

*Originalni članci/  
Original articles*

REACTIVE AND SPONTANEOUS  
AGGRESSIVENESS OF THE YOUNG

REAKTIVNA I SPONTANA AGRESIVNOST  
MLADIH

**Correspondence to:**

**Ljiljana Simonović Grujić**

e-mail: [ljiljanasimon@gmail.com](mailto:ljiljanasimon@gmail.com)

+381 64 206-17-21

Ljiljana Simonović Grujić<sup>1</sup>, Slađana Babić<sup>2</sup>,  
Marija Antić<sup>3</sup> i Jelena Jović<sup>4</sup>

<sup>1</sup> Gymnazium „Bora Stanković”, Vranje

<sup>2</sup> Faculty of Security Studies - University of Belgrade

<sup>3</sup> Faculty of Philosophy- University of Niš

<sup>4</sup> School of Medicine, University of Prishtina-Kosovska Mitrovica,  
Serbia

*Key words*

reactive aggressiveness of the young,  
spontaneous aggressiveness of the  
young, parents' reactions

*Ključne reči*

reaktivna agresivnost mladih, spontana  
agresivnost mladih, reakcije roditelja

*Abstract*

**Introduction/** The aim of the work. The aim of the research is to determine the degree of severity of reactive and spontaneous aggressiveness of the young. The specific objective of this study was to determine gender differences in the expression of reactive and spontaneous aggression of the young and the reactions of parents to their aggressiveness.

**Method.** The research was done on a sample of 91 examinees, secondary school students of Gymnazium „Bora Stankovic” in Vranje, aged 16-18 years. The research consisted of 52 male (57%) and 39 female examinees (43%). Testing, which took 20 – 30 minutes, was performed by the school psychologist, in a regular class, with a standardized Practice Test. The degree of reactive and spontaneous aggression was measured by two scales of a standardized Freiburg personality test (FPI). This research was done in 2014. The processing of the data was carried out by using the SPSS program package, version 11.5. Results are shown by using methods of statistical description: frequency distribution, average score values, standard deviations and percentages. The significance of differences was shown using the t-test and Chi square tests. The limit of statistical significance is less than 5 % ( $p < 0.05$ ).

**Results.** The data show that young men have more reactive, spontaneous, and overall aggressiveness, compared to girls. In the dimension of spontaneous aggression boys show significantly higher statistical values, compared to the girls ( $p < 0.05$ ). In response to the aggression of young people, their parents often use verbal aggression and apply prohibitions. It is important to note that 4-6 % of the parents don't not respond at all to the aggressiveness of their children nor do they use corporal punishment.

**Conclusion.** Obtained results point to the need for more prevention work with young people for increasing awareness and control of aggressive motives and awareness raising in terms of non-violent forms of behavior. It is important to increase the role of school in advisory work with parents whose children are expressing a high degree of aggressive behavior.

*INTRODUCTION*

Numerous data from the Ministry of Internal Affairs of the Republic of Serbia and the Social Work Centres, both in Serbia and abroad, show an overall increase in violence and aggression in all structures and parts of the society: family, school...The violence index has dramatically risen, especially when it comes to manslaughter, from 5.4% in 1995 to 12.7% in 2003 (1). The increase of violence on the part of the children and the young has prompted increased interest in the field as well as the need for research. It appears that

children's aggressiveness has become one of the most frequently researched fields of developmental psychology over the past few decades. Children's and teenagers' aggressiveness often results not only in peer rejection of the aggressive individuals but also further development of their negative behaviour patterns and the onset of mental health problems (2). In order to avoid such damaging results, it is vital to determine the reasons which bring about the development of aggressive behaviour as well as find ways to prevent or reduce it. One significant factor in shaping regressive or pro-

gressive way of youth aggressiveness is their family. The most aggressive children, by rule, come from the families in which, on one hand, there is a custom of strict punishment and, on the other hand, permissiveness towards the aggressiveness of the children themselves. Safe, warm, calm and relaxing atmosphere reduce the need for aggression and such environment rarely produce aggressive persons, whereas cold, hostile atmosphere and punishment promote aggressiveness. Most of the longitudinal research <sup>(3)</sup> point to the reduction of aggressive behaviour at pre – adolescent age, and an increase of its gravity at the adolescent age. In early childhood, the reasons mostly stem from within the family, whereas teenage aggression is brought about by a combination of situational factors at school, neighbourhood, relationship with friends (e.g. hostile attitude towards teachers, peer pressure, influence of various sub cultural groups etc) <sup>(4)</sup>.

This research shows the degree of expressing spontaneous and reactive aggressiveness of the young, gender differences in exhibiting the aggressiveness, and parental reactions to their children's aggressive behaviour. This research results may help to better understand and control the aggressiveness of the young as well as offer various ways of help and assistance from the family and school.

