

The Opinions of Pre-School Teachers about Students' Aggressive Behavior

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ABSTRACT

Preschool period is important for the development and socialization of children. In this period when children's behavior is shaped, they can learn positive or negative behavior from their social environment. This study is carried out to determine the opinions of preschool teachers regarding the aggressive behavior of their students, and one of the qualitative research methods; the case study model, and semi-structured interview technique is also used as a data collection tool. The sample of the study consists of 10 teachers working in preschool education institutions in Körfez which is a district of Kocaeli city in Turkey in 2019-2020 academic year. Descriptive analysis method is used to analyze the data obtained from the interview's form applied to teachers. As a result of the research, the type of aggression observed in pre-school students is mostly physical; it is concluded that one of the most important reasons for students to show aggressive behavior is due to the fact that children only care about their own wishes. Teachers' method of coping with these behaviors, is to talk to the student and understand the problem. Aggressive behavior is observed more often in boys, in terms of gender and when the reactions of the friends of these students who show aggressive behaviors are observed, they prefer to stay away from their friends or display the same behavior. When the effect of the families are investigated, the students who are exposed to aggressive behaviors and wrong parent attitudes by their parents mostly behave aggressively.

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Keywords:

Preschool, aggression, behavioral problems

INTRODUCTION

According to Bandura's social learning theory, children are not born with the impulsive aggression. The child learns aggression by noticing it in its social environment. Reinforcing or punishing these behaviors also affects learning (Kutlu, 2014). The behavior of the individual is shaped by the response they receive from the environment. Apart from the reactions we show as reflexes, individuals do not know how to react to events and situations when they are born, and these reactions are learned in the life process. Therefore, the social environment is important in shaping the behavior. Factors such as family, school, friends, parents' attitudes, seeing someone as a role model, and physical characteristics of the environment are effective in the formation of aggressive behaviors (Ay, 2017).

Given the developmental characteristics of children, the child between the ages of 3-6 needs socialization. The best socializing environment for children is schools. In these institutions, children make friends and establish relationships with them. They start to realize the rules of the social environment (Yumuş, 2013). In addition, preschool education institutions support the child's development and support him/her to become a healthy individual. Preschool period is important in determining behavioral problems and taking precautions. Since this period is critical for development, observing children, identifying problems and seeking solutions to problems in this period will contribute to the healthy life of individuals. Since it will not be enough to identify behavior and emotional problems by observing only the child, the views of those in the immediate environment should also be taken into consideration (Alisinanoğlu and Kesicioğlu, 2010).

Aggressive behavior can be observed in children in preschool period. In this period called the socialization period, children may have problems while adapting to their new environment. While trying to deal with the problems they face in their new environment, they can exhibit aggressive behavior. In fact, this aggression can be considered normal by going out of the family and adapting to the first environment in which the child is socialized (Yıldızbaş, 2019). These aggressive behaviors can be seen as pushing, dropping, saying bad words or doing physical harm to friends. Violence and aggression are interrelated behaviors. When the studies on aggression are examined, it is seen that aggression is a learned behavior and learned in

the early stages of life. In spite of the reactions from their immediate surrounding, it is quite difficult for the children who show aggressive behavior to change this behavior. No matter how much effort has been made to correct this negative behavior in the older ages, it is useless. Therefore, negative behaviors such as aggression in preschool period should be resolved in order not to have permanent traces (Akçay & Özcebe, 2012).

Aggression is all actions taken to physically hurt or psychologically wear away the other person. The aggression observed in the first years of life appears to be angry at, shout, to damage things and to hit those around them. At first, aggression is directed towards the family as the child's social environment is family, and this aggression turns towards friends as he/she socializes over time. After the child is 3 years old, the sense of revenge in aggression begins to prevail. According to the reviews of experts, the reason why children who show aggressive behaviors form a harsh image is actually because of their insufficient self-perception. These children are trying to overcome this insufficiency they see in themselves with harsh and violent movements. Therefore, the state of not feeling well emotionally occurs (Kadan, 2010). The causes of aggressive behaviour in these children are being reacted positively to these negative behaviours by the parents, the extreme harsh attitudes and indifference of the parents, the mother's overprotective approach to the child due to the absence of father from the home environment, unnecessary use of technological devices such as phones and tablets, the child's violence from the parents, the wrong attitudes of the parents, not having enough time with the parents and brain disorders. (Uysal & Dinçer, 2013)

Aggression can be classified as verbal or physical, and aggression and hostility can be classified as instrumental aggression. Verbal aggression is a type of aggression that occurs mostly by speaking ill of the opponent, such as excluding and looking down on him/her. Physical aggression, on the other hand, refers to physical harm to the opponent and can occur in the form of beating, pushing, hitting. While aggression is a behavior that arises from bad feelings towards the opponent and aims to hurt him/her; the aim is not to hurt the opponent but to defend himself or to prove his strength. In instrumental aggression, (Yurtseven, 2017).

