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RESEARCH OF PROPENSITY TO AGGRESSIVE BEHAVIOUR AMONG SCHOOLCHILDREN AND UNIVERSITY STUDENTS IN EMERGENCY SITUATIONS**SOPIVNYK I. V.** , Doctor of Pedagogy, Associate Professor*National University of Life and Environmental Sciences of Ukraine*E-mail: sopivnyk_i@nubip.edu.ua**CHOBAN O. V.** , PhD in Pedagogy, Associate Professor*Coban Tourism, Fuel Marketing, Transportation and Trade Inc.*E-mail: olchuk_2@ukr.net

Abstract. *The purpose of the article is to study the influence of emergency factors on the tendency to aggressive behaviour among students. We conducted a study in Ukraine during 2016-2020 in emergency situations. In 2016, for the third year in a row, a military emergency situation continued in eastern Ukraine, which left its mark on all the country's youth. In 2020, young people were exposed to a medical and biological emergency due to the Covid-19 pandemic. We made two diagnostic sections, respectively, in 2016 and 2020 using the same method of "Aggressive behaviour" (according to E. Ilin and P. Kovaliov). The results of the study show that there is a direct connection between a young person's stay in an emergency situation and an increase in the level of aggressive behaviour, in particular direct, physical one. Therefore, in emergency situations, it is necessary to develop and implement programs for the socio-psychological and pedagogical rehabilitation of young people.*

Keywords: *aggression; manifestations of youth aggression; aggressive behaviour; aggression during pandemic; verbal aggression; physical aggression; direct aggression; indirect aggression.*

Introduction. The phenomenon of aggression, aggressiveness, aggressive behaviour, the causes of its occurrence, prevention and correction is the subject of research by scientists from various branches of science, including humanitarian and pedagogical.

Despite such a large number of publications, an increase in the number of aggressive actions, especially in children and youth, the emergence of new external forms of manifestation of aggressive behaviour (due to the development of the Internet and the emergence of online communication, new, special forms of manifestation of human aggression have appeared: electronic social aggression, cyber aggression, and such forms of aggression tend to increase [1] and in view of the danger of violent actions, suicidal behaviour and other destructive behavioural deviations that may be inherent not only in a child with aggression, but also cause the same

behaviour in the victim of aggression, we consider it appropriate to continue to investigate the phenomenon of aggressive behaviour. The first step towards the development of effective ways to prevent aggressive behaviour should be the diagnosis of the tendency to such deviation in children and young people in order to find out the reasons for its occurrence and develop preventive measures.

Analysis of recent researches and publications. In the scientific literature the results of research show that in emergencies people expose a higher level of aggression. Evidence of an increase in the level of propensity for aggressive behaviour can be found during the plague epidemic of 1603, in particular in the descriptions of Thomas Decker «Houses were rifled, streets ransacked, beautiful maidens thrown on their beds and ravished by sickness, rich men's coffers broken open and shared amongst prodigal heirs and unthrifty

servants, poor men used poorly but not pitifully» [2].

The fact of various emergencies influence on the growth of aggression is testified by the United Nations Development Programme, noting that «GBV increases during every type of emergency – whether economic crises, conflict or disease outbreaks» [3].

Barbara Krahe – Professor of Social Psychology at the University of Potsdam (Germany) cites 4 factors that in a pandemic (medical and biological emergency) cause aggression, including: 1) lack of control, 2) frustration, 3) social distancing; 4) uncertainty and uncertainty that cause stress. Barbara Krahe focuses on the relationship between stress and aggressive behaviour. The researcher notes that "Uncertainty creates stress, and stressed people are more likely to show aggressive behaviour, not least because coping with stress requires resources, such as self-control, that are needed to inhibit aggressive behaviour" [4].

Studies by the Italian scientists (Bonichini S, Tremolada M.) show that the respondents mentioned sadness (72 %), boredom (54.5 %), impotence (52 %), anxiety (50 %), happiness (38.6 %), anger (37.8 %) and others among the emotions they felt during the last week in quarantine [5]. This number of negative emotions can be the basis for manifestations of aggressive behaviour.

Guy Hall, Associate Professor and Academic Chair Criminology at Murdoch University) underpins the fact that «learning to deal with frustration is critical when handling aggression and heightened frustration in a time as frustrating as the COVID-19 pandemic» [6].