#### *Definition of aggressiveness*

Zuzul <sup>(5)</sup> defines aggressiveness as „any reaction, physical or verbal one, undertaken with the aim of inflicting harm or an injury of any kind to a person, regardless of the whether it has been carried out or not.“ (pg. 49).

#### *Theories of aggressiveness*

A lot of research and observation of aggressive behaviour has resulted in a number of various theories, i.e. understanding and interpreting the phenomenon of aggressiveness. The complexity of aggressiveness is accompanied by the impossibility of its interpretation by using one single theoretical system. Every theory explains some aspects of aggressive behaviour.

According to the cause of the origin of aggressiveness, there are five groups of theoretical systems <sup>(5)</sup>.

1. Aggressive behaviour is determined by instinct.
2. Frustrations cause aggressive behavior.
3. Aggressive behaviour is acquired by learning.
4. Aggressive behaviour is explained by analyzing man's cognitive – information functioning.
5. Aggressive behaviour emphasizes the importance of bio – physiological structures within an individual's organism.

#### *Instinctual theories of aggressiveness*

##### *Fromm's theory of aggressiveness*

Fromm <sup>(6)</sup> defines aggressiveness as any behavior aimed at inflicting harm to another person. There are two types of juxtaposed types of aggression with human beings: benign and malignant.

Benign aggressiveness is a defence reaction when an individual's vital interests are endangered. The aim of benign aggression is the removal of the threat. This kind of aggression is characteristic of both humans and animals, but it is more frequent with humans.

Malignant aggressiveness is typical of humans only, it is not phylogenetically programmed, it has no purpose of securing life, it is caused by the desire to destroy and devastate, and its aim is enjoying the cruelty and destruction. This kind of aggression is not inherent, it is not ineradicable, it is not a learned behaviour pattern and it develops under certain social and family circumstances.

Destructive behaviour is an expression of destructive passion embedded in someone's character. Causes of human destructiveness lie in neither inherent human nature nor the socio-cultural environment. These factors cause human destructiveness indirectly, through their mutual interaction. Fromm differentiates two types of malignant aggressiveness: sadism and necrophilia.

#### *Biological and physiological theories of aggressiveness*

Biological theories of aggressiveness share a common interest in individual differences in exercising aggression.

Research which is trying to discover physiological origins of aggressive behaviour has diverged into three directions: a) Genetic influence speaks of the findings that link aggressiveness and the XYY syndrome. b) Brain mechanisms influence. Limbic system and the hypothalamus are specially important for inciting or modelling aggressive behaviour) Hormonal and neurotransmitter influence <sup>(7)</sup>.

Research has shown that aggressiveness is closely related to excessive levels of the male sex hormone testosterone. The link between high testosterone levels and aggressiveness is at the same time one of the explanations why men, more than women, are susceptible to aggressive behaviour <sup>(8)</sup>.

There is evidence that serotonin (secreted in the middle brain) inhibits impulsive aggression. It is important to point out the influence of alcohol on aggressiveness. Alcohol works like an un-inhibitor, thus reducing one's social inhibitions, making him less cautious than usual <sup>(8)</sup>.

#### *Factors which influence the appearance of aggressive reaction*

Berkowitz ( according to <sup>(9)</sup>) points out that the external situation, in which aggression is developed, is repelling for an individual and may include frustration, physical pain, psychological tension or some external inconvenience (noise, crowd, high temperature).

Aggression may be triggered by any situation perceived by an individual as provocative <sup>(5)</sup>. Various theories point out the contribution of certain factors in defining aggression: emotional factors are emphasized by frustration theories, social factors in Bandura's theory, cognitive factors in cognitive theories and situational factors in Berkowitz's theory<sup>(10)</sup>.

#### *Causes of aggressive behaviour*

There are many causes of aggressive behaviour:

*Situation within society* – War circumstances in particular in which all the values of behaviour norms are shaken, which is reflected onto the behaviour at school and within a family. War and stressful events can be perceived as a series of dangers, threats, limitations and frustrations, i.e. they con-

stitute events which trigger negative emotions and increase the risk of awaking and developing aggressive behaviour. *Situation at school* – Students are afraid of failure, of not living up to expectations. Overwhelming demands create in students negative emotions, fear and insecurity, which can in turn bring about the manifestation of aggressive behaviour. *Situation within the family* – Aggressiveness may be adopted as a role model of the behaviour of the parents or adults in the neighbourhood, as a way of expressing discontent, inner tension, disagreement with the other members of the family, or failing to satisfy certain needs. If a child's needs for security, belonging, love are not satisfied, then one of the ways for the child to express his dissatisfaction is aggressive behaviour. *Modern lifestyle* – Modern man is divided between increasingly growing personal demands and professional life demands. Too many demands cause chronic lack of time and energy, which in turn produces frustration, dissatisfaction and aggressiveness. One important cause of aggressive behaviour is the uncontrolled influence of the media while depicting violence. Excessive watching violence on television and the internet adds to increased aggressive behaviour (9).