Children who are aggressive are prone to commit a crime, have not developed internal controls that will provide their self-control, they push their desires forefront and try to make those around them do what they want, they fall into despair very quickly, think that they are not accepted by society, they have a fit when their work is interrupted and their characteristics are not having control of their anger and damaging their surroundings. (Tepeli and Özdemir, 2016).

When the development of an individual is considered, the fastest period the cognitive, physical and affective development is between the 0-6 age range. This age range, which is the preschool period, is a critical period when the foundations of the personality that will affect the whole life of the individual are laid. It is very important to know the child, know the troubles he / she has experienced and the behavioral problems he has shown, to find solutions to them in this period.

In this study, it is aimed to examine the type of aggressive behaviors experienced in preschool classrooms, ways of coping with teachers, attitudes of other students towards aggressive behaviors, whether aggressive behaviors differ according to gender, and the effect of the family in children with aggressive behaviors. For this purpose, it is aimed to determine the causes of the aggressive behaviors shown by the students and what the teachers' attitudes are.

The problem statement of this research is determined as the opinions of preschool teachers on the aggressive behavior of their students. Subproblems,

- What types of aggressive behavior are observed in students?
- What are the situations that are effective in the emergence of aggressive behavior?
- What are the ways of teachers to deal with these behaviors?
- How are other students' attitudes towards aggressive behavior?
- Do aggressive behaviors differ by gender?
- What is the impact of the family on children who show aggressive behavior?

METHOD

In this chapter; information will be given about research model, universe and sample of the research, data collection and data analysis.

Research Model

In this study, a case study pattern from the qualitative research model is applied. Qualitative research reveals perceptions and events in a natural and realistic way by using data collection methods such as observation, interview and document analysis (Yıldırım & Şimşek, 2013).

Study Group

The study group consists of 10 pre-school teachers selected from the preschool teachers working in Körfez ,a district of Kocaeli city in Turkey with the convenience sampling method. The frequency and percentage distributions of the teachers participating in the research are given in Table 1.

Table 1. Demographic features of the interviewed teachers Interviewers

Interviewer	Age	Working year	Gender
Interviewer 1	37	19	Female
Interviewer 2	38	19	Female
Interviewer 3	29	6	Female
Interviewer 4	39	15	Female
Interviewer 5	29	7	Female
Interviewer 6	27	5	Female
Interviewer 7	36	11	Female
Interviewer 8	46	25	Female
Interviewer 9	27	4	Female
Interviewer 10	34	10	Female

As seen in Table 1, the average age of the teachers participating in the interviews is 34, the average working year in the profession is 12. When the ages of the participants are examined, it is found that they are between 27 and 46 years old. When the working year in the profession are examined, it is determined that the participants are between 4 and 19 years. In terms of gender, all teachers are found to be women.

Data Collection Tool

As the research aims to evaluate pre-school teachers 'attitudes towards their students' aggressive behavior based on their own expressions, semi-structured and non-directing interview technique are used as a data collection tool. The interview is a purposeful speech in which the researcher asks pre-formed questions and the person who is facing them answers these questions (Kuş, 2003). The reason for choosing the semi-structured and non-directing interview technique for this research is to reveal the experiences and other effects of the individuals who fit the target of the study.

Data Collection Process

While preparing the interview questions, firstly, literature on the subject is scanned, and then the appropriate days and hours of the teachers are determined and interviews are conducted. Before the interviews, the teachers are informed about the importance of the research and it is stated that their identities will be kept confidential. It is also explained that the data obtained as a result of the interviews will not be used outside the scope of the research. Ten teachers are interviewed. The interviews take approximately 20-25 minutes, and the teachers fill out the pre-prepared questions by hand-writing.