The study (Johnsen, GE, Morken, T., Baste, V.) shows that violence is a serious problem in emergency primary care clinics, as «the average overall SOAS-RE score for reported aggressive incidents was 9.7 on a scale of from 0 to 22, and 60 % of the incidents were considered serious».

«The mean overall SOAS-RE score for reported aggressive incidents was 9.7 on a scale from 0 to 22, and 60 % of the incidents were considered severe» [7].

Studies in Hubei Province (China) show that "Results also revealed that young people aged 21-40 years are in more vulnerable positions in terms of their mental health conditions and alcohol use" [8].

Results indicated (Ye B., Zeng Y., Im H., Liu M., Wang X., Yang Q.) that moral dis-engagement mediated the effect of fear of COVID-19 on college students' overt and relational online aggressive behaviour» [9].

Purpose. In view of the above research, we set ourselves the task of finding out how emergencies affect the Ukrainian students.

Methods. Direct research experiment was carried out in two stages (see Fig. 1). Before conducting a research experiment using the methods of content analysis, generalization, systematization, psychological, pedagogical, scientific literature on the essence of aggressive behaviour, aggressiveness, generalization of reasons was studied, they become fertile ground for the manifestation of aggression in teenagers and adolescent children. The sample includes children living in rural (26 %) and urban (74 %) areas from the western, eastern, central regions of Ukraine and certain districts of Luhansk region. In the process of experimental work, two diagnostic sections were performed. In order to diagnose the tendency to aggression, the method of "Aggressive behaviour" was used (according to E. Ilin and P. Kovaliov). According to the specified methodology, the respondents gave answers "yes", "no" to the statement proposed by the developers. According to the results of the answers, the propensity of the respondents to such aggressive forms of behaviour was determined: verbal, physical, direct and indirect. In addition, the conditions of the methodology for determining the

propensity for aggressive behaviour provided for the maximum score for

each type of aggression, which is 10 points.

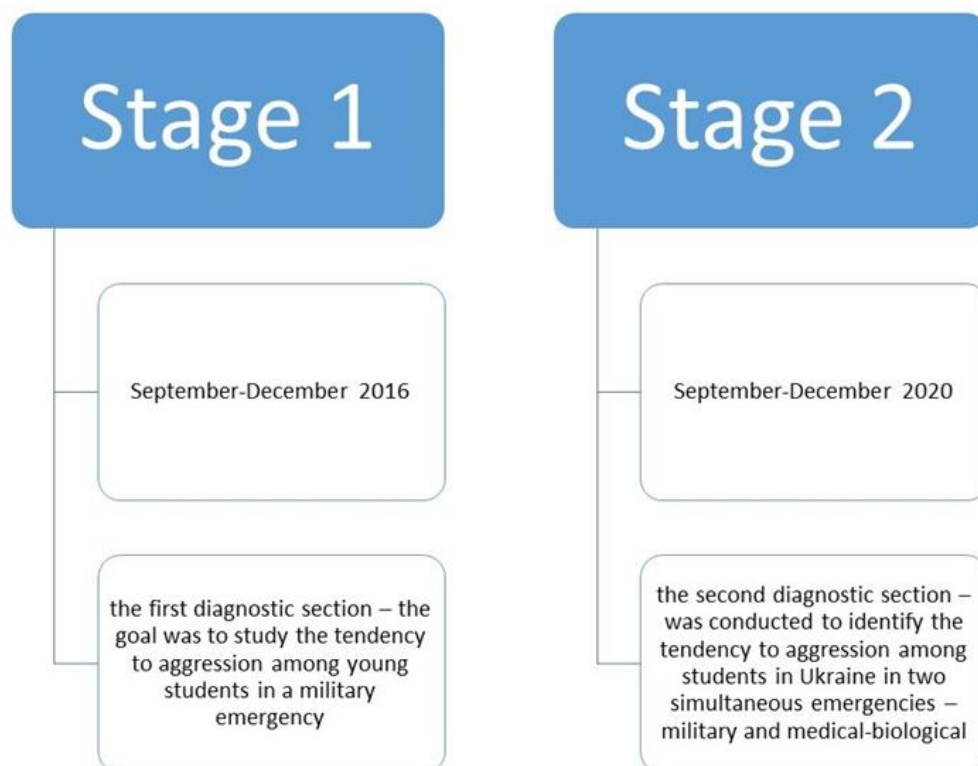


Fig. 1. Block diagram of experimental work

The first diagnostic section was performed in 2016 when the armed conflict in the east of Ukraine lasted for the third year. 299 children aged 11 to 18 years old took part in the anonymous survey – students of grades 6-11 and students of 1-2 years of study in higher educational institutions.

