of school aggression and violence in primary education*, which has primary education students, teachers, parents, and members as subjects of the community.

The applied value of the research: *The program for the prevention and reduction of school aggression and violence in primary education* represents an approach validated by experiment, being applicable both at the level of behavior management in the classroom and in the development of intervention strategies in order to reduce the violent phenomenon and the consequences generated by it. The research results can be helpful to teachers, educational counselors, and school psychologists in educational institutions. The practical recommendations can be used in the initial and continuous training of teachers and school psychologists.

The approval of the scientific results took place in the presentation of the results obtained during the research and the conclusions formulated in specialized articles and publications and their presentation at national and international scientific conferences held at the State University of Moldova, the State Pedagogical University "Ion Creangă" and of the State University "Bogdan Petriceicu Hasdeu" from Cahul.

The implementation of the scientific results was carried out through experimental research within the "Mihai Eminescu" Secondary School, Bănești, Suceava, Romania, through the implementation of the theoretical and praxiological benchmarks elaborated and structured in *The program for the prevention and reduction of school aggression and violence in primary education*, being presented during the existing methodological commissions at the school level, but also through the communications presented at national and international scientific conferences.

Publications on the topic. The investigation results are reflected in 21 scientific articles published in scientific journals or presented at international or national conferences with international participation.

The volume and structure of the thesis. The content of the thesis includes an introduction, three chapters, general conclusions and recommendations, a bibliography of 286 titles, and eight appendices. The thesis volume includes 169 pages of introductory text, 29 figures, and 39 tables.

Keywords: aggression, school violence, aggressive behavior, violent behavior, prevention strategies, intervention strategies, psychological factors, social factors, pedagogical factors, educational climate.

THESIS CONTENT

In the **Introduction**, the topicality and importance of the topic to be researched are argued, the research problem and the proposed solution are formulated, the purpose and objectives, the epistemological benchmarks of the research are specified, the scientific and applied value of the research is presented, which theoretically and methodologically confirms the hypothesis of the investigation.

Chapter 1, *The Theoretical Foundations of the Prevention and reduction of school aggression and Violence (analytical framework)*, reflects general theoretical aspects of school aggression and violence from a psychological and pedagogical perspective. The content of the chapter also includes a detailed analysis of the manifestations of school aggression and violence, causes and risk factors, as well as prevention and intervention in the case of school aggression and violence. Considering the complexity of the researched phenomenon and the targeted age segment, significant weight is given to the particularities of the manifestation of aggression and school violence among primary school students.

All the research undertaken until today on the theme of aggression and violence, in general, and violence in school, in particular, enriched the specialized literature, substantiated certain concepts, and outlined specific theories, but did not lead to the complete elucidation of the issue. Over time, contradictory opinions have been formulated in the definition of the two notions, aggression and, respectively, violence, and in establishing their scope, specifying the forms of manifestation and the specific particularities.

From a psychological perspective, most American psychologists define *aggression* as behavior directly directed towards another individual to obtain an advantage or benefit from the suffering caused [25, 23, 35]. Romanian researchers bring into discussion novel aspects and nuances in the definition of aggression, such as: "offensive verbal or action behavior" [27], exercised on a "conscious, unconscious and phantasmatic plane" [46], and the register of manifestations is a wide one, "extending -from the attitude of passivity and indifference, refusal of help, irony, teasing, to the attitude of threats and actual acts of violence" [46].

Whatever the manifestation or justification of aggressive behavior, whether partial or integrative, it is essential to identify effective ways of preventing and reducing aggressive manifestations. From this perspective, *the pedagogical approach*, depending on the starting point, offers a wide range of measures that can be implemented in schools.

As a symbol par excellence able to encompass "all that is bad and reprehensible" [55], **violence** refers directly to a deterioration of basic human needs or a deterioration of life in general, which leads to a decrease in the degree to which people are "able to meet their needs at a certain or potentially possible level" [34]. Being "a multidimensional reality" [37], the phenomenon of violence refers to "a range of behaviors and physical

actions" [40], subsequently sanctioned "according to the historical-cultural context" [52], thus emphasizing *the psychological perspective*.

School violence is a particular form of everyday violence. Vettenburg (1998), quoting Hurrelmann, outlines the scope of school violence: "the entire spectrum of activities and actions that cause suffering or physical or psychological damage to persons active in or around the school or that seek to degrade objects at school" [55]. Martin (1994) points out that violence in schools is present in any situation where a member of the school community is the object of intimidation, threats, or aggression or when his personal property is intentionally degraded by another member of that community or the public, in circumstances arising from his activities in a school [39].

In the specialized literature, we can also identify other phrases used as synonyms of the concept of school violence: *school bullying* [48, 30, 47, 38], *violent behavior* [38], *school deviance* [41], *violence in the school environment* [32, 51], *school violence* [33, 53], *juvenile school violence* [56, 49], *bullying* [42, 43, 44], *cyberbullying or violence through electronic devices*.

Balica and colleagues (2006) state that biological, sociological, and psychological causes can be considered in the occurrence of violent manifestations [22]. Some studies have shown that adolescent personality disorders are associated with violence and criminal behavior in adolescence and later adulthood [29]. In contrast, other studies have shown that, when interacting with other factors, IQ can influence the child's potential to commit aggressive acts [31]. Over time, attempts have also been made to incriminate the family as a source of child aggression and violence. Violence promoted by the mass media, promoted by video games with aggressive elements, and repeated exposure to natural and entertainment violence are sources of child violence. Later, research focused on the idea that school violence is the consequence of a crisis of civilization against the background of the depreciation of social values, which can only be removed by restoring the old values. Recently, it has been admitted that there is not a single cause of school violence, but a complex causal system.

Regardless of the determining causes or risk factors, prevention is the most indicated method regarding the phenomenon of school violence because it allows the early identification of students with problems and intervention on them before specific incidents of a certain magnitude break out [45].

Prevention and intervention require more than school conflict education; prevention and intervention play a decisive role in the total effort to provide students with skills for a quality life.

Violence in school leads to a constant state of insecurity. It can compromise the social and emotional well-being of students by updating the mechanism of power construction, the strong dominating the weak and imposing their law [28].

Chapter 2, entitled ***Conceptual and methodological bases for preventing and reducing school aggression and violence in primary education***, highlights the conceptualization of preventing and reducing school aggression and violence from the perspective of the psycho-pedagogical conditions for preventing and reducing school aggression and violence in primary education and the interconnection of these conditions. During this chapter, the theoretical and practical foundations of *The program for the prevention and reduction of school aggression and violence in primary education* are established, having as a starting point *The training program Yes! You can! You make it!* and capitalizing on *The synthetic model of an integrated approach to prevent and reduce aggression and school violence in primary education*.

The conceptual approach of the research on the prevention and reduction of school aggression and violence is focused on the analysis of different approaches and international experiences in the field and on the finding that school aggression and violence are linked, not by a single risk factor, but by a complex of factors located in interdependence.

