International Journal of Arts and Sciences
3(14): 391 - 413 (2010)
CD-ROM. ISSN: 1944-6934
© InternationalJournal.org

Education Facing Barbarization: A Case Study on Romanian Adolescents from Prahova County

Gabriel Albu, Petroleum – Gas University of Ploiesti, Romania
Simona Eftimie, Petroleum – Gas University of Ploiesti, Romania
Alina Margaritoiu, Petroleum – Gas University of Ploiesti, Romania

Abstract: Our civilization is threatened by barbarization. Starting with Platon, Pascal, Descartes, Durkheim, Schopenhauer or Freud's ideas concerning the dual essence of human being – homo duplex – some specialists consider barbarism as consubstantial for human existence. Some other specialists are talking about a new barbarism starting with Galileo Galilei's work; and a third category of specialists consider it as a fundamental transmutation where specialization replaces depth, speed replaces reflection, mental surfing replaces thorough study, and pleasure replaces effort. Shortly, it is about *losing sense and soul.* In this context we have made a research concerning some specific expression forms for adolescents (as future parents, models for future generations): *indifferent aggression and passive aggression*. Our first surprising finding is the frequency of aggressiveness expression forms; so, we have found that a very high percentage of investigated adolescents have obtained above limit scores: 76% for general hostility, and 86% for resentment and 82% for suspicion (resentment and suspicion as hostility subscales). Those conclusions confirmed our suppositions concerning the presence of passive – aggressive behaviours on postmodern adolescents. We have also identified some differences in gender specialization for aggressive expression forms: girls obtained high scores for irritability and resentment, and boys for physical reaction (assault). So, we considered it necessarily to propose a Program for Limiting Aggressive Behaviours on Adolescents; our main goal is to develop adolescents' self esteem, self control and self motivation, to help them become more conscious about their emotions (and their sources), and to develop healthy interpersonal relationships in order to reduce aggression and to get control over their fury and anger. More, developing abilities and educative practice skills, necessary to both parents and teachers who are dealing with adolescents, optimizing teenager – parent and school – family relationship, personal development, getting informed about risk factors, expression forms and preventing and limiting measures for hostile manifestations of aggression etc. are only a few goals of our programme.

Keywords: society's barbarization, passive aggression, programme for aggressive adolescents

Introduction

As people and teachers, we have to recognize that, both outside and inside school perimeter, barbarity has extended, which means that we can not underestimate anymore its force, magnitude, effects. So, it is important for educators to pay attention to the barbarism phenomenon, either to discourage any manifestation of it, or to find ways to reduce its presence in school and society.

Barbarism and some of its approaches

In the specialized literature we notice that there are several approaches of barbarism:
1. A first approach focuses on the more extended and more accepted way (by more and more people) to live on the surface, on horizontal and less on depth and vertical position. For A. Baricco (2009), we are not in the presence of the worst manifestation forms of barbarism the mankind has known it till now, but we are confronting an existential mutation. Most of us destroy what is sacred, we lose our soul, and we do *an existential surfing*. Books' civilization is obviously decreasing. In return, we see an increasing attraction to navigate on the surface of the network, the attraction for transient systems. Barbarians haven't just the instinct to simply destroy; they try to immediately transform everything they meet into a transient system. They did not tarry, do not reflect too long. For them, everything is movement and speed. Barbarians no longer explore the stony surface of our existence (Baricco, 2009). Barbarian way of being is to travel *with speed* on and over the world, and life. Shortly, *the existential mutation* caused by barbarians is "the surface instead of depth, speed instead of reflection, surfing instead of thorough study, communication instead of expression, *multi-tasking* instead of specialization, pleasure instead of effort" (Baricco, 2009).

2. A second approach of barbarism is the one that states, under the sign of objectivity, that science (the one based on the creation of G. Galilei) and the technology (derived from this paradigm of science) have eliminated all that is more profound and intrinsic to life: human sensitivity. By eliminating this, human humanity is destroyed. Presenting his point of view, Henry M. (2008) notes: "as an impressive assembly of instrumental devices, of ways to create, of operations, of procedures more and more efficient and sophisticated", technique is a reality that has no connection with life. It is a "dark transcendence", which eliminates subjectivity, human emotions. In his indifference to any value (a humanist one), the technological universe proliferates – in the vision of M. Henry - like a cancer, self multiplying, far from the law and coherence intrinsic to life. All our world values - ethical, aesthetic, religious ones - are staggering.

3. Starting from the premises of the dual essence of man as *homo duplex*, as it was considered by Platon, B. Pascal, Descartes, R. E. Durkheim, A. Schopenhauer or S. Freud, the third approach considers that the barbarism is consubstantial to human existence, and that it isnt't anymore an unfortunate accident of history or of a particular period of human history. According to this view, civilization and barbarism, the two sides – contrary and accomplice – belong to the same humanity. In this regard, J. Fr. Mattei (2005) states: "Barbarian is no less humane than is barbarism far from the civilization or death far from life; each of the items of the couple, without being alike, is inseparable from the other one, this meaning that the barbary is part of humanity or differently said, that it is inside it". It follows, for us, the teachers, an extremely important consequence: that humanity is always under threat of barbarism. The teacher not only has the fundamental mission to perpetuate and build civilization, but also to defend from the destructive, regressive virus of violence / barbarism.

Investigative Research

1. Theoretical Background

In this context - of a society on the way of barbarization – we developed a research refering to the specific manifestation forms of aggression to the adolescents (as future teachers, parents, role models for the next generations). Aggression, as intentional behaviour in order

to produce injuries or discomfort, has a broad spectrum of events which vary from physical injury to more discreet forms - but with consequences maybe equally serious- such as pasivity, indifference or the denial of involvement.

Thus, beyond the common perception, experts found that aggression takes extremely various forms: *physical* ones (hitting, injuries), *verbal* ones (insults, threats, irony, sarcasm, slander), *emotional* ones (intimidation, indifference, boredom).

So, the aggressive behaviour knows, therefore, a multitude of faces, which can be expressed in a variety of ways. Murder or hitting a person are clearly defined forms and accepted of the aggressive behavior, but also some events, less obvious, such as "gossip" or "unintentional" omission of telling an important message to a colleague in order to put him in a unfavorable light to his boss can also be interpreted as forms of (verbal aggression).

Some researches aproach the aggression manifested in the school space; they make the distinction, *as the object of aggression*, between the aggression against: school property, peers, teachers (Astor, Pitner, Benbenishty and Meyer, 2002; Herrero, Estevez and Musitu, 2006 E. Estevez Lopez, 2007, www.sciencedirect.com).

D. Parrott and P. Giancola remind us that one of the most famous dichothomy in terms of manifestations of aggressiveness is promoted first by Feshbach (1964), then by Bandura (1973), and Geen (2001), as hostile aggression and instrumental aggression:

- *Hostile aggression* (sometimes called affective, impulsive) is an unplanned behaviour, accompanied by anger, which intends to harm another person;
- *Instrumental aggression* is premeditated, without any emotional involvement whose primary goal is to get rather a stimulus run out of aggression than to prejudice it.

