

MANIFESTATIONS OF BULLYING-TYPE AGGRESSIVENESS: FORMS, TYPES AND METHODS OF DIAGNOSIS

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Bullying-type aggressiveness is an extremely complex phenomenon, with a diversity of types and forms of manifestation. Bullying, said D. Olweus, is an „extreme” form of manifestation of aggressiveness, a subtype of violent behavior. Bullying is an interaction in which an individual-aggressor manifests several times, repeatedly aggressive behavior. Bullying is premeditated aggression and manifests itself in a great diversity of forms, which makes it difficult to define this phenomenon unanimously accepted. The focus is on approaching bullying-type aggressiveness from the perspective of three types: physical aggression, verbal aggression, relational aggression. These types of manifestation of bullying have a complex of specific forms: physical aggression - hitting, punching, etc.; verbal aggression – sarcasm, nicknaming, teasing, etc.; relational aggression - manipulation, threat, rejection, lies, gossips, etc. The manifestation of bullying-type aggression can be direct and indirect. Some data are also presented regarding the diagnosis of the level of manifestation of bullying-type aggressiveness in lyceum (high school) students.

Keywords: *bullying-type aggressiveness, aggressiveness, violence, physical aggression, verbal aggression, relational aggression.*

MANIFESTĂRI ALE AGRESIVITĂȚII DE TIP BULLYING: FORME, TIPURI ȘI MODALITĂȚI DE DIAGNOSTICARE

Agresivitatea de tip bullying este un fenomen extrem de complex, cu o diversitate de tipuri și forme de manifestare. Bullyingul, spunea D.Olweus, este o formă „extremală” de manifestare a agresivității, un subtip al comportamentului violent. Bullyingul este o interacțiune în care un individ-agresor manifestă mai multe ori, în mod repetat un comportament agresiv. Bullyingul este o agresiune premeditată și se manifestă într-o diversitate mare de forme, ceea ce îngreunează definirea acestui fenomen unanim acceptată. Accentul este pus pe abordarea agresivității de tip bullying din perspectiva a trei tipuri: agresiunea fizică, agresiunea verbală, agresiunea relațională. Aceste tipuri de manifestare a bullyingului are un complex al formelor specifice: agresiunea fizică – loviri, îmbrânciri etc.; agresiunea verbală – sarcasm, poreclire, tachinare etc.; agresiunea relațională - manipulare, amenințarea, respingerea, minciuni, zvonuri etc. Manifestarea agresiunii de tip bullying poate fi directă și indirectă. Se prezintă și unele date privind diagnosticarea nivelului de manifestare a agresivității de tip bullying la elevii liceeni.

Cuvinte-cheie: *agresivitatea de tip bullying, agresivitate, violență, agresiunea fizică, agresiunea verbală, agresiunea relațională.*

Introduction

The retrospective of research on aggressiveness and violence, including in school, allows us to note that several theories and concepts of these phenomena have appeared, and in this case with reference to the reduction and management of aggressiveness in school.

At the same time, contradictory ideas were formulated regarding the definition of notions „aggressiveness” and „violence”. Most researchers define aggressiveness as behavior directly aimed at another individual with the intention of obtaining an advantage or benefit from the suffering caused (Baron & Richardson, 1994; Green, 2001) [2; 12]. In other words, it is conduct that intends to do harm, to cause another person pain, suffering.

The researcher Corina Balan, based on the analysis of different approaches, presented several definitions of the concept of aggression [1].

Table 1. Definitions of Aggressiveness Concept.