Protecting children from any form of violence is a fundamental right, guaranteed by the Convention on the Rights of the Child (ratified by Romania and the Republic of Moldova in 1990), as well as by other treaties and standards on human rights. From this perspective, the whole approach is justified in the recommendation of the Committee on the Rights of the Child in Geneva, which emphasizes that in order to achieve a significant reduction in physical aggression against children, it becomes essential to promote positive and nonviolent forms of parenting and the formation of physical, intellectual and emotional needs of the parents and of all persons invested with trust by parents and society to provide children with education and protection (*Save the Children*, 2021).

Starting from these premises, the research integrates a system of suggestions regarding the facilitation of efforts to increase the security of school institutions; supporting students in developing a sense of school competence and belonging to the school environment; concern for recording the school success of all students, for their motivation and involvement in school activities; the development of codes of conduct (regulations) and clear rules, communicated and assumed by the students; humanistic guidance and orientation in educating students so that they feel valued, respected and autonomous; informing and training teachers to recognize and understand the psychological problems students face; training students on the recognition of acts that could degenerate into violence; referring students to specialists; the teachers' concern to make the school a pleasant and safe place; transforming the school into a true learning community so that each student develops a sense of belonging and finds meaning in the school organisation.

The presented ideas and directions represent valuable methodological benchmarks that are the basis of actions to prevent and reduce school aggression and violence, especially in primary education.

Conceptualizing the prevention and reduction of aggression and school violence involves a winding road because school violence is difficult to conceptualize and measure. The difficulty comes, first of all, from the fact that school violence encompasses a wide range of aggressive behaviors that involve both verbal and non-verbal behaviors in a social context. Secondly, the difficulty in conceptualizing school violence comes from the inability to distinguish it from play behavior. Aggressive behaviors are triggered by the intervention of one or more risk factors.

The analysis of the risk factors regarding school aggression and violence concerning the specific psycho-pedagogical conditions and the inter-conditioning of these conditions in real contexts specific to primary school students allowed us to deduce some principles that are the basis of the prevention and reduction of school aggression and violence in primary education:

- *the principle of contextual inter-conditioning of risk factors with the particularities of the manifestation of aggression and school violence in primary school students;*

The utilization of this principle in the praxiological framework of the prevention and reduction of school aggression and violence in primary education facilitates the development of a strategy for the prevention and reduction of school aggression and violence about the specific manifestations of school aggression and violence in primary school students and the influence of risk factors.

- *the principle of inter-conditioning internal factors/internal influences (school as a source of violence) with external factors/external influences (family environment, social environment);*

Capitalizing on this principle underlines the necessity and functionality of educational partnerships.

- *the principle of the global approach to the interconnection of psycho-pedagogical conditions regarding aggression and violence in primary school students.*

According to this principle, the problem of school aggression and violence requires, in particular, a holistic solution because the risk factors and inter-conditions of this phenomenon are not limited to single aspects.

The integrated approach to the phenomenon of school aggression and violence in order to prevent and reduce school aggression and violence in primary education is synthetically represented in Figure 2.1.

Based on this integrated approach model in order to prevent and reduce school aggression and violence, *the psycho-pedagogical premises* were configured to approach the development of *The program for the prevention and reduction of school aggression and violence in primary education* more efficiently: a) directing students toward the acquisition of knowledge and skills relevant to the prevention of violence, aggression, and conflict resistance; b) emphasis on correlating what they have learned about problem-solving with what they apply in real life; c) mediating the formation

of self-esteem by creating a favorable and inclusive environment; d) promoting quality relationships with others and strengthening social skills; e) emphasis on the development of collaborative and partnership relations.

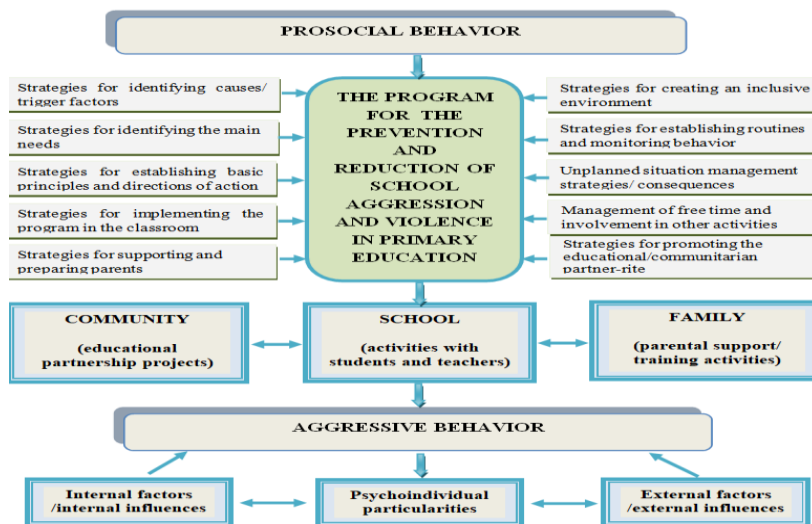


Figure 2.1. The synthetic model of an integrated approach to prevent and reduce aggression and school violence in primary education

Through the lens of the integrated approach, some grounds, also valid for primary education, were brought into discussion, carried out through a *Program for the prevention and reduction of school aggression and violence in primary education*:

- the basis of genetic and progressive development.* Any education must begin early to identify, actualize, and exercise unique, age-specific needs and predispositions.
- the basis of cumulative and osmotic education.* By promoting a program to prevent school violence, one is re-editing, in an improved form, sequences from the primary experience. Even though many aspects belong to childhood, it still needs some performance, and certain areas can be cut out and recovered.
- the axiological basis.* The socio-familial and school environment in which the child lives is entire of risk factors and precipitating factors that need to be avoided or integrated through emotional and intellectual co-participation. Specific values cannot be configured unless certain aspects are improved or fixed.
- the sympathetic basis, sharing feelings, and mutual acceptance.* Introducing the child to this Program facilitates a connection to the diversity of others' ways of being to the different experiences of others, leading to the tolerance of otherness and registers of feeling.

- e) *the basis of modeling existence following social values*. From the earliest ages, children must be aware of a reference value of social coexistence so that it multiplies and settles in school.

Based on the principles and grounds described, *The program for the prevention and reduction of school aggression and violence in primary education* also reflects the vision expressed by Professor Michael Bernard (2009) in *The program "Yes! You can! You can do it!"*, capitalizing on five essential socio-emotional foundations: *self-confidence, perseverance, organization, understanding with others, emotional resistance* [26]. In order to evaluate the results of the program's implementation, *The matrix of progress indicators of the behavior of students of small school age* and *The matrix of behavioral indicators of the participating parents and teachers* were developed.

Chapter 3, entitled ***Experimental validation of the synthetic model for the prevention and reduction of school aggression and violence in primary education***, describes the design of the pedagogical experiment, details the purpose of the experiment, the objectives of the investigation, the hypothesis on which the research is based and the organization of the experiment by stages. The theoretical research and the realization of the pedagogical experiment were aimed at verifying ***the research hypothesis***: we assume that the development and application of *The synthetic model for the prevention and reduction of school aggression and violence in primary education* will contribute essentially to the prevention and reduction of school aggression and violence in primary education if it is realized by establishing the conceptual and praxeological framework of the process in question; identifying the risk factors involved in the phenomenon of aggression and school violence in primary education; exploring the psycho-pedagogical conditions for preventing and reducing aggression and school violence in primary education; the correlation of several factors, tools, principles, operational strategies and methods of educational partnership.