So, starting from the definition of aggression as a behaviour manifestation (different from the concepts of hostility and anger) which has as an aim to produce harm to other person who wants to avoid such treatment, D. Parrott and P. Giancola propose a new taxonomic model based on the combination of two dichotomous variables that reflect various ways through which the aggression is expressed: *directly / indirectly, actively / passively*. They analyse in the light of this taxonomy (following the two axes) 5 types of aggressive expression: physical, verbal, postural aggression, property destruction and theft.

Our research analyses forms less "visible", sometimes ignored as expressions of aggression: passive aggression and the indifference agression. As regards the **passive aggression**, the debates on this subject are still open (D. Parrott and P. Giancola, 2006, www.sciencedirect.com). Sometimes it is difficult to recognize the signs of aggressive events; it is the case of that indirect aggression. For instance, it is possible for the partner to be late too much or to forget about the meeting mutually settled, causing us to miss other important events. Moreover, there are those "always misunderstood" persons, that all time have something to reproach to the others, with an ambivalent behaviour - now they have an outbreak, and then they apologize. What are the causes of such behaviors?
Manifestations described in the above examples may describe what is called passive aggression by specialized literature. Tim Murphy and Loriann Hoff Oberlin stated in their book *Overcoming Passive – Aggression: How to Stop Hidden Anger from Spoiling Your Relationship, Career and Happiness* (2005) (translated and published in Romania in 2007)

that first time the concept "passive - aggressive" was used in 1945 by Col. W. Menninger in "U. War Department Technical Bulletin", a publication of the U.S. War Department.
Usually the *causes* of such events are deeply rooted *in childhood*, and the minimal information about social intelligence, "the new science of human relations" as is called by D. Goleman, could help parents to understand the overwhelming influence - of the experiences lived by their children in the family - on their future social development: "The well cared children for and those who feel the empathy of the people they are responsible of, acquire an attachment of the security, without being overly dependent, nor isolated. But those whose parents neglect their feelings and who feel ignored become withdrawn (...). And the children whose parents are ambivalent, unexpectedly passing from anger to tenderness, become anxious and insecure. "(D. Goleman, 2007)
(D. Goleman, 2007, p. 224)

Another form of aggressive behaviour, less obvious, is aggressive indifference. Aggressive indifference expression defines very well the type of educational relationship specific to postmodern era. More often lately we see the effects of lack of involvement in the educational relationship. On the one hand teachers, concerned rather of information they have to transmit than the quality of educative relationship, state their "lack of motivation." Furthermore, parents seem to have resigned much of their educational responsibilities and claim "lack of time" for "ordinary" discussion with their "ungrateful" children for the efforts that the adults are making for a decent living. Students / children, as a response to the model of their adult educators, also become indifferent to others and even to their own existence.

But what is the form that manifests the indifference in human relationship? She may know more forms (see L. and C. Şoitu Havârneanu, 2001): not to participate, not to answer, do not get involved, do not think, do not create, do not live the event around, do not live your own state.

Trying to decipher some of the forms and consequences of indifference to educational relationship, we find the effects of indifference on the child's relationship with family, school and peers. Miscellaneous sociological currents (functionalism, conflictualism, neofunctionalism, constructivism, etc.) bring a number of theoretical arguments for and against the way the contemporary family fulfills its educational function. Contemporary families continue to fulfill an important educational function in relation to the overall social system: excepting the primary socialization, it occurs in various ways in the social evolution of the individual; beside the transmitting / the cultural and social reproduction, the family is involved in the adaptation (innovation) of the existing structures (in the context of a world in a process of an accelerated change). Also, the educational function is performed by family as long as society rewards, direct or indirect, its services. Studies show that the presence of children affects both attitudes and behaviours of parents, but also the relations within the family.

However, recent empirical observations indicate that, more often, adults who have a family, in the absence of "decent" income prefer, even after the appearance of a child, to devote most of their time to produce additional income hoping to a better life. New family member is left in the care of nannies - often without recognized qualifications -, or grandparents or educational institutions (nursery). In order to keep the connection with the job issues, from family life privacy do not miss the phone, the email and other means of communication, but

"of course, children do not really notice – they are absorbed by their own email, playing on the Internet or TV in the room "(D. Goleman, 2007). Lacking a genuine relationship with their family, children - became pupils – do not give credit to their teachers, either. The apprenticeship of social relationships which the children bring from the family, the fatigue and lack of motivation, but also the lack of vocation of teachers transformed the educative relationship into a “job” relationship, a modular one (A. Toffler).

Postmodern era is dominated by the idea of relativity. It seems that relativity can be found in the human relationship also. As if the lack of involvement in the educational relationship is not sufficient, there is the problem of continuously moving of teacher in schools. Not feeling connected to school, many young teachers - who see the teaching profession just like "a backup solution, a" temporary solution" to the problem of finding a job - easily abandon their "job" as soon as it emerges a better payed job and probably one that involves less responsibility and- why not- uses less stress. Thus, during a year of study, children are taught by several teachers; so, those teachers do not live the satisfaction of seeing children progress in the classroom.

Which are the effects of this modular human relationhips for social evolution of children?

It can be seen easily that the child became a teenager, reproducing the type of relationship "from Monday to Friday" in a "continual process of social discovery, during which they search new friends to replace those who either are no longer present or are not sharing the same interests." (A. Toffler, 1995).

What children learned in "relationship" with adult educators? That the values promoted in statements, theoretical (such as solidarity, tolerance, love for others, friendship) is translated into reality by "abandoning the rules of solidarity" by the large number of relations and not by their intensity (L. Şoitu and C. Hăvârneanu, 2001).

And, to disconnect from real life which disappointed so many times, to withdraw their world with headphones on their ears and, unfortunately, and when they them take off, they "notice they have become deaf “ (G. Sartori, 2005). The problem is that these children and adolescents themselves become parents, educators. How does look like the future built on the shoulders of such individuals? And the responsability for such a state of affairs does it belong to whom?

2. Research Methodology

"Adolescence crisis", for long considered universal value is largely due to biological and psychological changes. Adolescent overdraws his child condition, but he is not legally and morally entitled to assume adult roles; and this situation leads to "identity crisis" and "confusion of roles" specific to adolescence (E. Erikson). In response, he tries to take adult roles, but that forms of unacceptable behaviour (smoking, alcohol or drugs, even delinquency, dropout, vagrancy).

R. Epstein, contrary to current opinion, believes that today's adolescents specific agitation is due to the phenomenon of "artificial extension of childhood" beyond puberty. In the last century, young people were "infantilized, and the elderly were treated them as children; they were also isolated from adults. This is why we are not so surprised seeing that in many

Western cultures, teenagers socialize almost exclusively with other adolescents. Moreover, studies of intelligence, perception and memory reveal that teens are superior in many aspects comparing to adults. In other words, this particular agitation of adolescents is a creation of our times and hence drifts and changes in their brain neurophysiology. R. Epstein therefore note concludes: "We need to replace the myth of the immature brain of adolescents with a correct view of the ability and understanding of adolescents in history, the adolescents in other cultures and the truly extraordinary potential of our young people today." (R. Epstein, 2007).

