Aggressive Behaviour of Pupils against Teachers –
Theoretical Reflection and School Practice

Abstract

The increase in socio-pathological phenomena in adults in Slovakia during the transformation period manifested itself also in the increase in problem behaviour in children and youth thus creating a social need for increased effectiveness of prevention and its professionalisation in schools. In the current school practice, pupils’ aggressive behaviour, even against teachers, is not sporadic. Despite the severity of this problem it is paid little attention.

Keywords: aggressive behaviour, pupils

Aggressive behaviour is clearly a socio-pathological phenomenon which is complex and multi-causal. Currently, the increase in pupils’ aggressive behaviour becomes a serious problem. Aggressive behaviour of elementary and secondary school pupils may result even in committing a criminal offence. Such actions of pupils get more and more daring and brutal, too. The "Methodological Guideline No. 7/2006-R on preventing and tackling pupils’ bullying in schools and school facilities" states that currently bullying becomes a serious problem requiring continuous attention in terms of preventive and punitive action. As stated by Z. Martinek (2009, p.7), “the percentage of children having problems with their behaviour has begun to rise, they are unmanageable in classic classes and lessons, disrupt the whole class, they constitute, to a certain degree, a threat to their school-mates. Teachers are defenceless and helpless in guiding them.” According to P. Ondrejkovič (2009, p. 164), “at present there is a dramatic increase in juvenile crime and violence in schools in all European countries. Slovakia is no exception.”