Authors	Aggressiveness - Definitions
Jean Laplanche and J.-B. Pontalis (1994)	- „tendency or group of tendencies that are actualized in real or phantasmal behaviors that aim to harm another, destroy him/her, compel, humiliate him/her” [16]
Paul Popescu-Neveanu (1978)	- „destructive and violent behavior directed towards people, objects or oneself” [28]
Constantin Păunescu (1994)	- „a set of hostile behaviors on a conscious, unconscious and phantasmatic level, with the aim of destroying, degrading, coercing, denying or humiliating a being or thing invested with meaning, which the aggressor feels as such and represents for him/her a challenge” [27]
Septimiu Chelcea (1996)	- „form of behavior aimed at harming or offending others” [4]
Ursula Șchiopu (1997)	- „behaviours loaded with brutal, destructive and attacking reactions” [31]
Adrian Neculau (1998)	- „form of destructive behavior aimed at producing certain material, moral-psychological or mixed damages” [21]
N. Mitrofan, V. Zdrenghia & T. Butoi (1997)	- „form of conduct directed with intention towards objects, persons or oneself, in order to cause harm, injury, destruction and damage” [19]
Tuciov-Bogdan, S. Chelcea, M. Golu, P. Golu, Mamali, Pânzaru (1981)	- „a form of offensive behavior of the individual, which is consumed in action or verbally, constituting his/her reaction to an opposition, real or only imaginary, on the part of others” [32]
Baumeister, Smart & Bodea (1996)	- „the individual’s reaction to a series of threats that shook his/her favorable self-image and high self-esteem” [3]
Russell G. Geen (2001)	- „any intentional behavior aimed at causing suffering to another person against his/her will” [12]
Gilles Ferréol and Adrian Neculau (2003)	- „the ability to face one obstacle, face another one and not back down in case of difficulty” [10]
Septimiu Chelcea (2003)	- „offensive verbal or action behavior aimed at humiliating, harming and even suppressing others who are motivated to avoid this treatment” [5]

Aggressiveness as intentional behavior manifests itself in different forms: physical, verbal, social aggression, etc. In this sense, violence is seen as the serious form of aggression. It is noted that many researchers have tried to distinguish between aggressiveness and violence, characterizing aggressiveness as a behavior or provocation, while violence represents the actual realization of aggressive intentions.

As in the case of aggressiveness, the researcher Corina Balan tried to generalize different opinions with reference to the concept of violence.

Table 2. Definitions of Violence Concept [1].

Authors	Aggressiveness - Definitions
H. L. Nieburg (1963)	Violence is „a direct or indirect action intended to limit, injure or destroy persons or property” [23].
Yves Michaud (1978)	„Violence exists when, in an interaction situation, one or more actors act in a direct or indirect, masked or distributed manner, causing harm to others in varying degrees”, in their physical, moral wholeness, in their possessions, in their symbolic and cultural participations [17].
Éric Débarbieux (1996)	„Violence is the brutal or continuous disorganization of a personal, collective or social system, and which results in a loss of integrity, which can be physical, mental or material. This disorganization can operate through aggression,

	through the use of force, consciously or unconsciously, but there can also be violence only from the point of view of the victim, without the aggressor having the intention to do harm” [9].
Krug <i>et al.</i> (2002)	Violence is „the threat or intentional use of physical force or power against one’s own person, against another one, against a group or a community that causes or strongly risks causing trauma, death or psychological damage, improper development or certain deprivations” (WHO report) [15].
Yves Michaud (1978)	„Historically and culturally, violence is a relative notion, dependent on the social, legal and political codes of the society in which it manifests itself” [9].
Jean Claude Chesnais (1981)	„Violence (...) is a direct, corporal injury against people. It has a triple character: brutal, external and painful. What defines it is the material use of force” [6].
Nicolae Mitrofan (1996)	Violence refers to „any behavior whose purpose is to harm or destroy the victim” [19].
Eirick Prairat (2001)	Violence is a „process fairly well identified by the categories of the Criminal Code” [29].
Cristina Neamțu (2003)	„Violence is (...) the most frequent school deviant behavior” [20].
Johan Galtung (1990)	„I understand violence as an avoidable damage to basic human needs or, more generally, a damage to life that reduces the degree to which people are able to fulfill their needs at a certain or potentially possible level” [11].

The research of roblem with reference to violence and aggression has highlighted a specific form of manifestation of aggressiveness – the bullying. This concept was first introduced into psychopedagogical theory and practice by Dan Olweus in 1978. He wrote that a student is bullied when he/she is exposed repeatedly and over time to negative actions by one or more students [26 , p. 10].