In 2020, the second diagnostic cut was carried out in the midst of the Covid-19 pan-demic. The online survey involved 283 children aged 11 to 19 years –

students in grades 6-11 and students of 1-2 years of study in higher educational institutions from different regions of Ukraine.

Results. Our survey (2016; 2020) suggests that respondents are dominated by the tendency to direct verbal aggression (32 % in 2016; 44 % in 2020) and direct physical aggression (29 % in 2016; 51 % in 2020). Almost a quarter of respondents are prone to indirect verbal aggression (Table 1).

Table 1.

The results of the diagnosis of predisposition to aggressive behaviour of adolescents, 2016 (n=299)

Types of aggressive behaviour	N	%
Direct verbal	96	32,11
Direct physical	87	29,10

Indirect verbal	117	39,13
Indirect physical	51	17,05

According to the research results, 17 % of children showed the tendency to another type of indirect aggression – physical. It is important to note that there are no respondents in the sample who would not have the tendency to one of the listed types of aggressive behaviour. Of

particular concern is the rather large proportion (39 % – 2016; 45 % – 2020) of adolescents with the tendency to indirect verbal aggression, because it is accompanied by hidden actions (Table 2).

Table 2.

The results of the diagnosis of predisposition to aggressive behaviour of ad-olescents, 2020 (n=283)

Types of aggressive behaviour	n	%
Direct verbal	125	44,17
Direct physical	82	28,97
Indirect verbal	128	45,23
Indirect physical	87	30,74

A comparative analysis of the study results of the tendency to aggressive behaviour among students of Ukraine shows that the percentage of adolescents with a tendency to direct aggressive behaviour has not changed;

the percentage of adolescents with indirect verbal aggression has increased slightly within a significant increase (more than 10 %) in verbal and indirect physical aggression (Table 3).

Table 3.

Dynamics of manifestations of predisposition to aggressive behaviour of adolescents (2016-2020), in %

Types of aggressive behaviour	2016	2020	≥
Direct verbal	32,11	44,17	-12,06
Direct physical	29,10	28,97	0,13
Indirect verbal	39,13	45,23	-6,1
Indirect physical	17,05	30,74	-13,69

Various classifications of aggressive behaviour are known in science. However, most often physical (direct and indirect) and verbal (direct and indirect) types are distinguished. Regarding the nature of aggression itself, it is considered as an innate and acquired property. Z. Freud interpreted it as the first case. He believed that a child is already born aggressive, and in the course of socialization, this property

should be leveled. If this process occurred in violation, the result is aggressive behaviour. The same opinion is also held by T. Hobbes, who suggested that selfishness is inherent in a person from birth, however, in order to become members of society, a person needs the control and influence of society.

Behaviorists have a different opinion. They argue that a person is a

passive object, but they do not exclude the influence of the environment on the formation of behaviour. The well-known theory of «tabula rasa» by John Locke also focuses on the influence of external factors on a person, since at birth a person is a «blank slate». It is appropriate here to recall the theory of anomie by E. Durkheim, who warned that it was the absence of clear norms of behaviour in society that contributes to the emergence of deviations, as well as V. Reckless, who, among other things, considered the lack of social control to be the cause of deviant behavior.

Representatives of biological theories explain the causes of deviant behaviour (aggressive behaviour refers to behavioural deviations) by physiological characteristics of the human body.

It is also believed that some hormonal structures increase the sensitivity of the nervous system to aggression, while others reduce it. In different nationalities, cultures, scientists observe hormonal effects on the formation of aggressive human behaviour [10].

Therefore, one way or another, all theories more or less agree that, on the one hand, external factors, social factors create a fertile ground for the formation of aggressive behaviour, and on the other, if they are manageable and provide for a targeted educational influence on the formation and development of a harmonious personality, prevent aggressive behaviour.