The purpose of the experiment was to validate *The synthetic model for the prevention and reduction of school aggression and violence in primary education* by applying the respective program.

The objectives of the experimental investigation were the following:

- diagnosing the level of manifestation of aggression and school violence in primary education;
- implementation of a social and emotional skills development program in order to prevent and reduce aggressive and violent manifestations in primary education;
- training the experimental group in situations of increasing the frequency of prosocial behaviors by making them aware of the importance of interpersonal relationships based on respect, responsibility, self-confidence, inclusion, tolerance, and empathy;
- final analysis of the impact of *The synthetic model for the prevention and reduction of school aggression and violence in primary education*.

The pedagogical experiment involved several 54 fourth-grade students, aged between 10 and 11 years, the distribution being as follows: *the experimental group* – 27 students from "Mihai Eminescu" Secondary School, Bănești, Suceava County, Romania, and *the control group* – 27 students from Stamate Primary School, Suceava county, Romania.

The pedagogical experiment was carried out in three stages: *observation, training and evaluation*.

The first pre-experimental stage, or *the pretest (statistical) phase*, involves the evaluation of the level of manifestation of aggression and school violence in two primary education classes from the two selected schools (*experimental group* and *control group*). The evaluation of the phenomenon of aggression and school violence was carried out with the help of previously established tools, covering all aspects: degree of safety in the school, forms of manifestation and their frequency, the places where the violent manifestations occur, and the risk factors involved. Data were rigorously recorded to track their evolution throughout the experiment. The statistical analysis of the data obtained in the diagnostic activity delimited the initial level of the research or the existing "starting point" in the pretest stage.

The second experimental stage aimed at the practical application of *The program for the prevention and reduction of school aggression and violence in primary education* at the level of the experimental group. The program aimed to develop social and emotional skills in order to prevent and reduce aggressive and violent manifestations in primary education and increase the frequency of prosocial behaviors through awareness of the importance of interpersonal relationships based on respect, responsibility, self-confidence, inclusion, tolerance, and empathy. This stage took place between December and May being considered the most significant part of the experiment compared to the others. At the end of each activity, data were recorded on how the subjects participated and how the Program became more efficient by eliminating disruptive factors.

The third post-experimental stage, or *the posttest phase*, consisted of repeating the application of the tools from the initial stage and measuring the final results while recording the progress achieved.

The research tools were:

- *The questionnaire for the evaluation of violent behaviors in the school environment*, developed according to Jigău (2006) [36] and to Roșan (2009) [50], adapted to primary school students and completed by the author;
- *The questionnaire to identify the frequency of acts of violence*, built by Stevens, de Bourdeaudhuij, and Van Oost (2000) [54], translated into Romanian [24] and adapted by the authors to primary school students.

The diagnosis of the level of manifestation of school aggression and violence in primary education was carried out in *the pre-experimental stage*

(pretest phase) by completing and analyzing *The questionnaire for the evaluation of violent behaviors in the school environment*, by the two groups of students. The questionnaire included 13 items aimed at: identifying the type of relationship in which school violence occurs; identifying the forms of manifestation of school aggression and violence among students; identifying the time and places where violent manifestations occur; identifying the age level of the students involved in violent demonstrations and their position towards the group; identifying the situation of a victim of school aggression or violence; identifying the forms of violence shown by students towards school teachers; the identification of situations manifested by school teachers and associated by students with certain forms of violence; identifying the situation of aggressor towards colleagues or teachers; establishing the degree of safety in the school; recognition of the underlying causes of school aggression; selecting the option of imitating aggressive scenes; establishing the source of inspiration regarding the imitation of aggressive scenes; the expression of personal opinions regarding the contribution of students to the reduction of cases of violence manifested in school.

The initial diagnosis of violent manifestations in primary school students showed that:

- school violence exists in all its forms and at the level of all relationships: student-student, student-teacher, and teacher-student;
- school safety is a problem that requires priority measures to change the perception and create a sense of security for all students;
- teachers' educational practices can influence the development or amplification of students' behavior problems;
- the models of aggressive behavior in the mass media, translated into aggressive scenes imitated by students, are sources and factors that facilitate the production of violent acts in school and outside it;
- school violence reduces students' chances to benefit from good quality education and to develop their personality fully;
- the ways to prevent behavior problems must be adapted to the age of the students, and the moment such manifestations appear, the chances of effective prevention are much higher at the beginning of schooling.

Based on the initial diagnosis, we resorted to organizing and conducting the formative experiment, which started with selecting the subjects and obtaining consent to participate. The next stage in the organization and conduct of the formative experiment aimed at implementing *The program for the prevention and reduction of school aggression and violence in primary education* as a structural component of the synthetic model.

The purpose of *The program for the prevention and reduction of school aggression and violence in primary education* was to develop social and emotional skills in order to prevent and reduce aggressive and violent manifestations in primary education and to increase the frequency of

prosocial behaviors through awareness of the importance of interpersonal relationships based on respect, responsibility, self-confidence, inclusiveness, tolerance and empathy.

The general objectives of *The program for the prevention and reduction of school aggression and violence in primary education* are:

1. Dissemination of means of information, training, communication, and monitoring in order to prevent and reduce school aggression and violence in primary education;
2. Carrying out activities to raise awareness of the issue of aggression and violence among students, teachers, parents and community members;
3. Improving the school climate by capitalizing on student-student/group of students relationships, student-teacher, student-parent;
4. Cultivating prosocial behaviors within the school group and outside the group;
5. Intensification of the connections between the factors involved in order to produce positive consequences at the behavioral level;
6. Developing the school-family-community partnership through awareness of the importance of formal, non-formal, and informal education in preventing and reducing school aggression and violence in primary education.

The program for the prevention and reduction of school aggression and violence in primary education was developed targeting four components: a) the component for students; b) the component for parents; c) the component for teaching staff; d) the community component.

The training program for students was structured in 24 weekly sessions, held over six months, and includes a system of exercises and techniques aimed at introducing and establishing rules, routines, and behavioral limits; addressing the issue of aggression and violence among students; self-knowledge and personal development; recognizing emotions and developing self-esteem; formation of communication skills and social skills; conflict management.

The module for parents was structured in 6 monthly sessions/meetings through which parents were trained to recognize and identify the child's problematic, violent behavior; to identify the causes and risk factors or the triggering and maintaining conditions of the child's violent behavior; to identify the consequences of violent behavior on children; to encourage the child's positive behaviors, not to reinforce violent behaviors and not to respond to them with negative consequences; be consistent/firm with the child educationally.

The training for teachers included practical training for training teachers and disseminating information on school violence, preventing and reducing this phenomenon in a school context.

The educational and community partnership was structured in the form of an educational approach that involves the coordination on different levels

of the actions of teachers, students, parents, and community members to facilitate the achievement of socially appreciated goals and values, starting from the motto "the community functions as a real school of mentality for individuals".