For Hazier (1996) [14], *bullying is a premeditated and systematic aggression*, a behavior that occurs spontaneously and is manifested by a student that inspires fear, and the unpleasant experiences of victims are external (physical) and internal (psychological). There are two meanings of aggressive bullying-type behavior: in a broad sense, the systematic abuse of power, and in a narrow sense, the psychological or physical domination of a weaker person by a stronger person or by a group of people (Rigby, 2007) [30]. The complexity of aggressive bullying-type behaviors required researchers to focus on certain components of this process. Thus, among other things, the victim’s behavior is described as his/her inability to defend himself/herself because he/she does not have the necessary resources (Smith et al, 2004). The repetition of each incident of aggression leads to the consolidation of power relations, in the sense that the aggressor increases in power, while the victim loses power (Craig & Pepler, 2007) [7; 13, p.69].

Types and Forms of Bullying-Type Aggressiveness Manifestation

In specialized literature, bullying as a type of aggressiveness is manifested in three situations: verbal aggression, physical aggression, relational/social aggression.

Verbal Bullying-Type Aggression

Repeated verbal abuse has long-term psychological consequences. Verbal aggression occurs when the individual uses specific language to offend another individual. Verbal bullying is most widespread in the school environment, and especially in the high school (lyceum) environment, when in school groups are leader groups, when some students want to gain power and control over others. Recently, a specific form of aggression has appeared - online aggression, through the Internet. This form of aggression is still insufficiently researched. At the same time, its consequences are often dramatic.

From the most widespread forms of verbal aggression, we identify the following: nicknaming, sarcasm, teasing, insults - direct aggression; spreading false rumours, inciting one person to attack another person –

indirect aggression. It should be noted that this form of manifestation of aggression is more prestigious in the eyes of adults (teachers).

Physical Bullying-Type Aggression

This type of aggression is aimed at bodily harm: hitting, punching and kicking, shoving, throwing at with stones - direct aggression; inciting a person to hit another person – indirect aggression. Physical aggression is easily detected due to the obvious actions of aggressor. If this type of aggression was attributed to men, now the tendency is identified that girls also display physical aggression. Although girls, as a rule, are attributed with verbal aggression.

Relational Bullying-Type Aggression

This type of aggression is prevalent in educational settings and is less researched. It includes: manipulating, threatening, instigating, excluding from the group and spreading false rumors about the victim, etc.

There are other classifications of bullying-type aggression, which are based on different indicators. So Olweus (1993) [24] and Rigby (2007) [30] propose such a classification: physical aggression – direct and indirect; verbal aggression – direct and indirect; non-verbal and non-physical aggression – direct and indirect.

These authors distinguish between direct aggression and indirect aggression. The first presents relatively open attacks on the victim. The second presents less overt/hidden attacks in the form of marginalization and intentional social exclusion from a group.

In the special literature, psychological aggression is addressed, which involves behaviors such as verbal violence, excluding students from their favorite activities, aggressive phone calls, etc. Although all types of aggression to a lesser or greater extent have psychological consequences. Also of interest is the classification of bullying-type aggressiveness by Newman (2000) [22]: physical aggression, emotional aggression, relational aggression and witness victimization. The last type refers to students who see the aggression, but feel that they cannot confront it, or are afraid that they too may become the target of aggression.

Curelaru and his colleagues (2009) [6] proposes a classification of bullying-type aggression based on the following indicators: the nature of act – verbal or physical aggression; the distance with the aggressor ratio – direct-indirect aggression; the number of people involved – individual or group aggression; the unpleasant/ unbearable character – mild or severe aggression; the type of reaction – proactive or reactive aggression [Curelaru, 2009]. Therefore, Curelaru generalized different forms of manifestation of bullying-type aggression, structured it into three categories: physical aggression, verbal aggression, relational aggression.

Table 3. Forms of Bullying-Type Aggressiveness [8].