We argue, therefore, for a change of attitude towards the problems of teenagers today, considering that natural changes are specific to their age and could include limits considered normal, under the condition that those involved in their education to recognize them as normal children changes and to provide appropriate educational models.

The operational definition of the analyzed variables. Aggressive children have been described in literature as rather solitary, with problems of inclusion in the group (groups in which individuals are sharing their values and give them security, and they feel valued), suspicious (do not trust others), resigned and pessimistic (they do not accept the possibility of changing the course of their lives).

Longitudinal studies (U. Petermann, 1992, Ferguson 1998; Scheithauer and Petermann, 2002 apud F. Petermann and U. Petermann, 2006) show that aggressive behavior is stable and under certain conditions can lead to delinquent behaviour. If early onset, aggressive behaviour is manifested home in the form of disobedience and pertinacity; then, in school, problems increase, in relationship with teacher and peers, leading to poor academic and social adjustment and stable aggressive behaviours (and delinquency in adolescence). Late-onset occurrence of events requires aggressive early adolescence, usually under the influence of group peers (family having secondary role). Adolescents in the latter category are dealing with the basic social rules and educational requirements, but come to commit theft, fraud or abuse; in this case the therapeutic intervention may be sufficient, says F. Petermann and U. Petermann (2006).

A premise of our investigative approach is that, unfortunately, one of the causes of aggressive behaviour is the lack of a clear picture for the concept of aggression, and hence the confusion and / or lack of awareness about the forms of manifestation, risk factors and prevention measures and limitation of aggressive behaviour. Furthermore, we accept dual targeting aggressive behaviours: positive roles (the effective behaviours, increasing the chances of achieving the goals, discharge tensions accumulated during social interactions), and negative roles (of undermining the nature of social relationships, even impaired social identity, self-image of victims).

In conclusion, we start from the premise that aggressive behaviour involving the production of damage or injury to someone without him / her to wish that, expressed through a hostile attitude and which can experience various forms of manifestation: the involvement refusal or failure load (negativity), distrust and envy of others (suspicion and resentment and passive aggressive), malicious gossip or breaking objects (indirect hostility), going to the lowest violent reaction stimulus (irritability), crying, threats (verbal hostility) and physical aggression (attack). Therefore, the indicator chosen for the analysis of aggressive

manifestations is the factor of hostility (calculated from the application of hostility questionnaire) and the seven subscales of her negativity, resentment, indirect hostility, attack, suspicion, irritability and verbal hostility.

Assumptions and objectives. Our research design was based on the following assumptions:
1. Teenagers have a high frequency of aggressive forms of expression (negativity, resentment, indirect hostility, attack, suspicion, irritability, verbal hostility).
2. There are significant gender differences regarding aggressive forms of expression (negativity, resentment, indirect hostility, attack, suspicion, irritability, verbal hostility).
3. The lack of informing teenagers and teachers with whom they interact on risk factors, the forms of manifestation and consequences of increased aggressive manifestations and alternative behaviors for conflict situations can lead to an increasing frequency.

Research objectives:

- Frequency analysis of forms of manifestation of aggression in adolescents investigating;
- Identifying information needs of adolescents and adults who interact in relation to risk factors, forms of expression and the possible consequences of aggressive manifestations;
- Developing a training programe (to the same extent in adolescents and adults who interact with them) in order to inform them on the factors and aggressive forms of expression, of increasing the emotional coefficient and of acquiring some alternative behaviours for the conflictual situations as a means of preventing and / or limitation aggressive manifestations.

Sample. Characteristics of the investigated population. Participants in this study were selected from schools in Prahova County: 312 adolescents. They were selected with school manager support, teachers and school counselors of the classes that have frequently reported aggressive manifestations (involvement in conflict situations, adolescent inability to identify non-aggressive solutions to interpersonal problems, low emotional conflict, absenteeism and even dropout).

Thus, our research groups have used the following subjects:
G1: 312 students from IXth to XIth classes, aged between 15 and 18.5;
G2: 50 teachers (working in different educational stages: primary, gymnazium, and upper secondary school).

Methods and research tools. Methods field examination which we propose are consistent with our approach to research. Research methods and tools were chosen in order to achieve objectives and checking assumptions. Also they specify the intention of qualitative interpretation of data obtained for quantitative analysis considering only those demonstrated statistically significant correlations with SPSS statistical program processing.

Our research involved four distinct moments: 1. identify characteristics of adolescent sample by calculating the coefficient of hostility (with its subscales: negativism, resentment, indirect hostility, attack, suspicion, irritability, verbal hostility) and analysis in terms of gender differences, 2. identify and analyze the information about the investigated subjects (sample of adolescents and teachers) on the factors, forms of expression and ways of intervention to

prevent or limit the aggressive manifestations 3. based on needs identified in the sample analyzed and the results of focus group type meetings with adolescents and teachers (in primary, secondary and high school), we developed a proposal for a program geared towards limiting aggressive behaviour, addressed both to adolescents and adults with whom they interact.

To achieve the objectives, we chose the following methods of investigation:

- Document analysis: pedagogical characterization papers prepared by the school counselor, register, teachers documents (teachers with supportive counseling, the school head masters and teachers);
- Hostility Questionnaire;
- Statistical processing methods: frequency, mean, median, mode, correlation index;
- Focus group method;
- Method of observation: aggressive behavior observation scale (U. Petermann and Petermann F.);
- Interview.

Data analysis and interpretation. Collection procedures with respect to sample characteristics. In analyzing aggression phenomenon to investigated adolescents, we have conducted a more extensive research that took into account the following variables with the value of predictors for variate expression forms for aggressive behaviour: gender, age stage, self-image, specific family environment, emotional quotient, self-image, information about causes, forms, and prevention of predatory behaviour. Of these, according to our article, we focused here only on the analysis of the correlation between gender and age of adolescent stage investigated and specific forms of aggressive expression (by calculating the coefficient of general hostility and negativism subscales, resentment, indirect hostility, assault, irritability, verbal hostility).

Data analysis resulted in the application of research methods and instruments specified above: analysis of school documents (registers, pedagogical characterization form, contract supervisor, etc.), individual interviews and focus - group technique (teachers and counselors), hostility questionnaire and observation. Data analysis was done using SPSS statistical analysis program. Early indicators taken into account on sample analysis were frequency, mean, median and mode. Subsequently, we proceeded to analyze possible correlations between variables - predictors (gender and age stage) and dependent variables - indicators of predatory behaviour (general hostility subscale its seven - negativity, resentment, indirect hostility, assault, suspicion, irritability, verbal hostility).