The training program for students represents the most comprehensive component of the program. The application and analysis of *The questionnaire for the assessment of violent behaviors in the school environment*, described in the diagnosis stage, revealed relevant information regarding the effectiveness of the implemented program. The second questionnaire sought to record the frequency of certain forms of violent behavior among students.

The analysis of the results obtained during the ascertainment experiment begins with the distribution of subjects according to gender to the two groups involved: *the experimental group* and *the control group*. The distribution of participants in the case of *the experimental group* is as follows: 12 female subjects, which represents 44.4% in percentage, and 15 male subjects, which represents 55.6% of the number of participants. In the case of *the control group*, the distribution of subjects is approximately similar: there are 13 female subjects, which represents a percentage of 48.1%, while there are 14 male subjects, which is a percentage of 51.9% of the total number of subjects.

The final results, at the level of the two batches, *experimental* and *control*, throughout the research process are summarized on each item and, respectively, questionnaire. A significant progressive evolution of the experimental batch can be found by comparing the initial and final results and those obtained by the two experimental batches.

The data obtained by applying *the first questionnaire* were comparatively analyzed in different stages, pretest and posttest. The comparative analysis of the results obtained in the case of *Item 1*, in *the experimental group*, in the initial and final stage of the experiment, shows us a significant statistical relationship through the value of the significance threshold, which is $<.001$ in subitem 1.1 and a value lower than 0.05 in subitems 1.2 and 1.3. In *the control group*, the comparative analysis indicates a high significance threshold, which indicates that there is a statistically insignificant relationship (Table 3.1.).

In the case of *Item 2*, the comparative analysis of the results in *the experimental group* indicates a significance threshold lower than 0.05, which demonstrates the existence of a robust statistical link in sub-items 2.2, 2.3, 2.5 and 2.7 and a robust statistical link, in the case of subitem 2.1; 2.4 and 2.6. In *the control group*, the value of the significance threshold is high (>0.05), which denotes a statistically insignificant relationship, represented in Table 3.1.

The comparative analysis of the results obtained in *Item 3*, in *the experimental group*, measured in the two stages of the research, initial and

final, shows us a strong statistically significant link because the value of the significance threshold is <0.05 . In *the control group*, the comparative analysis of the results obtained in the two stages of the research revealed a significance threshold >0.05 , which indicates a statistically insignificant relationship (Table 3.1.).

Table 3.1. Comparative analysis of the results of Items 1, 2, and 3 – experimental group and control group (*pretest* and *posttest*)

Paired Samples T-Test			
Experimental batch			Control batch
statistic	df	p	statistic df
1.1. Violence between students	4.13		0.779 26.0
26.0	<.001		0.443
1.2. Students' violence towards teachers	-2.31		0.848 26.0
26.0	0.029		0.404
1.3. Teachers' violence towards students	-2.10		1.070 26.0
26.0	0.046		0.294
2.1. Offensive expressions between students	-4.10		-1.49 26.0
26.0	<.001		0.148
reference to physical or mental traits			
2.2. Offensive expressions between students	2.43		1.54 26.0
26.0	0.022		0.136
with reference to the material situation			
2.3. Swearing/bad words	2.60		1.69 26.0
26.0	0.015		0.103
2.4. Quarrels, conflicts	-5.50		-1.08 26.0
26.0	<.001		0.289
2.5. Offensive expressions between students	3.17		1.32 26.0
26.0	0.004		0.200
with reference to ethnicity			
2.6. Offensive expressions between students	-5.00		-1.14 26.0
26.0	<.001		0.265
with reference to religious affiliation			
2.7. Fighting between students	3.41		-1.00 26.0
26.0	0.002		0.327
3.1. Violence in classes	3.33		1.49 26.0
26.0	0.003		0.147
3.2. Violence during breaks	-3.20		-1.35 26.0
26.0	0.004		0.188
3.3. In the school premises, after	4.46		1.49 26.0
26.0	<.001		0.147
the school program			
3.4. In the immediate vicinity of the	-2.19		-1.00 26.0
26.0	0.038		0.327
school, after the school program			

In the case of *Item 5*, the comparative analysis of the results, pretest, and posttest, in the case of *the experimental group*, demonstrates a significance threshold $< .00$, which highlights a firm statistically significant link. In the case of *the control group*, the comparative analysis of the results of the stages of the investigative approach revealed a high threshold of significance, which demonstrates a statistically insignificant connection (Table 3.2.).

Table 3.2. Comparative analysis of the results of Items 5, 6, and 7 – experimental group and control group (*pretest* and *posttest*)

Paired Samples T-Test					
Experimental batch			Control batch		
df	p	statistic	statistic	df	p
5.1.	Victim of school robbery	3.89	1.55	26.0	
26.0	$< .001$		0.134		
5.2.	Victim of robbery immediately	6.01	1.28	26.0	
26.0	$< .001$		0.212		
	neighborhood of the school				
5.3.	Victim of sexual assaults	2.60	1.22	26.0	
26.0	$< .001$		0.232		
5.4.	Hit in school	-2.73	-1.36	26.0	
26.0	0.011		0.185		
5.5.	Hit near the school	5.47	1.55	26.0	
26.0	$< .001$		0.134		
5.6.	Bullied at school	3.85	1.65	26.0	
26.0	$< .001$		0.110		
5.7.	Bullied near the school	8.76	1.73	26.0	
26.0	$< .001$		0.096		
6.1.	Indiscipline	-2.56	-1.615	26.0	
26.0	0.016		0.118		
6.2.	Absenteeism, truancy from	3.05	2.021	26.0	
26.0	0.005		0.054		
	of teacher				
6.3.	Ignoring sent messages of teacher	2.47	-0.225	26.0	
26.0	0.020		0.823		
6.4.	Rude attitudes	-2.73	-1.688	26.0	
26.0	0.011		0.103		
6.5.	Refusal to perform tasks	-2.31	-1.509	26.0	
26.0	0.029		0.143		
6.6.	Insults, bad words	-2.10	1.669	26.0	
26.0	0.045		0.107		
6.7.	Nonverbal aggression	-2.27	-1.893	26.0	
26.0	0.031		0.070		
6.8.	Hitting tendency	2.13	2.126	26.0	
26.0	0.043		0.043		

7.1. It happens that teachers punish students when they do not learn.	7.40 26.0 < .001	1.845 0.076	26.0
7.2. It happens that teachers mock the students with inappropriate expressions.	2.38 26.0 0.025	-0.124 0.903	26.0
7.3. It happens that teachers to yell at the students.	5.8 26.0 < .001	1.315 0.200	26.0
7.4. It happens that teachers sanction students if they ask awkward questions.	-2.18 26.0 0.039	0.866 0.394	26.0
7.5. Teachers stimulate competition and less collaboration.	3.31 26.0 0.003	2.383 0.025	26.0
7.6. Teachers do not have the patience to listen to students' concerns.	3.31 26.0 0.003	1.894 0.069	26.0
7.7. Teachers request reproduction and does not encourage original ideas.	5.79 26.0 < .001	1.727 0.096	26.0
7.8. The teachers discuss with the students and outside of class hours.	2.21 26.0 0.036	-0.570 0.574	26.0
7.9. Teachers favor unjustified some students.	2.18 26.0 0.039	2.021 0.054	26.0
7.10. The teachers present the lesson in an unattractive way for students.	5.04 26.0 < .001	1.975 0.059	26.0
7.11. The teachers are distant from the students.	2.48 26.0 0.020	1.803 0.083	26.0

The comparative analysis of the results of *Item 6* in *the experimental group*, in the two stages of the research, highlights a significance threshold <0.05 and demonstrates a statistically significant connection. In *the control group*, the comparative analysis of the research results shows us a statistically insignificant connection, an aspect that emerges from the value of the significance threshold (>0.05).