	Direct	Indirect
Physical	physical assault, hitting, spitting, kicking, slapping, obstructing, throwing stones, destroying personal property, stealing personal property, threatening with a weapon, touching or attempted rape	causing a person to assault another person
Verbal	insult, nicknaming, hurting, humiliation, threat, sarcasm	persuading another person to insult someone, slandering, racial slurs, spreading false rumours, gossiping, manipulating friendships
Non - Physical	obscene gestures, chicanery, humiliating, grimacing, teasing, sticking tongue out, winking	moving and hiding personal belongings, intentional exclusion from groups or activities, rejection, social marginalization, discrimination, banishment
Non-Verbal		

This analysis of types and forms of manifesting bullying-type aggressiveness is not exhaustive and leaves room for further study. At the same time, the diversity of forms and types of characterized bullying-type aggressiveness offers opportunities to establish mechanisms to prevent, reduce and manage this phenomenon.

Certain Diagnostic Aspects of Perception of Gravity and Reactions Towards Aggressors and Victims of Bullying-Type Aggression in Three Forms of Manifestation: Physical, Verbal, Relational

This study is part of a more complex research on the problem of bullying-type aggressiveness. We will focus only on diagnosing teachers regarding their perception and reaction to aggressors and victims of aggression.

The study included 2 high schools (lyceums) in Romania. 120 teachers were surveyed. The questionnaire „*Perception of Gravity and Reaction to Bullies and Victims of Bullying-Type Aggressiveness*” was applied.

The respective questionnaire is aimed at obtaining data on the following variables: the perception of physical aggression gravity; the perception of verbal aggression gravity; the perception of relational aggression gravity; the probability of reaction to the aggressor in case of physical aggression; the probability of reaction to the aggressor in case of verbal aggression; the probability of reaction to the aggressor in case of relational aggression; the probability of reaction to the victim in the case of physical aggression; the probability of reaction to the victim in case of verbal aggression; the probability of reaction to the victim in case of relational aggression [13, p. 153].

The frequency of responses regarding the perception of gravity of physical, verbal and relational aggression and the reaction to the aggressor was analyzed and presented in percentages with further processing and through SPSS programs.

Analytical data are presented in Table 4.

Table 4. Data of Perception of Gravity and Reaction of Teaching Staff Towards Aggressors and Victims of Bullying-Type Aggression.

No. d./o	Variables	Answers
1.	Perception of the physical aggression gravity	67% - grave 33% - very grave
2.	Perception of the verbal aggression gravity	43% - grave 57% - very grave
3.	Perception of the relational aggression gravity	75% - grave 15% - very grave
4.	Reaction to the aggressor in case of physical aggression	81% - will react to the aggressor 19% - will probably react
5.	Reaction to the aggressor in case of verbal aggression	78% - will react to the aggressor 22% - will probably react
6.	Reaction to the aggressor in case of relational aggression	69% - very likely will react 31% - will probably react
7.	Reaction to the victim in case of physical aggression	91% - very likely will react 9% - will probably react
8.	Reaction to the victim in case of verbal aggression	80% - very likely will react 31% - will probably react
9.	Reaction to the victim in case of relational aggression	75% - very likely will react 15% - will probably react

The general analysis of these data allows us to find that:

1. There is a positive correlation between the perception of gravity of physical, verbal and relational aggression and the probability of reaction towards the aggressor involved in the aggression.
2. There is a positive correlation between the perception of gravity of physical, verbal, relational aggression and the probability of reaction towards the aggression victim.

General Conclusions

1. The diversity of types and forms of displaying bullying-type aggressiveness, but also the diversity of approaches to this problem, create many obstacles but also opportunities to substantiate some policies to prevent and reduce this phenomenon.

2. The existence of positive and strong relationships between the perception of gravity of bullying-type aggression and the probability of reaction towards the aggressors and victims of aggression (physical, verbal, relational) by the teacher generates a vision and prospects for preventing this phenomenon in the school.

3. Examining the obtained data opens many directions of pedagogical and psychological intervention towards the aggressor and the victims involved in physical, verbal or relational aggression.

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