Results of investigation

The first step of our research was to analyze statistical documents and interviews with an exploratory goal with advisors from Prahova County Centre for Psycho-pedagogical assistance. Analysis of school documents, registers, documents of masters and teachers and school counselor, our research led us to select the 312 adolescents. Data on characteristics of the sample students were summarized in the table below:

International Journal of Arts and Sciences
3(14): 391 - 413 (2010)
CD-ROM. ISSN: 1944-6934
© InternationalJournal.org

Table 1. - Frequencies of variables - predictors of aggressive behaviour (grouped data)

Variables Values	Frequency	Percent	Cumulative Percent
AGE			
15 - 16,5 years old	146	46.8	46.8
17 - 18,5 years old	166	53.2	100.0
Total	312	100.0	
GENDER			
masculine	172	55.1	55.1
feminine	140	44.9	100.0
Total	312	100.0	

Analyzing the data, we deduce a relatively balanced distribution of subjects in terms of frequency scores for age and gender variables (grouped data).

Age. The average age of subjects selected (with a standard error of the mean of 0.09 and a standard deviation of 1.14) is approximately 17 years (equal to median), and the mode indicated a predominance of subjects aged 18 years.

To collect data with respect to dependent variables, we applied the hostility questionnaire. Thus, we identified general hostility scores for its seven subscales: negativity, resentment, indirect hostility, assault, suspicion, irritable, verbal hostility.
We will continue these case frequencies for grouped data and the table with averages, median and mode.

Table 2 - Indicators for general hostility (unclustered data)

Variables / Indicators	General Hostility (2 intervals)
Numer of subjetcs	312
Mean	42.51923
Median	43.00000
Mode	43.00000

Analysis of raw scores, obtained for variable unclustered general hostility finds that the average (42.51 points) are beyond the values considered normal. We draw attention also increased median values (43 points) and how (43 points) beyond the normal limit (38 points).

Table 3 - Indicators of hostility and its subscales (data unclustered)

Variabiles / indicators	**General hostility**	**Negativism**	**Resentment**	**Indirect Hostility**	**Assault**	**Suspicion**	**Iritability**	**Verbal Hostility**
Normal Scores Values	0 – 38	0 – 3	0 – 3	0 – 5	0 – 5	0 – 3	0 – 7	0 – 8
Mean	42.6218	3.0730	5.0511	5.8759	6.1859	6.8321	6.2044	9.2920
Median	42.0000	3.0000	5.0000	6.0000	6.0000	7.0000	6.2044	9.2920
Mode	42.00	3.00	6.00	6.00	6.00	8.00	7.00	11.00
Low scores	14.00	.00	2.00	1.00	1.00	.00	2.00	1.00
High scores	58.00	5.00	8.00	9.00	10.00	10.00	11.00	12.00

We draw attention to high average values for resentment (5.05 points, maximum possible score was 8 points), indirect hostility (5.87 points, maximum score 9 points), assault (6.18 points, maximum score 10 points), suspicion (6.83 points maximum score 8 points) and verbal hostility (9.29 points, maximum score 13 points). These values put a warning signal in both the level of general hostility and manifestations both direct physical aggression (assault) or indirect (indirect hostility) and direct verbal (verbal hostility) or indirect (resentment, suspicion). Next we examine each of the dependent variables - the indicators for hostility. We notice that due to their size, we avoided inclusion of all tables with analysis of correlations between variables considered, the reason being fluidity and the easiness of following the data analysis we present below.

General Hostility

Table 4 - Frequencies for general hostility (grouped data)

GENERAL HOSTILITY (2 INTERVALS)					
		Frequency	Percent	Valid Percent	Cumulative Percent
	1.00, 0-38, normal scores	76	24.4	24.4	24.4
	2.00, 39-66, high scores	236	75.6	75.6	100.0
	Total	312	100.0	100.0	
GENERAL HOSTILITY (3 INTERVALS)					
		Frequency	Percent	Valid Percent	Cumulative Percent
	1.00, normal scores	74	23.7	23.7	23.7
	2.00, high scores	78	25.0	25.0	48.7
	3.00, extremely high scores	160	51.3	51.3	100.0

GENERAL HOSTILITY (2 INTERVALS)					
		Frequency	Percent	Valid Percent	Cumulative Percent
	1.00, 0-38, normal scores	76	24.4	24.4	24.4
	2.00, 39-66, high scores	236	75.6	75.6	100.0
	Total	312	100.0	100.0	

With average scores of 42 points beyond the normal range (38 points), general hostility presents an alarming situation, as indicated in the tables above: *75% of investigated teens have the level of hostility over the rules*. Beyond the value the over the limit normal average, draws our attention to very high frequency of subjects with scores over the normal of hostility. In the second part of the table (the scores grouping at general hostility in 3 intervals) we have made a cutout of subjects exceeding the normal scores; so what concerns us is that 51% of investigated adolescents had high scores (over 53 points in 66). Alarming situation is consistent with high scores for variables defining hostility subscales: except negativism and irritability, all other variables (subscales of hostility) have achieved an over normal limits average, as can be seen from the analysis below.

Negativity

Table 5 - Frequencies for negativity (grouped data)

NEGATIVITY	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	214	68.6	68.6	68.6
2.00 high scores	98	31.4	31.4	100.0
Total	312	100.0	100.0	

So, we have found that 28.3% of investigated adolescents exceeded the normal limits of negativism. The result is not surprising, given that both research and other signals coming from teachers participating in our research revealed attitudes of rejection rate (failure loads, lack of involvement, denying the authority) to their students, yet it seems that only a quarter of our subjects fall into patterns described by teachers.

Resentment

Table 6 - Frequencies for resentment (grouped data)

RESENTMENT	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	44	14.1	14.1	14.1
2.00 high scores	268	85.9	85.9	100.0
Total	312	100.0	100.0	

We draw attention to the high percentage of subjects who obtained scores over rules: 86%. 3% of them have even obtained the maximum possible points (8).

Indirect hostility

Table 7 - Frequencies for indirect hostility (grouped data)

INDIRECT HOSTILITY	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	120	38.5	38.5	38.5
2.00 high scores	192	61.5	61.5	100.0
Total	312	100.0	100.0	

As far as the frequencies of the indirect hostility variable we see a fairly high percentage (62%) but lower than for resentment (86%), with an average of 5.87 scores, beyond the limits accepted as normal. Beyond these frequencies are interesting correlations with predictors' variables that we'll present later.

Assault

Table 8 - Frequencies for assault (grouped data)

ASSAULT	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	124	39.7	39.7	39.7
2.00 high scores	188	60.3	60.3	100.0
Total	312	100.0	100.0	

We see the same trend: high enough frequency (60%) of adolescents who show physical aggression, with an average score of 6.18 which exceeds the limits.

Suspicion

Table 9 - Frequencies for suspicion (grouped data)

SUSPICION	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	56	17.9	17.9	17.9
2.00 high scores	256	82.1	82.1	100.0
Total	312	100.0	100.0	

Note very high frequency (82%) above the permissible values as normal (3 points) for a 6.83 average scores.