#### *Types of aggressiveness*

Within the category of aggressive behaviour, there can be various types of aggressiveness. The majority of modern classifications differentiate between aggressive behaviour motivated by the emotional changes within an individual's organism and the one motivated by the desire to accomplish certain external goals (9).

#### *Types of aggressiveness according to the type of aggressive behaviour* (11)

*Impulsive or expressive aggressiveness* is aimed at inflicting harm or an injury to another person. It is described as benign or emotional, conditioned by perceiving the situation as provocative.

*Instrumental aggressiveness* comes into existence as a result of emotional and cognitive factors. Aggressive behaviour serves the purpose of accomplishing a certain goal. With this type of aggressiveness, the most decisive factor is the internal pleasure and it is often prevalent in sports achievements and competitions.

*Reactive aggressiveness* appears in response to situational conditions: frustrations or provocations, followed by physiological and emotional changes. For this type of aggressiveness to come into existence, there has to be an enemy to perceive or anger to feel.

*Provocative (proactive) aggressiveness* represents deliberate behaviour caused by predicting a desirable goal and absence of any kind of provocation. It is controlled by external stimulation. It is cold aggression, whose aim is some kind of advantage or social domination. Although the correlation between reactive and proactive aggression is high 0,76, they represent different constructs. Reactive aggressiveness comes into existence as a result of assigning hostile intentions to someone's actions and the feeling of anger, whereas proactive aggression is linked to the belief that aggressive actions have favourable consequences (3).

Types of aggressiveness according to the type of expressing aggression according to Buss (11):

*Latent aggressiveness* represents one's permanent characteristic to always react by increasing the emotional tension for attack in provocative situations.

*Manifest aggressiveness* originates from the latent one and is characterized by manifesting verbal or physical aggression onto the source of frustration. *Physical aggressiveness* is expressed by direct physical assault against another person and inflicting bodily injuries to that person. *Verbal aggressiveness* is characterized by verbally insulting another person (offensive commands, threats, raised tone, blaming it on them, lawsuits, restraints, orders, whining, shedding tears and so on.).

#### *AIM*

The research has been done with the aim of determining the degree of expressing reactive and spontaneous aggressiveness of the young.

Specific goals of the research have been:

1. to investigate gender based differences in expressing reactive and spontaneous aggressiveness of the young;
2. to investigate the ways parents react to the expressed aggressiveness of the young.

#### *METHODOLOGY*

The research was done on the sample of 91 examinees, Secondary School – Gymnazium „Bora Stankovic” in Vranje, aged 16-18. The sample consists of 52 male examinees (57%) and 39 female examinees (43%).

The testing, lasting 20 – 30 minutes, was done by the school psychologist, in a regular class, with the standardized instruction on how to do the test and it was carried out in 2014. The degree of expressed reactive and spontaneous aggressiveness was measured by two scales of the standardized Freiburg personality test (FPI<sup>(12)</sup>). Obtained score values are categorized into three marks:

1. reactive aggressiveness (lenient, moderately aggressive, reactive aggressive),
2. spontaneous aggressiveness (non-aggressive, moderately aggressive, spontaneously aggressive).

*Reactive aggressiveness* is determined as a dimension measured by the Scale of reactive aggressiveness in the FPI personality test (Freiburg personality test<sup>(12)</sup>). The scale consists of 26 statements.

*High score.* What is characteristic for the examinee are the reactive physical, verbal, and imagined aggressive actions, the importance of his own interests, egocentric point of view, suspicion and lack of trust in other people, being susceptible to authoritarian – conformist way of thinking, aggressiveness in a socially allowed form, being governed by reactive aggressiveness, guilt and revenge, being judgemental passing absolute and final conventional and sometimes strict moral judgements.

*Low score.* The examinee is characterized by caution and moderation, willingness to spare the others, passivity, rejects compulsory – aggressive way of dealing with himself, tolerance, confidentiality, defined moral judgements, understanding. The scale consists of 26 statements.

**Spontaneous aggressiveness** is determined as a dimension by the Scale of spontaneous aggressiveness in the FPI personality test (Freiburg personality test).

**High score.** The examinee expresses spontaneous physical, verbal and imagined aggressive actions, reacts impulsively to objects and animals, and also directs his aggressiveness towards people, whether in the form of benevolent or malevolent whims, or in the form of attack or torture, sometimes enjoying doing it, opts for impulsiveness and uncontrollability, unrest, need for change, desire for eventful experience, spitefulness, derives pleasure from childish pranks: an image of emotional immaturity.