Data Analysis

Descriptive analysis is used to analyze the data obtained from the interview form applied to teachers. In descriptive analysis, the data obtained are summarized and interpreted according to the previously determined sub-themes. In this study, data is collected in 6 sub-themes including what types of aggressive behaviors are observed in students, the situations that are effective in the emergence of aggressive behaviors,

the ways of teachers to deal with aggressive behaviors, the attitudes of other students towards aggressive behaviors, whether the aggressive behaviors differ by gender, the effect of the family in children with aggressive behaviors and data is presented in tables.

FINDINGS AND COMMENTS

Teacher Opinions About What Kind of Aggressive Behaviors are observed in Students

Aggression are actions that are taken psychologically and physically to disturb the others. Aggression types in different age ranges may also differ. In this context, the opinions of the teachers about the types of aggressive behaviors observed in students are given below.

Table 2. Type of aggressive behaviors shown by students

Themes (Categories)	Codes	N	%
Type of aggressive behaviors shown by students	Physical aggression (G1, G2, G3, G4, G5, G6, G7, G8, G9, G10)	10	100
	Verbal aggression (G4, G7, G9)	3	30
	Damage to class items (G7, G10)	2	20
	Psychological aggression (G5)	1	10

Table 2 shows the type of aggressive behaviors shown by students. When Table 2 is examined, the aggressive behavior shown by the students are physical, verbal, psychological aggression and damage to things. It is stated that the type of aggression observed in the classes is mostly physical aggression and the least common type of aggression is psychological aggression.

(G5): *"Hitting friends mostly but biting, pushing, spitting and psychological attacks are rarely observed in problem children."*

(G4): *"Hitting, pushing and kicking to their friends or using physical force against teachers or elders can be observed. They exhibit verbal aggression and bullying behaviors alongside physical violence."*

(G10): *"Generally, behaviors such as hitting, pushing and dropping. Throwing what is in hand, kicking things are observed."*

Teachers' Opinions on Situations Affecting the Emergence of Aggressive Behavior

The teachers' opinions about the situations that are effective in the emergence of aggressive behavior are given below.

Table 3. Situations that are effective in the emergence of aggressive behavior

Themes (Categories)	Codes	N	%
Situations that are effective in the emergence of aggressive behavior	The child's prioritization of his own wishes (G2, G3, G4, G6, G8, G9, G10)	7	70
	Domestic violence (G4, G7)	2	20
	Family communication problems (G4, G5)	2	20
	Mass media (G4, G7)	2	20
	Adverse environmental conditions (G4, G7)	2	20
	Having problems communicating with children (G1)	1	10

Table 3 gives the situations that are effective in the emergence of aggressive behavior. When Table 3 is examined, the situations that are effective in the emergence of aggressive behaviors are the child's prioritization his/her own desires, the child's trouble in communicating, domestic violence, family communication problems, mass media, and negative environmental conditions. While the most effective

situation in the emergence of aggressive behavior is the priority of the child's own wishes, the least effective situation is the communication problems of the child.

(G10): *"Children who are made to do whatever they want and say usually prefer to act in this way when they encounter an obstacle in the classroom environment ."*

(G6): *"To be the leader of the game, try to make their own wishes, not want to follow the teacher's instructions, not want to share their toys."*

(G7): *"Exposure to violence in the family, not knowing how to deal with the problem s/he faced, modeling negative behaviors in games, cartoons etc. s/he watched in mass media such as phone, tablet."*

Teachers' Views on Teachers' Coping with Aggressive Behaviors

Teachers' approaches differ in the problems experienced in the classroom. When aggressive behaviors are observed, teachers try to find solutions to these problems. Below are the teachers' opinions about teachers' ways of dealing with aggressive behaviors.