Irritability

Table 10 - Frequencies for irritability (grouped data)

IRRITABILITY	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	230	73.7	73.7	73.7
2.00 high scores	82	26.3	26.3	100.0
Total	312	100.0	100.0	

Irritability and negativism are only dependent variables that have achieved average scores which are in the normal range (average of 6.20 for irritability and the negativism average of 3.07); this conclusion is confirmed by the relatively small percentage of scores above rule: 26%.

Verbal hostility

Table 11 - Frequencies for verbal hostility (grouped data)

VERBAL HOSTILITY	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 normal scores	96	30.8	30.8	30.8
2.00 high scores	216	69.2	69.2	100.0

The increased scores frequency is high enough of 69%, and, as we shall see later, is present more in adolescent boys than girls (despite the so widespread prejudice that "girls are the most fierce of speech", as we confessed some of the subjects interviewed).

Significant statistical correlation analysis. To reveal possible correlations between predictors variables (gender, age) and dependent variables (general hostility and its seven subscales - negativity, resentment, indirect hostility, assault, suspicion, irritability, verbal hostility) in order to verify the research hypotheses, we have used the following types of analysis: Crosstabulation Tabels, verification and calculation of statistical significance of the correlation coefficient using Pearson chi-square test.

First, we sought possible correlations between variables and predictors of general hostility factor. Unfortunately we did not found correlations between overall coefficient of hostility and gender or age stage with statistic significance.

Next, we have tried to find possible statistically significant correlations between predictors variables and general hostility subscales. We will review the following pages with statistically significant detected results.

For negativity subscales, indirect hostility, suspicion, verbal hostility, variables like gender or age stage did not proved to be good predictors (with statistically significant value). For the other subscales of general hostility, we present further results of correlation analysis.

Resentment. There is a statistically significant correlation between resentment and gender with a significance valuesof 0.00 and the correlation coefficient is 0.217. Out of the 172 male adolescents, the percentage falling into the category of those with normal levels of resentment is higher than those with elevated one: 82% had a score to resentment falling within normal limits and 51% had a score the resentment that goes beyond normal limits. And the percentage of female adolescents increases as growing resentment scores: 18% have a score to resentment falling within normal limits and 49% had a score exceeding the normal range for resentment. Although we find that there are gender differences in the subjects with resentment over rules (55% boys and 45% girls), the difference is obvious on subjects with normal scores of resentment (82% boys and 18% girls). *So, gender might be a predictor for high level of resentment at the investigated adolescents in that: the percentage of girls with scores of resentment over the rules increases and decreases as the boys' scores of resentment variable increased.*

We have also noted a correlation (with a value of statistical significance of 0.03) between *resentment and age stage* of the adolescent, although statistical significance is not very high (significant value approaching 0.05), observation confirmed by the coefficient value of -0.122 correlation. We see the percentage of the teenagers aged between 15 and 16.5 years tends to increase as resentment scores grow: 32% of resentment scores falling within normal limits and 49% had exceeding the normal resentment scores. Conversely, the percentage of adolescents aged between 17 and 18.5 years tends to decrease as the resentment scores increase: 68% of resentment scores falling within normal limits and 51% had exceeding the normal resentment scores. *The conclusion is that the adolescent stage age might be a relative predictor of adolescent resentment, meaning that as teens get older, the percentage of those with normal scores of resentment might increase and decrease at the above-average scores.*

Assault. We identified a statistically significant correlation between *gender and assault*. So, out of the 172 male adolescents, the percentage falling into the category of those with normal levels of assault is lower than those with an elevated one (percentage of boys' increases as the values for the attack increase): 44% have a score for the assault in normal limits and 63% had a score for the assault beyond normal. And the percentage of female adolescents decreases as the attention scores increase: 57% had a score for the assault in normal limits and 37% had a score the assault beyond normal.

So, we conclude that gender could be a predictor for high levels of assault at the investigated adolescent in that: the percentage of boys with scores of assault increases above normal, while the girls' falls as assault scores increased.

Irritability. There is a statistically significant correlation between irritability and gender variables. With a significant value of 0.00, the correlation coefficient (0.281) indicates a relatively correlation between analyzed variables. Out of the 172 male adolescents, the percentage falling into the category of those with normal levels of irritability is higher than those with elevated ones (the percentage of adolescent boys decreases while the irritability values increase): 64% had a score for irritability falling within normal limits and 32% had a

score exceeding the normal range. And the percentage of female adolescents subjects increases as scores increase irritability: 37% for irritability score at or within normal limits and 68% had a score exceeding the normal range.

Thus confirmed that experts say, although gender seems not to be a certain predictor of aggressiveness (generally high scores recorded both on girls and boys), that differentiation occurs in the forms of expression. Thus, apparently, high scores for irritability variable, at least for our group of adolescents, tend to be more evident in girls than in boys.

Finally, gender might be a predictor for high levels of irritability in the investigated adolescents in that: the percentage of boys tends to decrease as irritability scores increase, while that of the girls grow; each percentage of boys tends to increase as to reduce irritability scores and percentage of girls drops.

Conclusions about statistically significant correlations between analyzed variables
Gender significantly correlates with resentment, irritability and attack. The fewer significant correlations were caused by variable age stage. Thus, age stage might be a relatively predictor only for resentment.

For a deeper analysis of the dynamics of aggressive adolescents selected events, we made two cutouts in the initial sample: replication adolescents aged between 15 and 15.5 years; and replication adolescents aged between 18 and 18.5 years.

Our findings indicate differences between the two stages of age considered. Although sometimes the differences are not significant, we can make a general observation: it is surprising that for all dependent variables analyzed scores (hostility, negativism, resentment, indirect hostility, assault, suspicion, irritability, verbal hostility) we noticed an increase in scores from a lower stage to the higher age. More, excepting negativism and irritability, all other variables have significantly higher frequencies for the scores which overpass the normal range.

Analyzing the data for the replications of adolescents aged 15 -15.5 years, respectively from 18 to 18.5 years, we can formulate the following conclusion: girls more than boys, seem to have high levels of suspicion, irritability and verbal hostility in early stages of adolescence, than the negativism, resentment and irritability, in their late teens. It can be seen a dynamic of predictive power of our variables for some aggression expression forms.

Another aspect of our research interesting for us was the awareness of teachers and adolescents regarding the concept of aggression, the causes (factors), expression forms and measures in order to prevent / limit aggressive behaviors.
Informations' level was highlighted through qualitative analysis: focus-group meetings with 50 adolescents (groups of 10 subjects) randomly selected from large sample (312 subjects); focus – grup meetings with 50 teachers (groups of 10 subjects). Starting from the premise that aggressive manifestations of adolescence are actually the result of influences and experiences of earlier age, we have invited to attend our meetings and teachers from primary and secondary schools (50 subjects: teachers - schoolmasters and teachers of different specialties to the secondary level, aged between 23 and 55 years, coming from schools located in both rural and urban areas, with professional experience from 3 years to 35 years).