In addition, the idea that aggressiveness is an exclusively negative trait is not shared by all the scientists. In particular, psychologists believe that its absence leads to passivity and conformity. Aggressiveness itself does not make a person consciously dangerous, because the existing connection between aggressiveness and aggression is not tough and the act of aggression itself may not take consciously dangerous and

unpalatable forms [11]. Aggressive tendencies will be realized mainly in traumatic situations where there is a high probability of emotional stress [12]. One should also take into account the opinion that aggressiveness is one of the instincts of human self-preservation, explains aggressive behaviour as a defensive reaction to environmental stimuli.

Others believe that aggressive behaviour in children and youth has a negative impact on the personality: it complicates high-quality education, sports and labour activity, de-forms the psyche, disrupts social ties, reduces the intellectual and spiritual level [13].

Analysis and generalization of literary sources [14–19] gives grounds to systematize the factors contributing to the formation of aggressive behaviour. These are internal and external. The first include an innate predisposition, personal characteristics, inferiority complexes, inadequate self-esteem, a need and a means of self-expression and self-assertion through dominance over others, is closely related to the conflict, and, therefore, is an external expression of a conflict situation, a way of behaviour in it when the inability to solve a problem situation is compensated by aggression, lack of emotional competence. Others – the natural environment, unstable socio-economic conditions, social environment, in particular, mass culture, peculiarities of relationships with peers and adults, lack of proper family upbringing, hypoprotection, overprotection, unwillingness of parents to respond to the needs of adolescents in relation to them not as to children, but to equals and partners.

So, Pol van Lier, Frank Vitaro, Manuel Eisner [20] in their publication note that the formation of aggressive behaviour is influenced by the sociometric status of a child in a team. In particular, 5-10 % of children experience chronic rejection by their peers and, accordingly, aggressive actions. However,

aggressive behaviour of a child can also serve as a factor of rejection.

Analyzing various studies in schools, Schick Andreas, Cierpka Manfred [19] note that for many schoolchildren, aggression is a part of their daily life. For example, one of them says that 4-12 % of the students surveyed use force at school at least once a week.

Also, aggression is associated with the victimization of the younger generation representatives' behaviour. When the process of socialization proceeds with impairments, the child does not know how to regulate their aggressive impulses, adapting to the requirements of society [17].

The growing negative influence of the media and social communications on the behaviour of children and young people is highlighted separately. Lobach, Miroshnichenko cite in their publication data that, before leaving school, a child watches only 8,000 murder scenes on TV, 100,000 other situations of cruelty [11].

It is important to know what motivates children to identify aggressive behaviour towards others. On the basis of empirical research, which is discussed in the publication of Blyskun [1], young people expose their aggressive actions on the Internet not only as self-defense on the form, given pain, but also as rear entertainment.

Aggressive and asocial actions adolescents manifest both in relation to their peers and in relation to adults (parents, teachers) [13]. Aggressiveness is fairly stable over time, and there is a high probability that aggression in childhood can turn into persistent asocial or antisocial behaviour in adolescents and young people. Aggressiveness in childhood affects not only the relationship with the surrounding reality, but also determines the overall development of personality, its various aspects [10].

A study by Ukrainian scientist O. Drozdov in 2003 showed that only

1 % of Ukrainian youth showed high aggression (particularly among high school students, colleges and students of higher education institutions) [21].

Our diagnostic section in 2016 gives grounds to claim that in 13 years, the tendency to aggressive behaviour among Ukrainian students has increased. If in 2003 1 % of student youth recorded high aggression, in 2016 we find 32 % of respondents who are dominated by a tendency to direct verbal aggression and 29 % to direct physical.

The weakness of the study is that we compared 2 groups of students in 2003 and 2016. The study of aggressive behaviour in these two groups is carried out according to different methods, but we record a significant increase in the percentage of pupils and students with a tendency to aggression. An analysis of the factors that could lead to such a situation shows that the most likely factor is a military emergency since 2014.