The comparative analysis of the results of *Item 7* in *the experimental group*, in the two stages of the research, highlighted that there is a strong statistically significant connection, an aspect that emerges from the value of the significance threshold, in the case of sub-items 7.1; 7.3; 7.7 and 7.10. In the case of *the control group*, the stepwise comparative analysis demonstrated a statistically insignificant link generated by the values that register the significance threshold (>0.05).

In the case of *Items 4, 8, 9, 10, 11, 12 and 13*, the comparative analysis of the research results, pretest, and posttest, highlighted in Table 3.3., highlighted the following aspects measured in the two stages of the research, initial and final:

- *Item 4, the experimental group*, shows us a strong statistically significant link because the value of the significance threshold is <0.05 . In the case of *the control group*, the comparative analysis of the research stages revealed a significance threshold >0.05 , which indicates a statistically insignificant relationship.
- *Item 8, the experimental group*, in the initial and final stage, revealed a strong statistically significant relationship. In *the control group*, a statistically insignificant connection was found because the value of the significance threshold is $p=0.136 (>0.05)$.
- *Item 9, the experimental group*, in the pretest and posttest stage, revealed a solid statistically significant link. In *the control group*, a statistically insignificant connection was found, the value of the significance threshold being $p=0.746$.
- *Item 10, the experimental batch*, in the two stages of the research, highlighted the fact that there is a strong statistically significant link, the value of the significance threshold being $p=0.018$. In *the control group*, a statistically insignificant connection was found, the value of the significance threshold being $p=0.130 (>0.05)$.
- *Item 11, the experimental batch*, highlights a solid significant statistical link through the values that the significance threshold takes $p<.001$. In *the control group*, an insignificant statistical link was found because the value of the significance threshold has a value of $p=0.265 (>0.05)$.
- *Item 12, the experimental group*, the comparative analysis of the results revealed a strong statistically significant connection ($p=0.032$). In *the control group*, a statistically insignificant connection was found because the value of the significance threshold is $p=0.398 (>0.05)$.
- *Item 13, the experimental group*, in the initial and final stage, revealed a strong statistically significant connection, $p=0.003$. In *the control group*, a statistically insignificant connection was found, the value of the significance threshold being $p=0.346$.

Table 3.3. Comparative analysis of the results of Items 4, 8, 9, 10, 11, 12 and 13 – experimental group and control group (pretest and posttest)

Paired Samples T-Test				
batch			Experimental	
			Control batch	
statistic	df	p	statistic	df
14.Are the perpetrators of the				
26.0	0.010		-1.03	26.0
violence colleagues or not			0.312	

I8. Position of violent/aggressive face by a colleague or teacher	-3.05	-1.54 0.136	26.0
I9. Degree of protection against violence of some colleagues, teachers/other people	-	0.328 0.746	26.0
I10. Causality of aggression	2.52	1.56 0.130	26.0
I11. The degree of imitation of aggression	-	-1.14 0.265	26.0
I12. The source of inspiration in imitation aggressiveness	-	-0.858 0.398	26.0
I13. Contribution to the reduction of cases of violence manifested in school	-	-0.960 0.346	26.0

In the comparative analysis between the scores obtained in the initial stage and the final stage of the research in *the experimental group*, it was found that in the pretest stage, a significance threshold of $p=0.030$ was obtained, so in the posttest stage, a significance threshold of $p=0.005$, which denotes that there is a highly significant statistical relationship. The comparative analysis of the research stages is summarized in Table 3.4.

Table 3.4. Comparative analysis of initial and final scores in the experimental group

One-Way ANOVA (Welch's)				
	F	df1	df2	P
Initial scor experimental	5.42	1	20.8	0.030
Final scor experimental	10.19	1	18.8	0.005

The measurement of gender differences is represented in Table 3.5. A significance threshold of $p=0.040$ is observed, denoting a statistically significant relationship.

Table 3.5. Representation of gender differences

Contrasts – Gen				
	Estimated	SE	T	P
Male – Female	-17.9	8.29	-	0.040
			2.16	

The second questionnaire to identify the frequency of acts of violence for students aims at the types of undesirable behavior and the frequency with which they manifest in the school environment. The analysis of the results recorded by *the experimental group*, in the initial stage, shows a concentration of responses at the level of 3-5 times, a situation resulting from the highest value of the average, Mean=7.24, and the poorly represented

level was Mean=3.47, in the case the "never" level (Table 3.6.). This situation underlines that these behaviors are present in 4th-grade students with an average frequency.

Table 3.6. Analysis of behavioral indicators in the pretest in the experimental group

Descriptives												
N Missing Mean Median Standard Deviation Minimum Maximum	Behavior		Never		1-2 times		3-5 times		6-10 times		11-20 times	
	27		27		27		27		27		27	
	0		0		0		0		0		0	
	9.00		3.47		5.65		7.24		6.71		3.76	
	9		1.00		5.00		7.00		7.00		3.00	
	5.05		6.23		3.95		3.23		3.95		3.23	
	1		0.00		1.00		0.00		0.00		0.00	
	17		26.0		12.0		15.0		13.0		9.00	

In the posttest stage, the recorded results have a positive evolution. This progressive improvement emerges from the analysis presented in Table 3.12, in the final stage of the research, in *the experimental group*. The highest average value, Mean=7.12, was recorded at the "1-2 times" level, and the lowest value, Mean=1.18, at the "11-20 times" level.

Table 3.7. Analysis of behavioral indicators in the posttest in the experimental group

Descriptives														
N Missing Mean Median Standard deviation Minimum Maximum	Behavior		Never		1-2 times		3-5 times		6-10 times		11-20 times		Over 20	
	27		27		27		27		27		27		27	
	0		0		0		0		0		0		0	
	9.00		5.76		7.12		6.94		5.94		1.18		0.00	
	9		4.00		8.00		7.00		7.00		1.00		0.00	
	5.05		6.05		3.98		2.59		2.77		1.07		0.00	
	1		0.00		1.00		0.00		0.00		0.00		0.00	
	17		26.0		12.0		11.0		9.00		3.00		0.00	

The comparative analysis of the results recorded in the two stages of the research shows that the violent manifestations of behavior reduce their frequency. The experimental Program in which the subjects participated had positive effects on the students: improving the forms of aggressive behavior,

stimulating to reduce the acts of violence in the school environment, and promoting a non-hostile attitude in the relationship with colleagues.