After analysis we found a markedly higher level of knowledge factors, forms of expression and ways to prevent / limit aggressive behaviors for teachers compared with investigated adolescents. Interestingly, both sides - students and teachers - mostly propose measures concerning the effects, less self shaping for their behaviour, although most refer correctly that one of the common causes of aggression is the relationship with others (environmental influences). Brought together and systematized, all the information collected from all participants could became a relative picture of the meaning of factors, forms of expression and measures to prevent / limit aggressive behaviour. At the same, we have noticed the high degree of information of teachers and students who participated in programs intended for prevent / limit the aggression and violence, who have mastered the concepts of alternative behaviours conflict situations.

We have also noticed a difference in terms of awareness of teachers in primary and middle level / secondary schools, surprisingly; so, even the biggest problems were noticed especially at secondary and upper secondary level, school teacher's proved a higher level information comparing to other categories of teachers. Hence our proposal that in future training programs for teachers (the Teacher Training Departments) to introduce several hours preparing for the prevention / limitation of aggressive events (specifically destined for aggression courses, several hours of psychology and age stages of age-specific issues, etc..), to propose participation in prevention programmes for aggression at school, the hours of civic education / counseling for pupils organized by teachers that could propose discussions on this topic etc.

Interesting suggestions made by the teachers and adolescents regarding prevention / limitation of aggressive behavior, suggestions that gave us clues towards designing our programme to limit aggression.

3. Conclusions

A first finding of our investigation which draws particular attention to it is *the frequency* of aggressive forms of expression. Thus find that a very high percentage (76%) of adolescents has investigated scores above the normal range of general hostility (of whom 51% had high scores that have achieved over 53 points of the 66 possible). On its subscales, we draw particular attention to high frequency of subjects with scores above limits resentment (86%) and suspicion (82%), which confirms our assumptions with respect to the presence of passive aggression to postmodern adolescent. Alarming finding is that, except negativity and irritability, which lies within normal limits on most investigated subjects, for more than 60% we have seen higher scores on all other indicators of hostility.

There is, therefore, *gender differences* in terms of some expression forms of aggression: the girls appear to be prone to irritability (brutal response to the lowest stimulus) and resentment (feelings of dissatisfaction with the attitude of others to lived or imagined experience), and boys rather use natural reaction to the trigger factors of aggressive behaviour (attack). This differentiation can also occur as a result of specific family environment of lived experiences with its members, or of the differentiation process of socialization for girls and boys. So, we consider necessarily to aply measures in order to prevent such events by supporting families

in making (young couples), families in a risky situation (with a history of violence, often associated with alcohol consumption, lack of support adolescents in need, etc.).

As for *the information* on the factors, manifestations and prevention / limitation of aggressive behaviour, if the definition of aggression is unclear and confusing for many investigated subjects, the potential factors that could cause actual events are identified predominantly aggressive ones related to social environment (first family, then school, peers group). Are almost neglected biological factors (natural changes specific to certain age periods, such as hormones, alcohol or other drugs comsumption), factors related to physical environment (heat, crowd spaces), the type of personality factors such cultural or economic, etc.. Identified forms of expression are obvious: verbal and physical, except those related to emotional (harassment) or passive forms of aggression (resentment, suspicion) etc.. Concerning prevention and limitation of aggressive behaviours' measures, our subjects are often indicating: discussions with people involved (students, parents, colleagues, etc.) and punitive measures (expulsion, intervention of parents) and less the change in attitude, changes that go from teachers to students ("The phenomenon must be prevented rather often intervention is late." said one of our subjects). The obtained responses were quite different, but, beyond expectations, they showed no more than cursory knowledge, sometimes superficial, concerning factors, forms of expression and especially measures to prevent and / or limit aggressive behaviour. Although for teachers, the theoretical knowledge of factors and expression forms is higher than for teenagers, prevention and / or limitation measures proposed demonstrates a theoretical framework rather than a systematic knowledge of specific intervention. As evidence there are numerous examples of cases remained without solution and application - strongly – to currently organize meetings with specialists in order to advise teachers and pupils to solve aggressive behaviour cases.

Limits and recommendations for future research directions. First we note the lack of representativeness of our sample, but acceptable for a qualitative research (focus groups, documents analyze, interview etc.). However, this shortcoming is offset by the statistical significance of various results data. Moreover, our interpretive approach has taken into account only those data which resulted to be statistically significant, although sometimes the correlation between variables was not considered very strong. In a subsequent research we intend to achieve a more rigorous selection in our approach involving investigative and other specialists, such as a social and / or a statistician.

Another shortcoming of the research can be considered for a particular orientation of the forms of expression of aggression, the hostile one. This shortfall is due to choose the instrument (questionnaire hostility), but it is largely compensated by filling the results with those obtained from application of other instruments, such as observation and interview. Future investigations will consider the more complex instruments covering other forms of aggression, such as instrumental (which implies intention into aggressive act). Disclose our intention to continue research through more rigorous selection of teenagers who will be invited to participate in our therapeutic programme.

All these shortcomings will be removed, starting with a program proposal to limit aggressive demonstrations that we present below. This programme is like a later stage to be implemented (pre-test phase) in high schools where we have conducted research. Moreover, with support of educative authorities from Prahova County, the Centre for Counseling and

Career Development from Petroluem-Gas University of Ploiesti, we intend to implement the expanded programme and create a support center for adolescents in need.

Programme for limiting aggressive behaviour in adolescents. Following the needs revealed by our investigation, we proposed a programme to limit aggressive behaviour in adolescents, a programme that addresses both teenagers, but adults who interact with them (parents, teachers).

The programme goal is aggressive adolescents' personal development (self esteem development, recognizing their own emotions, self-motivation, development of interpersonal relationships) in order to reduce aggression and anger and anger control. The proposed programme will be initially on a trial is of 20 adolescents selected from schools in which our investigation took place. Following the impact assessment will decide on necessary changes and implementing the program will be expanded. The selection of participating teens will be based on an initial assessment (in collaboration with teacher and counselors) through a preliminary interview (to identify the needs and motivation of candidates). We also request, and obtain parental consent for participation of both children and their own participation in the meetings scheduled for therapeutic purposes. Participants will be informed in detail about the purpose, duration, date and place of work and contracts will be signed to participate. Assessment will be made during and at the end of the program, in order to see the progress for adolescent involved in our therapeutic program.

In designing the programme we have assumed that to move without difficulty during adolescence, young people need to develop a range of skills: to have control of their emotions, to acknowledge and deal with their emotions without being overwhelmed reaching them, to understand the consequences of genuine emotion events as compared with those of their dissimulation on self and on others, to use symbolic thinking to restore a negative event into a less unpleasant, to separate the emotional experience of identity and recognize that self may remain intact and despite continuous emotional fluctuations, to distinguish feelings of facts, to avoid reasoning based on emotions; to negotiate and maintain interpersonal relationships in the presence of strong emotions, to manage emotional experiences, to stimulate empathy and compassion, to use cognitive skills to gather information about the nature and sources of emotions (Adams, G., Berzonsky, M. (coord.), 2009).