Table 4. Teachers' ways to deal with aggressive behavior I

Themes (Categories)	Codes	N	%
Teachers' ways to deal with aggressive behavior	Talking with the child about his/her behavior (G1, G2, G3, G4, G5, G6, G9)	7	70
	Contacting with the family (G1, G2, G3, G4, G8)	5	50
	Directing to school guidance service (G1, G2, G4, G7)	4	40
	Investigate the source of the problem by observing the child (G4, G7)	2	20
	Using a reward (G3, G6)	2	20
	Punishment (G5, G8)	2	20
	Assigning tasks to take responsibility (G7)	1	10
	Using story books on the subject (G10)	1	10

Table 4 gives ways for teachers to deal with aggressive behavior. These ways are talking with the child about child's behavior, investigating the source of the problem by observing, communicating with the family, directing them to the school guidance service, using awards, giving punishment, giving tasks to the child to take responsibility, benefiting from story books about the subject. It has been observed that teachers mostly choose to talk with the child about child's behavior as a way of dealing with aggressive behavior. Other commonly used methods are determined as communicating with family and directing to school guidance service. Dealing ways such as giving responsibility to the child and making use of story books related to the subject are the least preferred. It is observed that the use of traditional teaching methods such as reward and punishment can also be used by teachers to deal.

(G6): *"To explain that his/her behaviours are wrong and why they are wrong by communicating .To give information about what they can do instead of these behaviors. Encourage correct behaviour by preparing a behaviour board and apply the appropriate behaviours. board etc. to prepare and apply and encourage correct behavior if the undesired behaviour is increasing."*

(G1): *I talk to the aggressive child about the consequences of his/her behavior and make him empathize. If aggressive behavior continues; I contact the family and school counselors; if it still continues, I recommend getting specialist support."*

(G3): *"I tried to solve it by talking but it was useless, although I am against the award, I try to prevent it by giving stickers. I'm talking to the family."*

Teachers' Opinions About Attitudes Of Other Students Against Aggressive Behaviors

In classrooms with aggressive students, other children can develop different attitudes towards this behavior. Teacher opinions regarding the attitudes of other students towards aggressive behaviors are given in the table below.

Table 5. Other students' attitudes towards aggressive behavior

Themes (Categories)	Codes	N	%
Other Students' Attitudes Toward Aggressive Behaviors	Students performing the same aggressive behavior (G1, G2, G3, G4, G5, G7, G8, G9)	8	80
	Keeping away from the aggressive child (G1, G2, G4, G6, G7, G10)	6	60
	Complaining (G1, G2, G3, G5, G8)	5	50
	Fear against the child who acts aggressively (G10)	1	10
	Being sad (G1)	1	10

When Table 5 is examined, it is seen that the attitudes of other students towards aggressive behaviors are more similar to the behavior shown by friends who behaves aggressively. It is understood that aggressive students negatively affect other children in this respect and the other children start to behave aggressively. However, it is seen that the attitudes of other children are keeping away from the child who shows aggressive behavior and complain. Other observed attitudes are fearing and being sad.

(G4): *"It generally takes two forms, either the children escape in order not to be harmed in the environment, or show aggressive behavior to the other child in order to satisfy the emotions they suppress in themselves.."*

(G5): *"Students who are calm and know that it is a wrong behavior tell it to the teacher, without responding. However, if other child shows similar behavior, he is trying to do the same to him."*

(G8): *"Some children react in the same way, others try to solve it by complaining."*

Teachers' Opinions on Whether Aggressive Behavior Differs According to Gender

Children's behavior may vary by gender. Teachers' opinions on whether aggressive behaviors differ according to gender are given below.

Table 6. Do aggressive behaviors differ by gender

Themes (Categories)	Codes	N	%
Do aggressive behaviors differ by gender?	Aggressive behaviors are more common in boys (G1, G2, G3, G4, G5, G7, G8)	7	70
	It does not differ (G6, G9, G10)	3	30

When Table 6 is examined, 70% of the teachers who participate in the study state that aggressive behaviors are more common in boys. 30% respondents say that they differ by gender.

(G4): *"Generally, it is more common in boys. The reason is that the male is only associated with bodily power in the cultural, sexual education method."*

(G5): *"The aggressive behaviour observed in boys are significantly more common."*

(G7): *" Aggressive behavior is observed in both genders, but it is observed more in male students."*

Teachers' opinions on the Effect of the Family on Children with Aggressive Behavior

It is the family where the child receives the first education. Family factor is important in child's development and behavior. The opinions of the teachers about the effect of the family in the children with aggressive behaviors are given below.