The effectiveness of *The program for the prevention and reduction of school aggression and violence in primary education* was ensured by the fulfillment of the following conditions: aggression, school violence, and behavior problems were defined in very clear terms; the risk factors that trigger and maintain school violence and aggressive behavior have been identified; the implementation of the interventions was based on the information held regarding the triggering and maintaining factors; a series of alternative behaviors for students were defined; students were trained in these alternative behaviors and were supported in acquiring the necessary skills to bring about the desired behavior change where the situation required it; motivational systems were developed and implemented throughout the program to maintain their interest and encourage them to change.

In order to support the results obtained, we developed *The matrix of progress indicators of the behaviors of young school students* and *The matrix of behavioral indicators of parents and teachers* participating in the implemented program. The results are reflected in Table 3.8. and 3.9.

Table 3.8. The Matrix of progress indicators of the behaviors of young school-aged students

	No. crt.	Indicators	1 (weak)		2 (high)	
			pre-course	post-course	pre-course	post-course
STUDENTS	1.	Formulation of rules and limits of behavior from the class regulations	51,3%	24,6%	48,7%	75,4%
	2.	Identification of rights and responsibilities	72,8%	37,6%	27,2%	62,4%
	3.	The desire to have an inclusive class in an inclusive school	74,5%	19,9%	25,5%	80,1%
	4.	Recognition of aggression and violence	55,8%	35,4%	44,2%	64,6%
	5.	Resistance to the aggression of others	63,1%	43,7%	36,9%	56,3%
	6.	Self-knowledge	52,8%	26,7%	47,2%	73,3%
	7.	Experiencing tolerance	48,0%	24,7%	52,0%	75,3%
	8.	Knowing one's own and other's emotions	64,9%	25,9%	35,1%	74,1%
	9.	Controlling emotions	63,0%	25,7%	37,0%	74,3%
	10.	Relationships with others	46,7%	33,9%	53,3%	66,1%
	11.	Communication with colleagues	75,6%	45,3%	24,4%	54,7%
	12.	Refraining from aggressing others	44,8%	37,6%	55,2%	62,4%
	13.	Change in situations of aggression (harassment, teasing, threats)	40,7%	32,7%	59,3%	67,3%
	14.	Self-control	68,5%	32,8%	31,5%	67,2%
	15.	Appropriate reaction in a conflict	75,2%	41,2%	24,8%	58,8%

Based on the student's assessment, we see progress in all indicators, in some places more significant, in others more subtle.

Table 3.9. Matrix of behavioral indicators of participating parents and teachers

	No. crt.	Indicators	1 (weak)		2 (high)	
			pre-course	post-course	pre-curs	post-curs
PARENTS	1.	Recognition of aggressive behaviors (accepted and unaccepted behaviors)	73,6%	32,8%	26,4%	67,2%
	2.	Building a sense of security	56,7%	37,6%	43,3%	62,4%
	3.	Relationships with own children	58,5%	21,2%	41,5%	78,8%
	4.	Behavioral alternatives	68,5%	27,0%	31,5%	73,0%
	5.	Understanding of protection mechanisms	62,9%	33,9%	37,1%	66,1%
	6.	Experiencing firmness in the decisions made	68,0%	38,8%	32,0%	62,1%
TEACHERS	1.	Management of relations with students	56,7%	42,4%	43,3%	57,6%
	2.	Communication style/ Nonviolent language	57,3%	21,3%	42,7%	78,7%
	3.	Balanced manifestation of authority	61,9%	37,8%	38,1%	62,2%
	4.	Discipline management (rules and routines)	57,2%	31,3%	42,8%	68,7%
	5.	Promotion of inclusive attitude	61,6%	37,5%	38,4%	62,5%
	6.	Assisting	59,0%	32,9%	41,0%	67,1%

Based on the feedback provided by the parents and teachers involved in *The parent module* and *The teacher training*, significant progress was made in each segment, slightly more visible at the level of the parents, thus overcoming the customs regarding the parents' resistance to participation in parenting courses and the difficulty of accepting external recommendations regarding the techniques of raising and educating one's children.

In **General conclusions and recommendations**, the main scientific results of the research were highlighted and synthesized, which were exposed in correlation with the intended purpose and objectives obtained following the exploitation of the theoretical-applicative foundations of the prevention and reduction of aggression and school violence in primary education.

The psycho-pedagogical approach to aggression and violence, the approach to theories about aggression, the complexity of the phenomenon of school violence in terms of the diversity of forms of manifestation, the causes and risk factors, the implicit negative consequences, and the difficulties that appear in reducing the frequency of aggressive

manifestations in students allows us to note that the phenomenon of school violence constituted and still constitutes a topic of major interest.

Our theoretical and applied approach contributed to the development of educational theory and practice through the theoretical, methodological, and experimental foundation of a program to prevent and reduce aggression and violence in school.

The main values of the research are summarized in the following conclusions:

1. The analysis of the theoretical coordinates regarding school aggression and violence presupposed the highlighting of two main levels of approach: psychological and pedagogical, with slight social interference, in the context of the current dynamics of the phenomenon in connection with the particularities of the students' manifestations and through the prism of prevention strategies and intervention.
2. The analytical study of the investigated problem allowed us to establish that school aggression and violence is, on the one hand, the result of the inter-conditioning of risk factors with the particularities of the manifestation of school aggression and violence in primary school students, and, on the other hand, it is the result of internal influences (the school itself as a source of violence) and external influences (the family environment, the social environment).
3. In the context of the scientific approach carried out, the general principles underlying actions to prevent and reduce school aggression and violence in primary education were substantiated and scientifically argued: *the principle of early intervention; the principle of respecting the age and individual characteristics of primary education students; the principle of maximizing the potential of each child; the principle of distributing the necessary resources in order to ensure support for all students; the principle of trying to build a climate that ensures the promotion of respect for others and diversity; the principle of trying to build a climate that ensures openness to new things, constant communication, acceptance and appreciation of differences; the principle of developing empathic skills; the principle of cooperative and collaborative learning; the principle of educational partnership.*
4. Also, in the context of the scientific approach carried out, the importance of psycho-pedagogical conditions and the interconnection between them was emphasized in the efficiency of preventing and reducing school aggression and violence. The role of teacher training on the topic addressed, the role of the school counselor and the school psychologist, and the role of the school-family-community partnership was emphasized, each of the actors involved having specific roles in the context of the topic addressed. Many of the discipline problems of students with effects in the plan of violent manifestations are determined by the inadequacy of understanding the relationship of authority in the