We also considered the possibility of the influence of socio-economic factors on the growth of aggression among adolescents. However, research by the Ukrainian scientists in 2019 shows that no link has been established between the socio-economic situation of the family and the level of children aggression. Thus, researchers (Denisova M. F., Muzyka N. M., Shkiriak-Nizhnyk Z. A.) note that «There was no probable difference between the number of adolescents in groups (aggressive, non-aggressive) on these issues (regarding the economic level of the family)» [22]. These researchers «found probably significant indicators of the difference in eating behaviour of adolescents of aggressive and non-aggressive groups... They (adolescents with aggressive behaviour) are characterized by uncontrolled eating, refusal to eat poultry, fish, eggs, visits to fast food restaurants or frequent snacks on the street» [22].

Studies of the Ukrainian scientists show that in addition to eating behaviour, manifestations of aggression are also

influenced by such factors as: a) prenatal, in particular the peculiarities of the mother's diet during pregnancy, her psycho-emotional state, frequency of certain drugs use [23]; b) the Internet addiction [24].

The results of observations and interviews with students and teachers showed that with the beginning of hostilities in eastern Ukraine, the tendency to aggressive behaviour has increased. That is why we believe that the increase in the percentage of young students with aggressive behaviour is due to the military emergency.

Analysis of the first diagnostic section results (2016) showed some differences in the manifestations of student youth aggressive behaviour on the basis of age and place of residence.

Our survey gives grounds to assert that the respondents are dominated by a tendency towards direct verbal aggression (32 %) and direct physical (29 %). Almost a quarter of the respondents are inclined to indirect verbal aggression. According to the research results, 17 % of children showed a tendency to another type of indirect aggression – physical. It is important to note that there are no respondents in the sample who would not be inclined to one of the listed types of aggressive behaviour. Of particular concern is the rather large proportion (39 %) of children with a tendency to indirect aggression, because it is accompanied by hidden actions.

The tendency towards dominance of direct aggression persists among adolescents and youth respondents. However, the latter have a greater tendency to direct verbal and indirect physical aggressive behaviour, while adolescents tend to indirect verbal and direct physical ones. This is due to the age and psychological characteristics of these age groups. Whereas, due to growing up and growing self-confidence in adolescence, they build relationships more openly than adolescents.

If the respondents living in rural areas have a predominant tendency to direct verbal aggression (37 %), then in urban areas – to both types of direct aggression (31 % each).

The mean values confirm the opinion about the greatest propensity of children to direct aggressive behaviour: 4.53 – verbal and 4.12 – physical. The obtained mean values give grounds for concern about the aggressive reaction of children and young people to the corresponding stimuli under favourable conditions. Therefore, this requires the adoption of immediate corrective socio-pedagogical influences.

Urban residents are more prone to aggressive behaviour, and in all four species, than their peers in rural areas. In our opinion, this can be explained by differences in the structure and content of spending free time, the use of labour and assistance to adults in the household as a means of education in the countryside, the presence and importance of public opinion and condemnation.

Experimental evidence of the second stage (2020) suggests that adolescent respondents are more prone to aggressive behaviour of all types than adolescents during times of emergencies, including the Covid-19 pandemic. And if for adolescence, due to rapid and cardinal physiological and psychological changes, a certain measure of aggressiveness is always inherent (psychological characteristics of adolescents contribute to the emergence of conflict situations at almost all levels of their social ties: in the family, at school, with peers [9-21]), then its growth in adolescence, in emergency situations, indicates that the process of socialization of the individual, which should level the aggressiveness, ran over with serious violations, since the level of propensity for aggressive behaviour not only remained, but increased. This trend is dangerous, since it negatively affects academic performance, social communication and interaction with the

immediate environment, personal development and professional self-realization.

The strong point of the study is that the second experimental section was conducted according to the same method as the first one, the survey involved respondents of the same age, the same educational institutions and regions. An important variable that has made significant adjustments in the lives of both the population of Ukraine and the world is the emergency of medical and biological nature – Covid-19 pandemic. Comparison of the results of the first and second diagnostic sections showed an increase in such types of aggressive behaviour as direct verbal and indirect physical aggression.