Table 7. The effect of the family on children with aggressive behavior

Themes (Categories)	Codes	N	%
The Effect of the Family on Children with aggressive behaviors	Being exposed to aggressive behavior in the family (G1, G2, G3, G5, G7, G8, G9)	7	70
	Wrong parental attitudes (G2, G3, G4, G5, G6, G7, G10)	7	70
	Uncontrolled use of television, tablet and phone (G1, G2)	2	20
	Family's ignorance in child education (G7)	1	10
	Gendered approach in some circles (G7)	1	10

In Table 7, the effect of the family on the children with aggressive behaviour is given. When the table is examined, it is stated that the effect of the family on aggressive behaviors is mostly caused by being exposed to aggressive behaviors in the family and the wrong parent attitudes. However, uncontrolled use of television, tablet and phone ; the family's ignorance in child education, gendered approaches in some circles have been observed.

(G1): "If there are individuals with aggressive behaviors in the family, the children are definitely affected by these behaviors. These children may behave aggressively to their friends even adults. Watching violent programs on vehicles such as TV, phone and tablet affects. When parents see aggressive behavior in their children, they should definitely inform the children about the inappropriateness of this behavior by talking."

(G3) "Since the children learn by observing, they adopt the family's problem solving method. The parents advise them to hit their friends so that their children cannot be bullied."

(G7) "Wrong parent attitudes, insufficient level of knowledge in child education, being wrong model for children with negative behaviors in family communication. Gendered approach in some circles."

RESULT, DISCUSSION AND SUGGESTIONS

Conclusion and Discussion

The following results are achieved in this study, which is conducted to investigate the effect of the family on children with aggressive behavior, the type of aggressive behaviors experienced in preschool classrooms, the ways of teachers to cope with the aggressive behaviours, the attitudes of other students towards aggressive behaviors and whether aggressive behaviors differ by gender or not.

In this study, it is concluded that the most common aggression observed in preschool children is physical aggression. The behaviours causing physical harm such as hitting and pushing the friends are observed more. In addition, it has been determined that there are verbal psychological aggression and damaging goods in preschool children a. In the study of Ay (2017), it is concluded that physical aggression is observed more than verbal aggression in preschool age. In the Akduman (2012) study in which 53 preschool teachers are interviewed it is observed that physical aggression is seen more in the 3-4 and 5-6 age group students than verbal and relational aggression, but physical aggression decreases when the age increases and 5-6 age group students with physical aggression are less than 3-4 age groups. Gündüz and Karaca (2011) states that physical aggression is more common than relational aggression and that physical aggression is meaningful for boys. In his study, Kadan (2010) states that children having pre-school education have physical aggression such as hitting and pushing than those who do not. When the studies conducted are examined, it is determined that physical aggression is the most common type of aggression and factors such as gender, age and attending to school are effective on physical aggression.

When it is examined whether aggressive behaviors differed by gender, it is seen that boys tend to be more aggressive as a result of the study. A small proportion states that gender does not differ in aggression. In the study of Kadan (2010), when aggression behavior is examined by gender, physical and verbal aggressive behaviours of boys are more than girls, and in Ay (2017) study, physical aggression shows a significant difference in favor of men. In the study of İkiz and Samur (2016), it is observed that physical aggression is higher in boys, and relational aggression does not differ by gender. Yağcı (2019) and Predator (2019) also reach the conclusion that physical aggression is higher in boys in their studies. Although most of the studies conducted in this field are examined, it seems that there are results that support this study. But in Topaloğlu's (2013) study carried out with 110 girls and 117 male students in 4-5 age group, there is no significant difference in aggression levels in male and female students.

When considering the situations that are effective in the emergence of aggressive behaviors, it is seen that the most effective factor is the child's prioritization of his/her own wishes. Ayan (2007) concludes that aggression is more common in children exposed to violence from their parents. In the study of Akçay and Özcebe (2012), a significant relationship is found between the children watching violent TV programs and aggression. When the studies conducted in the field are examined, it is seen that the results that are effective on the emergence of aggressive behaviors differ.

It is observed that teachers mostly choose to talk with the child about the wrong behavior as ways to deal with aggressive behavior. It has been observed that teachers primarily try to find solutions to aggressive behaviors by contacting the child and trying to understand the problem and the child. However, it has been observed that the way of communicating with families is also used a lot. It has also been determined that teachers use the school guidance service if it is necessary. The number of teachers use traditional methods such as punishment is few. In the study of Özdemir and Tepeli (2016), it is observed that the method mostly used by preschool teachers in dealing with aggressive behaviors in their classes is the way of talking and the second method used is the second type of punishment. In the study of Uzbaşı (2009), it is observed that counselor teachers see aggression as a problem in primary schools and they include parent education as a way to cope with aggression. Çankaya and Ergin (2015) conclude that it may be beneficial to use appropriate game types in reducing unwanted behaviors such as aggression. When the studies conducted in the field are examined, it is seen that the results obtained coincide with this study, but teachers use different methods to deal with aggressive behaviours. In addition, in the study of Dinçer and Uysal (2013), it is concluded that as the teachers' years of working increase, their coping levels increase.