- educational field (either by the student or by the teacher). Students' contestation of the teacher's authority is not a denial of the need for supervision and guidance but rather a choice of the type of authority exercised. This authority stimulates and develops or constrains.
5. The praxiological approach to prevent and reduce school aggression and violence in primary education represents the procedural coordinate, dimensioned in such a way as to configure an integrated approach to the problem concerning all the actors of this process: students, parents, teaching staff, active members of the community, by informing them about the issue of school aggression and violence, the need to combat the phenomenon, increasing the attractiveness of the educational offer by developing the school-family partnership, by making them aware of the importance of formal, non-formal and informal education in preventing and reducing school aggression and violence.
 6. The conducted pedagogical experiment demonstrated that the effectiveness of *The program for the prevention and reduction of school aggression and violence in primary education* is determined by the foundation of the authentic theoretical foundations of the prevention and reduction of school aggression and violence on the essential socio-emotional foundations of *The program "Yes! You can! You can do it!"*: *self-confidence, perseverance, organization, understanding with the unbelievers (cooperation), emotional resistance*, correlation of several factors, principles, and operational strategies.
 7. Based on the theoretical and praxiological values produced as a result of our investigation, ***the essential scientific problem solved*** in the research resides in streamlining the prevention and reduction of school aggression and violence in primary education by leveraging the interconnection of psychopedagogical factors and conditions and the synthetic model developed for this purpose. The research problem was solved by achieving the following objectives:
 - the analysis of current theoretical approaches and the deduction of ways to prevent and reduce aggression and school violence;
 - capitalizing on the recommendations related to facilitating efforts to increase the security of school institutions, formulated in international and national documents;
 - establishing psycho-pedagogical measures to prevent and reduce aggression and school violence;
 - determining the risk factors of school aggression and violence and identifying strategies to counteract them or to reduce their consequences;
 - the foundation and development of *The program for the prevention and reduction of school aggression and violence in primary education*;
 - the experimental validation of *The program for the prevention and reduction of school aggression and violence in primary education*.

In accordance with the results obtained in the research carried out, we propose the following **recommendations**:

a) *Recommendations at the level of educational policies:*

- focusing on changing the social norms of the school environment, establishing clear directions of action and concrete limits;
- the development of an early warning mechanism on school aggression and violence, at the national level and the free training of teaching staff trained in the application of the mechanism at the local level;
- providing financial resources to schools in order to develop and edit their own best practice guides, brochures and leaflets intended for students, teachers and parents that contain useful information, specific to the specific school and community context and concrete measures to prevent and reduce school aggression and violence.

b) *Recommendations for teaching staff:*

- the openness of teaching staff to the democratization of the educational relationship and the involvement of students as partners in the educational act (especially in the non-formal field), limiting the dominance of verticality and the relational asymmetry behind which lies the traditional authority and power;
- the involvement of teaching staff in transforming the school into a true learning community, be it formal, non-formal or informal;
- the availability of teaching staff to provide support and counseling to students and parents in vulnerable or crisis situations;
- participation of teaching staff in training courses not only on the subject of aggression and school violence, but also on class management, discipline management or communication management;
- motivating teachers to get involved in the organization of extracurricular and extracurricular activities that promote nonviolence, tolerance, inclusion and volunteering;
- stimulating teaching staff in enriching the cultural horizon by participating in symposia, conferences, round tables, webinars and forums and valorizing them at the school level.

c) *Recommendations for students:*

- requesting counseling in order to develop self-control skills in tense situations and positive relationships (stress and conflict management);
- stimulating the involvement of students in those extracurricular activities that can favor the manifestation of desirable behaviors;
- valorization at the school level of students who regularly participate in instructive-recreational activities in their free time, with the aim of promoting models of good practice.

d) Recommendations for parents:

- the reconsideration by the parents of the attitudinal position on the school success of their own children, the resizing of the relationship between expectations and the family support offered;
- strengthening the partnership with the school in order to ensure an effective educational environment for students;
- involvement of parents in training and information activities on current topics;
- increasing parental supervision regarding the management of school time and free time, the group of friends and group activities.

The research undertaken was not able to cover all aspects of the phenomenon of school violence and aggression specific to students of small school age. The following aspects can be mentioned as *limitations of the present research*:

- the selection of subjects was not carried out randomly, the two groups (experimental and control) being constituted based on the natural criterion (two primary schools);
- as a result of reporting to the natural criterion, the results obtained refer only to a certain category of students, namely, those who come from environments with an average socio-economic-cultural level, have average school results and often encounter behavioral problems ;
- the performance of some activities was limited by the precautions imposed by the pandemic situation.

The continuation of our theoretical and applied approach would represent an initiative that addresses:

- *getting to know the students* through previous experiences and capitalizing on extracurricular interests. In this sense, the knowledge strategies of the students from the perspective of the apperceptive background can be exploited, as well as the ways to create opportunities for the expression of aspirations and non-conflictual ways of achievement in the classroom.
- *supporting students* belonging to vulnerable groups, combating segregation and school violence induced by certain criteria. Awareness of differences in how to feel, speak and think differently encourages the teacher's approach to believing in the learning potential of all students.
- *resizing students' attitude towards success and performance*. Success and performance are central values of society, promoted along with violence on all communication channels. The choice of ways to obtain these values the balance or the resizing of the ratio between competition and collaboration, are steps to restore fair relations between different social categories.

Exploring a phenomenon so little addressed in young school-age students represents the beginning of new research directions and proposals for prevention and intervention in educational practice.

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ADNOTARE

BALAN Corina, „Condiții psihopedagogice de prevenire și diminuare a agresivității și violenței școlare în cadrul învățământului primar”, teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei. Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 286 titluri și 8 anexe. Volumul tezei cuprinde 166 pagini text de bază, 29 figuri și 39 tabele. Rezultatele investigației sunt reflectate în 21 de articole științifice publicate în reviste științifice sau prezentate în cadrul conferințelor internaționale sau naționale cu participare internațională.

Cuvinte cheie: agresivitate, violență școlară, strategii de prevenție, strategii de intervenție, factori psihologici, factori sociali, factori pedagogici, climat educațional

Domeniul de studiu: Teoria generală a educației.

Scopul cercetării constă în fundamentarea teoretică și praxiologică a prevenirii și diminuării agresivității și violenței școlare în învățământul primar din perspectiva interconexiunii condițiilor psihopedagogice.

Obiectivele cercetării: analiza conceptelor de agresivitate și violență școlară și a stării actuale privind factorii ce provoacă agresivitatea și violența școlară; analiza abordărilor pedagogice și psihologice ale prevenirii și diminuării agresivității și violenței școlare; stabilirea condițiilor și particularităților de manifestare a agresivității și violenței școlare în cadrul învățământului primar; fundamentarea concepției de prevenire și diminuare a agresivității și violenței școlare; elaborarea unui model sintetic de prevenire și diminuare a agresivității și violenței școlare în contextul interconexiunii condițiilor psihopedagogice; validarea experimentală a modelului sintetic de prevenire și diminuare a agresivității și violenței școlare în contextul interconexiunii condițiilor psihopedagogice.