To achieve our aspirations we have proposed attending a ten weeks program to limit aggressive behaviour. During this period monitoring progress will be made by completing a reflective journal by the participants, but also through discussions at the beginning of each meeting which we call "warming moments”: every week, the first 10 to 15 minutes in groups 2-3 participants, will be investigated events / experiences of the past weeks, to what extent they succeeded, the difficulties encountered in applying information, skills acquired. Moreover, adolescents are encouraged to share with colleagues and friends from past experience, without breaching confidentiality rules and, to the extent that there is an agreement, parents / teachers are invited to attend meetings / appointments at certain times of the separate groups or with their children.

Examples of activities to be carried out in meetings:
1. **(Self) Knowledge: about us**: *Who are we? Let us know!* - (self) knowledge, establish contacts with fellow group; *Setting rules and objectives* of group activities - self-knowledge, establishment (negotiation) live in groups of rules, setting goals for group activities.

2. **The language of emotions**: *Emotions* - identify and secure experience different emotions, forms of expression, the physiological experiences related to their sources, identify possible ways to remove negative emotions (activity sheet - What can I / others feels when I ...); *Negative emotion recognition* - recognition of negative emotions, experiencing negative emotions in terms of security awareness of physiological states caused by negative emotions and analysis of possible consequences.

3. **Aggressive expression forms**: *Is this an aggressive behaviour?* - Analysis of manifestation aggressive forms (the forms subtle, less visible - passive aggressiveness: resentment, jealousy, gossip, harm "unintentionally"), to the obvious (threat, impact, theft, destruction of objects); *Nonverbal indicators of aggressive, passive and assertive behaviour* - (self) knowledge, identification of nonverbal signals of different forms of behaviour: assertive, aggressive or passive.

4. **Strategies to limit aggressive behaviour**: *Relaxation, breathing techniques*: muscle relaxation - self-knowledge, learning the art 'deep breathing' (inner anger control), triggers analysis of aggressive behaviour and the consequences of these events; *Practice assertive techniques* - Compliments / comments - consider the significance of the concept of assertiveness, describe the importance of assertive as an alternative to the aggressive behaviour, assertive communication practice - receiving and giving compliments and comments, the appropriateness of behaviour in relation to the received message handling resistance techniques - practice assertive techniques (language calmly, without aggressive gestures, empathy, negotiation), adequacy behaviour against the received message.

5. Aggressive beliefs rejection: *Automatic thoughts* - self-knowledge, analysis of the concept of automatic thoughts and aggressive and non-aggressive differences between the interpretation of a situation, set of values - identifying own set of values, awareness set of values for human existence; *What does the other feel?* (To empathise with the victim of aggression) - analysis of the concept of empathy, awareness of the consequences of aggression (both for the victim and aggressor) Alternative solutions - identifying alternative behaviours in response conflict situations, awareness of an alternative to conflict situations, etc..

In accordance with previous results of our extended research, the relationship between hostility and family environment remains valid regardless of mediation other variables (control), which leads us to suggest that family environment remains a strong predictor of hostility factor. Thus, working with family is recommended as a prerequisite for the success of the proposed program. Furthermore, research carried out by specialists in the field until the present, together with the lack of consistency of teacher education (under various stages of education) in relation to inputs, forms of expression and measures to prevent and limit the aggressive manifestations highlighted by our research demonstrates the need to involve the school - as a key partner – into the programmes of prevention / limitation of aggressive behaviour.

Practical skills and educational skills required both to parents and teachers who work with adolescents, adolescent relationships optimization - parents, school - family, personal development, and information on risk factors, expression forms and measures to prevent events etc. are just some of the objectives of our program. Results expected from implementation of this programme are:
- Increasing awareness of risk factors, forms of expression and measures to prevent hostile demonstrations of aggression,
- Developing a guide to the adolescent (which may also include worksheets and materials developed during group meetings);
- Developing a guide for parents and teachers covering useful information sheets investigation activity sheets, scorecards already used or proposed by students;
- Publication of a final evaluation report of the programme (strengths, weaknesses, recommendations for improvement);
- Conclusion of partnerships with authorities concerning the extension of programme implementation (with modifications, improvements);
- Establishing a centre for adolescents with partner institutions mentioned before – the participants (children and adults) that “graduated” our program will be invited to volunteer to this center (information campaigns carried out by teenagers for teenagers, the "graduates" to share experience, organization of extracurricular activities in which children and adults work together), extending the "school after school" as a means of entertainment under supervision.

Conclusions

So, in the context of society’s barbarization our research has demonstrated the existence of some specific expression forms in adolescence: *indifferent aggression and passive aggression*. The frequency of aggressiveness expression forms (especially passive aggression) justified our proposal for a Program for Limiting Aggressive Behaviours on Adolescents in order to develop adolescents’ self esteem, self control and self motivation, and healthy interpersonal relationships.

More, we have proposed to develop these abilities and educative practice skills, both to parents and teachers who are dealing with adolescents in order to optimize teenager – parent and school – family relationship, personal development, getting informed about risk factors, expression forms and preventing and limiting measures for hostile manifestations of aggression.

Therefore, we recommend that programmes for adolescents to be matched by significant adults involved in their life (parents, teachers). Thus, adults will receive advice about understanding their own situation and the needs of adolescents, getting informed about the factors that are leading to "stormy" events specific to adolescents’ age and about aggression expression forms more or less visible.