In the study, the effect of the family on the children with children aggressive behaviors is asked to the teachers. According to the answers given, the child's being exposed to aggressive behaviors in the family and wrong parenting attitudes are observed to affect the children. Besides, the family's inadequacies in child education, the uncontrolled use of tablets and smartphones by the children and gendered approach in some circles are among the effects. In the study of Uysal and Dinçer (2013), some demographic information (gender, number of siblings, birth order, parent education status and parent employment status) and professional experience of their teachers have a significant effect on the aggressive behaviors of these children. In Yıldızbaşı's (2019) study, It is concluded that the parents' attitudes in the dimensions of protective and permissive attitudes affect the aggression behaviors observed in children. Dinçer and Uysal (2013) conclude that the family pattern affects physical aggression. In the study of İkiz and Samur (2016), it is observed that parents' attitudes are effective in physical and relational aggression. Yağcı (2019) concludes that factors such as economic status of families, age of parents, education levels affect the aggression levels of children. In the study of Köksal (2016), the aggression behaviors of children whose parents' attitude is democratic are observed less. Studies show that the family has an impact on the aggressive behaviors observed in the child.

Different attitudes may be observed in other students when they face the aggressive behavior. When analyzed in this study, it is observed that other students have the same aggressive behavior in response to students with aggressive behaviours and that other children keep away from the aggressive child. However, it has been determined that children tend to complain about their aggressive friends.

Suggestions

Suggestions Based on the Results of the Research

The following suggestions are given by considering the findings and results obtained in this study which is conducted to evaluate the opinions of preschool teachers on students' aggressive behavior.

- Family education can be given importance in terms of solving these behavioral problems considering the effect of families on aggressive behaviors in the research,
- Teacher family communication should be considered important in order to learn the causes of aggressive behaviors observed in the child and to find solutions,
- Teachers notice aggressive behaviors but may have difficulties to cope with them. In this respect, teachers can be educated
- Activities related to behavioral problems such as aggression can be done in the classroom.

Suggestions for Future Research

The following suggestions can be made to the future researches to be carried out by regarding the data obtained as a result of the research.

- A more comprehensive study including the family, teacher and the child can be conducted regarding the causes of aggressive behavior by choosing among the sub-problems in this study,
- A new study can be conducted on why aggression differs according to gender.
- The study group of this research is limited to Körfez which is a district of Kocaeli City. The study group can be expanded in the new studies to be done and it can be worked with families and teachers in other cities.
- Aggressive behaviors in preschool education institutions can be evaluated with the observation technique in the new study to be conducted
- The effect of preschool education on aggressive behaviors can be investigated by working with children who have received preschool education and children who have not.
- The study group can be expanded and examined by considering aggression at primary, secondary and high school levels.

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Değerli Öğretmen Arkadaşlarım;

Bu çalışma Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Programları ve Öğretimi Bölümü Master çalışması olarak “ **Okul öncesi öğretmenlerinin, öğrencilerinin saldırgan davranışları karşısında tutumları** ” başlıklı araştırma için hazırlanmıştır. Çalışmada elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak ve üçüncü kişiler ile paylaşılmayacaktır.

Yaşınız:

Çalışma Yılıınız:

Cinsiyetiniz:

GÖRÜŞME SORULARI

1. Öğrencilerinizde ne tür saldırgan davranışlar gözlemleniyor?
2. Saldırgan davranışların ortaya çıkmasında etkili olan durumlar nelerdir?
3. Öğretmenlerin bu davranışlarla başetme yolları nelerdir?
4. Saldırgan davranışlar karşısında diğer öğrencilerin tutumları nasıl?
5. Saldırgan davranışlar cinsiyete göre farklılık gösteriyor mu?
6. Saldırgan davranışlar gösteren çocuklarda ailenin etkisi nedir?