Noutatea și originalitatea științifică a cercetării este obiectivată de actualizarea conceptului de agresivitate și violență școlară la noile condiții socioeconomice și educaționale, pe fondul unui fenomen văzut global, complex, aflat la intersecția factorilor sociali, economici, educaționali, psihologici, familiali și individuali, introducând astfel *cyberbullying*-ul (violența prin dispozitive electronice) și *violența relațională și socială*; identificarea taxonomică a formelor de agresivitate manifestate la vârsta școlară mică (*agresivitate proactivă și reactivă; agresivitate instrumentală și ostilă; agresivitate afectivă și acaparatoare; agresivitate „fierbinte” și „rece”*); interpretarea și clasificarea detaliată a factorilor de risc și a cauzelor care stau la baza fenomenului de agresivitate și violență școlară din perspectiva interconexiunii și valențelor lor de influență asupra fenomenului dat; transferul unor prevederi ale teoriei frustrare – agresivitate, potrivit căreia agresiunea este un comportament reactiv, dependent de condițiile situaționale care îl declanșează și transferarea acestor prevederi în repere conceptuale de prevenire și diminuare a fenomenului; identificarea prevederilor conceptuale psihopedagogice și stabilirea interconexiunilor dintre ele – ca demers în elaborarea modelului sintetic de prevenire și diminuare a agresivității și violenței școlare.

Problema științifică importantă soluționată în cercetare constă în eficientizarea prevenirii și diminuării agresivității și violenței școlare prin valorificarea interconexiunii factorilor și condițiilor psihopedagogice și a modelului sintetic elaborat în acest scop.

Semnificația teoretică a cercetării rezidă în: dezvoltarea cadrului teoretic privind agresivitatea și violența școlară cu noi prevederi specifice învățământului primar: a fost dezvoltată definiția violenței școlare și a fost elaborat un mecanism de avertizare timpurie privind prevenirea și diminuarea agresivității și violenței școlare din perspectiva interconexiunii abordărilor pedagogice și psihologice, contribuind la stabilirea unor premise de conturare a unui referențial teoretic al agresivității și violenței școlare specific elevilor din învățământul primar; dezvoltarea cadrului metodologic/praxiologic cu noi abordări de prevenire și diminuare a agresivității și violenței școlare în baza unui *Program de prevenire și diminuare a agresivității și violenței școlare în învățământul primar* care are ca subiecți elevi din învățământul primar, cadre didactice, părinți și membri ai comunității.

Valoarea aplicativă a cercetării: Programul de prevenire și diminuare a agresivității și violenței școlare în învățământul primar reprezintă un demers validat prin experiment, fiind util atât la nivelul managementului comportamentului în clasă, cât și în dezvoltarea unor strategii de intervenție în vederea diminuării fenomenului violent și a consecințelor generate de acesta. Rezultatele cercetării pot fi de un real folos cadrelor didactice, consilierilor educativi și psihologilor școlari din instituțiile de învățământ. Recomandările practice pot fi valorificate în formarea inițială și continuă a cadrelor didactice.

Implementarea rezultatelor științifice s-a realizat prin intermediul cercetărilor experimentale în cadrul Școlii Gimnaziale „Mihai Eminescu” Bănești, Suceava, România, prin implementarea reperelor teoretice și praxiologice elaborate și structurate în *Programul de prevenire și diminuare a agresivității și violenței școlare în învățământul primar*, fiind prezentat în cadrul comisiilor metodice existente la nivelul școlii, inclusiv prin comunicările prezentate la conferințe științifice naționale și internaționale.

ANNOTATION

BALAN Corina, „*Psycho-pedagogical conditions for preventing and reducing aggression and school violence in primary education*”, doctoral thesis in education sciences, Chisinau, 2024

Thesis structure. The thesis contains an introduction, three chapters, general conclusions and recommendations, a bibliography of 286 titles and 8 appendices. The volume of the theory includes 166 pages of primary text, 29 figures and 39 tables. The investigation results are reflected in 21 scientific articles published in scientific journals or presented at international or national conferences with international participation.

Keywords: aggression, school violence, prevention strategies, intervention strategies, psychological factors, social factors, pedagogical factors, educational climate

Field of study: General theory of education

The purpose of the research consists of the theoretical and praxiological substantiation for the prevention and reduction of school aggression and violence in primary education from the perspective of identifying and exploiting the psycho-pedagogical conditions and the interconnection between them.

Research objectives: analysis of the concepts of aggression and school violence and the current state of the factors that cause aggression and school violence; analysis of pedagogical and psychological approaches to the prevention and reduction of school aggression and violence; establishing the conditions and particularities of the manifestation of aggression and school violence in primary education; the foundation of a concept to prevent and reduce aggression and school violence; developing a synthetic model to prevent and reduce school aggression and violence in the context of the interconnection of psycho-pedagogical conditions; experimental validation of the synthetic model to prevent and reduce aggression and school violence in an international context.

The novelty and scientific originality in the research is objectified by updating the concept of aggression and school violence in the new socioeconomic and educational conditions, as a global, complex phenomenon, which appears at the interference of social, economic, educational, psychological, family and individual factors; the interpretation and classification of risk factors (internal and external), the causes that underlie the phenomenon of aggression and school violence from the perspective of their interconnection and valences of influence on the given phenomenon; identifying the forms in which aggression and school violence manifest; the transfer of some provisions of the reference theories that address the phenomenon considered in conceptual benchmarks for its prevention and reduction; identifying the psycho-pedagogical conditions and establishing the interconnections between them - as a step in developing the synthetic model to prevent and reduce school aggression and violence.

The important scientific problem solved in the research consists in streamlining the prevention and reduction of aggression and school violence by leveraging the interconnection of psychopedagogical factors and conditions and the synthetic model developed for this purpose.

The theoretical significance of the research lies in 1. the development of the theoretical framework regarding school aggression and violence with new provisions specific to primary education: the definition of school violence was developed, a mechanism was designed to prevent and reduce school aggression and violence from the perspective of the interconnection of pedagogical approaches, and psychological, contributing to the stability of some premises for shaping a theoretical reference of aggression and school violence specific to students in primary education; **2.** the development of the methodological/ praxiological framework with new approaches to prevent and reduce school aggression and violence based on a Program to prevent and reduce school aggression and violence in primary education, which has as subjects: primary education students, teaching staff, parents and members of the community.

The applied value of the research: The program for the prevention and reduction of school aggression and violence in primary education is an approach validated by experiment, helpful both at the level of behaviour management in the classroom and in the development of intervention strategies in order to reduce the violent phenomenon and its consequences, generated by it. The research results can be of real use to teachers, educational counsellors and school psychologists in educational institutions. The practical recommendations can be used in the initial and continuous training of teachers.

The implementation of the scientific results was carried out through experimental research in the "Mihai Eminescu" Secondary School, Bănești, Suceava, Romania, through the implementation of the theoretical and praxiological benchmarks elaborated and structured in the Program for the prevention and reduction of school aggression and violence in primary education, is presented within the existing methodological commissions at the school level, including through the communications presented at national and international scientific conferences.

BALAN Corina

**PSYCHO-PEDAGOGICAL CONDITIONS FOR
PREVENTING AND REDUCING AGGRESSION AND
SCHOOL VIOLENCE IN PRIMARY EDUCATION**

**Abstract of doctoral thesis in educational sciences
Specialty: 531.01 – General theory of education**

Approved for publishing: 14.02.2024
Offset paper. Offset printing.
Printing sheets: 2,3

Paper size 60×84 1/16
No. of copies 50 ex.
Order no.20/2024

Editorial-Polygraphic Center of the Moldova State University
Str.A.Mateevici, 60, Chisinau, MD-2009