References

Adams, G., Berzonsky, M. (coord.) (2009). *Psihologia adolescenţei. Manualul Blackwell*, Editura Polirom, Iaşi.
Allan, J., Nairne, J., Majcher, J. A. (1996). *Violence Prevention. A Group Discussion Approach*, Ontario Institute for Studies in Education.
Baricco, A. (2009). *Barbarii. Eseu despre mutaţie*, Editura Humanitas, Bucureşti
Bloom, A. (2006). *Criza spiritului american*, Bucureşti, Ed. Humanitas.
Boxer, P., Tisak, M. (2003). „Adolescent Attributions about Aggression: An Initial Investigation", în: *Journal of Adolescence*, Volume 26, Issue 5, October, Pages 559 – 573 (www.sciencedirect.com).
Campbell, A. (2006). "Sex Differences in Direct Aggression: What Are The Psychological Mediators", în: *Aggression and Violent Behavior*, Volume 11, Issue 3, May – June, pages 237 – 264 (www.sciencedirect.com).
Dobson, J. (2002). *Creşterea copiilor*, Editura Noua Speranţă, Timişoara.
Edens, J.F., *Aggressive Children's Self-Systems and the Quality of Their Relationships with Significant Others*. În: Agression and Violent Behaviour, volume 4, issue 2, summer 1999, pages 151 – 177, (www.sciencedirect.com).
Eibl – Eibesfeldt, I. (1995). *Agresivitatea umană*, Editura Trei, Bucureşti.
Epstein, R. (2007). *The Myth of the Teen Brain*, www.sciammind.com, April – May.
Estévez López, E., Murgui Pérez, S, Musitu Ochoa, G., Moreno Ruiz, D. (2007). „Adolescent Aggression: Effects of Gender and Family And School Environments", în: *Journal of Adolescence*, Article in Press, Corrected Proof, disponibil online la 19 noiembrie 2007 (www.sciencedirect.com).
Ferns, T. (2007). „Considering Theories of Aggression in an Emergency Department Context". În: *Accident and Emergency Nursing*, Volume 15, Issue 4, October 2007, pages 193 – 200 (www.sciencedirect.com).
Ferréol, G., Neculau, A. (coord.) (2003). *Violenţa. Aspecte psihosociale*, Editura Polirom, Iaşi.
Funk, J. B., Bechtoldt Baldacci, H., Pasold, T., Baumgardner, J., *Violence Exposure in Real – Life, Video Games, Television, Movies, And the Internet: Is There Desensitization?*, în: Journal of Adolescence, Volume 27, Issue 1, February 2004, p. 23 – 39, (www.sciencedirect.com).
Gheorghe, V., Criveanu, N., Drăgulinescu, A. (2006). *Efectele micului ecran asupra minţii copilului*, Editura Prodomos, Bucureşti.
Goleman, D. (2001). *Inteligenţa emoţională*, Editura Curtea Veche, Bucureşti.
Goleman, D. (2005). *Emoţiile distructive. Dialog ştiinţific cu Dalai Lama consemnat de Daniel Goleman*, Editura Curtea Veche, Bucureşti.
Griffith Fontaine, R., *On Line Decision Making and Antisocial Behavior: Some Essential But Neglected Issues*, în: Clinical Psychology Reviw, Volume 28, Issue 1, January 2008, pages 17 - 35, (www.sciencedirect.com).
Harris, A., Lurigio, A.J., *Mental Illness and Violence: A Brief Review of Research snd Assesment Strategies*, în: Journal of Adolescence, Volume 30, Issue 5, October 2007, Pages 885 – 890, (www.sciencedirect.com).
Henry, M., (2008). *Barbaria*, Institutul European, Iaşi

Hersov, L.A., Berger, M. (sub ed.) (1978). *Aggression and Anti-Social Behaviour in Childhood and Adolescence*, Book Supplement to the Journal of Child Psychology and Psychiatry, no. 1, Pergamon Press, London.
Institutul de Ştiinţe ale Educaţiei, UNICEF (2006). *Violenţa în şcoală*, Editura Alpha MDN, Bucureşti.
Kerr, J.H., *A Critique of The Development of The Competitive Aggressiveness And Anger Scale*, în: Psychology of Sport and Exercise, Article in Press, Corrected Proof, online 12 ianuarie 2008, (www.sciencedirect.com).
Lambert, Rothchild, Altland, Green (1972). *Adolescence. Transition form Childhood to Maturity*, California.
Landis, D., Gaylord-Harden, N.K., Malinowski, S.L., Grant, K.E., Carleton, R.A., Ford, R.E., *Urban Adolescent Stress and Hopelessness*, în: Journal of Adolescence, Volume 30, Isssue 6, December 2007, Pages 1051 – 1070, (www.sciencedirect.com).
Lorenz, K. (2005). *Aşa-zisul rău. Despre istoria naturală a agresiunii*, Editura Humanitas, Bucureşti.
Mattéi, J. Fr. (2005). *Barbaria interioară,* Editura Paralela 45, Piteşti.
McCall, G., Shields, N. (2008). „Examining the evidence from small-scale societies and early prehistory and implications for modern theories of aggression and violence", in *Aggression and Violent Behaviour*, Volume 13, Issue 1, January – February 2008, pages 1 – 9 (www.sciencedirect.com).
Murphy, T., Hoff Oberlin, L. (2007) *Agresivitatea pasivă. Cum să o recunoşti şi controlezi la tine şi la ceilalţi*, Editura Trei, Bucureşti.
Parrott, D.J., Giancola, P.R. (2006). „Addressing ‚The Criterion Problem' in The Assessment of Aggressive Behavior: Development of a New Taxonomic System" in: *Neuroscience & Biobehavioral Review*, Volume 30, Issue 3, pages 276 – 291, available online 25 september 2006 (www.sciencedirect.com).
Petermann, F. & Petermann, U. [1978] (2006). *Program terapeutic pentru copiii agresivi*. Editura RTS, Cluj Napoca.
Proctor, L.J., *Children Growing Up in a Violent Community: The Role of The Family*, în: Aggression and Violent Behavior, Volume 11, Issue 6, November – December 2006, pages 558 – 576.
Ramirez, J.M., Andreu, J.M., *Aggression and Some Related Psychological Constructs (Anger, Hostility, and Impulsivity). Some Constructs From A Research Project*. În: Psychology of Sport and Exercise, Article in Press, avaible online 2 August 2005 (www.sciencedirect.com).
Rapee, R., Spence, S., Cobham, V., Wignall, A. (2007). *Cum să vă ajutaţi copilul cu probleme de anxietate. Un ghid pas-cu-pas pentru părinţi*, Editura ASCR, Cluj-Napoca.
Rapee, R., Wignall, A., Hudson, J., Schniering, C. (2009). *Tratamentul anxietăţii la copii şi adolescenţi. O abordare fundamentată ştiinţific*, Editura ASCR, Cluj-Napoca.
Rich, C. L., Gidycz, C. A., Warkentin, J. B., Loh, C., Weiland, P., *Child and Adolescent Abuse and Susequent Victimization: A Prospective Study*, în: Child Abuse and Neglect, Volume 29, Issue 12, December 2005, pages 1373 – 1394, (www.sciencedirect.com).
Rosenberg, M. (2005). *Comunicarea nonviolentă – un limbaj al vieţii*, Elena Francisc Publishing, Bucureşti.
Saxton, L. (1986). *The Individual, Marriage and The Family*, Wadsworth Publishing Company, Belmont, California.
Selye, H. (1956). *The Stress of Life*, McGraw – Hill Book Company, USA.
Stan, Emil (2007). *Educaţia în postmodernitate*, Institutul European, Iaşi.

Şchiopu, U. (1997). *Criza de originalitate la adolescenţi*, Bucureşti, EDP.
Şchiopu, U., Verza, E. (1997). *Psihologia vârstelor*, Editura Didactică şi Pedagogică, Bucureşti.
Şoitu, L.; Hâvărneanu, C. (2001). *Agresivitatea în şcoală*, Institutul European, Iaşi.
Tien-Tan, A. „Agresivitatea: când instinctul nu mai este controlat". În *Revista de psihoterapie experienţială*, nr. 20-21 / aprilie – iunie 2003, pp. 44 – 49.
Toffler, A. (1995). *Şocul viitorului*, Editura Z, Bucureşti.
www.sciencedirect.com.