This increase in aggressive behaviour among young people during the Covid-2019 pandemic is due to a number of factors:

- social isolation – is unbearable for young people, because young people want freedom, interesting meetings, parties, close, direct social contacts, etc. [25];
- exacerbation of conflicts in the family at everyday levels, due to stress and a long stay together;
- violation of the usual daily routine, lifestyle, ways of learning and rest [26-27];
- exacerbation of phobias, in particular the fear of getting sick, losing a loved one, being left without money, food, friends, proper medical care, and the like;
- an increase in depressive disorders, including those due to feelings of helplessness, uncertainty; anger, monotony; a decrease in physical activity;
- changing the daily routine, in particular the quality and duration of sleep, which is important for the mental health of a young person. Researchers have proven that the aggressiveness of urban youth correlates with the duration of sleep, if a young person sleeps less

than normal (9 hours), then the level of aggressiveness increases [28];

- an increase in the time spent on the Internet, in particular for online games or social networks. Thus, the research of specialists [29-31] and the APA organization testify that «The research demonstrates a consistent relation between violent video game use and increases in aggressive behaviour, aggressive cognitions and aggressive affect, and decreases in prosocial behaviour, empathy and sensitivity to aggression» [32];

- an increase in family violence;

- the low level of stress resistance of Ukrainian youth, which is not paid enough attention in educational institutions, concentrating on the transfer of knowledge, the formation of professional skills.

The weakness of our study is that it is impossible to separate the impact of one emergency (military) from another (medical and biological) and determine how each of them affects the propensity to young students aggressive behaviour, as well as the impact of other emergency factors. However, such studies may be conducted in the future. Further research and detailed analysis also requires the study of the dynamics of the tendency to young students aggressive behaviour in the context of continued quarantine measures and determine how long-term quarantine affects aggression.

Discussion. Medical-biological emergencies and military emergencies significantly increase the percentage of young students prone to aggressive behaviour. In emergency situations (of military character), the level of various types of aggression (physical, verbal, direct, indirect) among young people increases, and therefore there is an urgent need to implement programs for the socio-psychological and pedagogical rehabilitation of young people. For prevention purposes, it is necessary to include aggressive and aggressive children in socially significant activities,

develop stress resistance and emotional intelligence. In order for the prevention of aggressive behaviour to be effective, it is necessary to diagnose a pro-pensity to aggression in a timely manner and not be limited only to school, but also to conduct constant monitoring in vocational and higher education institutions through the institute of mentors and provide appropriate training for them. In addition, complex correctional and developmental programs should be introduced into the work on those prone to aggressive behaviour. The inclusion of children in socially significant activities also contributes to this. Considering that an inversely proportional relationship has been established between legal awareness and the level of aggressiveness, in particular, of adolescents, educational institutions should provide for legal education within the framework of educational activities and extracurricular educational work.

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**ДОСЛІДЖЕННЯ СХИЛЬНОСТІ ДО АГРЕСИВНОЇ ПОВЕДІНКИ
СЕРЕД УЧНІВСЬКОЇ І СТУДЕНТСЬКОЇ МОЛОДІ В УМОВАХ
НАДЗВИЧАЙНИХ СИТУАЦІЙ
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Анотація. Мета статті полягає у дослідженні впливу факторів надзвичайної ситуації на схильність до агресивної поведінки серед учнівської і студентської молоді. Нами було проведено дослідження в Україні протягом 2016-2020 рр. в умовах надзвичайних ситуацій. У 2016 році в Україні третій рік поспіль тривала надзвичайна ситуація військового характеру, на Сході України, яка наклала свій відбиток на усю молодь країни. У 2020 році, молоді люди опинилися під дією надзвичайної ситуації медико-біологічного характеру, в зв'язку із пандемією Covid-19. Нами було зроблено два діагностичні зрізи, відповідно у 2016 та 2020 році за однією і тією ж самою методикою «Агресивна поведінка» (за Є. Ільїним та П. Ковальовим). Результати дослідження свідчать, що існує прямий зв'язок між перебуванням молоді людини в умовах надзвичайної ситуації та зростанням рівня агресивної поведінки, зокрема прямої, фізичної. Тому, в умовах надзвичайних ситуацій необхідно розробляти та реалізувати програми соціально-психологічної та педагогічної реабілітації молодих людей.

Ключові слова: агресія, прояви агресії молоді, агресивна поведінка, агресивність у період пандемії, вербальна агресія, фізична агресія, пряма агресія, непряма агресія.