**Low score.** The examinee exhibits a slight predisposition for aggressiveness, self control, consistent and conscientious behaviour, which in its extreme comprises passive – peaceful traits. The Scale consists of 26 statements.

Data processing was done by using the SPSS program packet, version 11.5.

The results are shown by using methods of statistical description: frequency distribution, mean value, standard deviation and percentage. The difference significance were determined by using the t-test and Chi square tests. The limit of statistical significance is less than 5% ( $p < 0,05$ ).

## RESULTS

Data gathered in Table 1 show that the boys show higher average score values for the investigated types of aggressiveness than the girls.

The average value on the reactive aggressiveness scale for the boys was higher ( $M=8.59$ ), compared with the girls ( $M=7.89$ ). Standard deviation from the average reactive aggressiveness value is less for the boys ( $SD=2.42$ ), than for the girls ( $SD=3.57$ ).

Boys have higher average values for the spontaneous aggressiveness dimension ( $M=9.59$ ), than the girls ( $M=8.10$ ). Deviation from the mean spontaneous aggressiveness is higher for the boys ( $M=3.35$ ), than for the girls ( $M=2.82$ ). The difference between the obtained range of values of the spontaneous aggressiveness dimension for the boys is very big ( $Min=2$ ,  $Max=17$ ).

There are statistically significant differences between the male and female sex examinees scores for the spontaneous and total aggressiveness of the young. The boys have significantly higher spontaneous aggressiveness ( $p < 0,27$ ) and total aggressiveness ( $p < 0,48$ ). The obtained differences between spontaneous and total aggressiveness for the boys, in comparison with those for the girls are statistically significant ( $p < 0,05$ ) (Data are given in Table 2).

**Chart 1.** The results in average values on a dimension of spontaneous aggressiveness of the young

**Grafikon 1.** Rezultati prosečnih vrednosti dimenzije spontane agresivnosti mladih

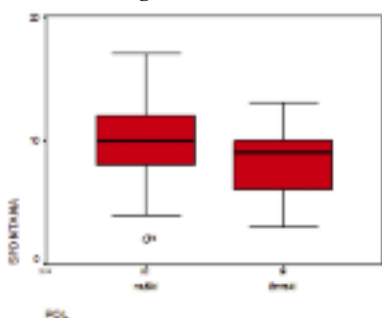
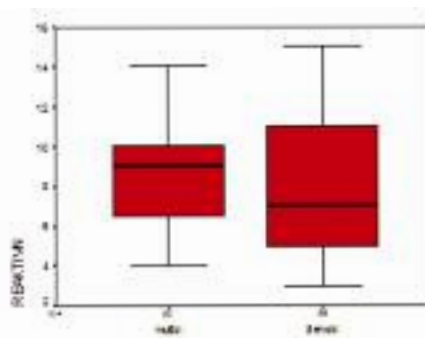


Chart 1 shows that the boys have higher spontaneous aggressiveness, compared to the girls.

**Chart 2.** The results in average values on a dimension of reactive aggressiveness of the young



**Grafikon 2.** Rezultati prosečnih vrednosti dimenzije reaktivne agresivnosti mladih

Chart 2 shows that the boys have higher score values for reactive aggressiveness, as compared to the girls, but the range of score values for reactive aggressiveness is higher for the girls.

Data from Table 3 show that one quarter of the boys (25%) and one third of the girls (33,3%) have high average reactive aggressiveness. 71.2% of boys and 53.8% of girls have high reactive aggressiveness. Out of the total sample, 63.7% of the young have high reactive aggressiveness.

Data given in Table 4 show that 19.2% of girls and 33.3% of boys have average spontaneous aggressiveness. 73.1% of boys and 61.5% of girls have high spontaneous aggressiveness. Two thirds of the young (68.1%) have high spontaneous aggressiveness.

Parents most often react to high reactive aggressiveness of the young by verbal aggression (getting angry and yelling 58.6%), prohibitions (22.4%), corporal punishment (5.2%) and several different reactions 6.9%. 6.9% of parents do not react to high aggressiveness of the young. Verbal aggression is for 73.1% of parents a way to react to average reactive aggression (Table 5).

In response to average spontaneous aggressiveness, parents react with verbal aggression (they yell, get angry 73.9%), and than by prohibitions and not reacting (13%) (Table 6).

High aggressiveness of the young provokes verbal aggression with 62.9% of parents, prohibitions (19.4%) and not reacting (4.8%). Corporal punishment, as a disciplinary measure against high spontaneous aggression of the young is practiced by 6.5% of parents. The use of multiple disciplinary measures against high spontaneous aggressiveness is practised by 6.5% of parents. (Data given in Table 6).

## DISCUSSION

The research has confirmed the starting hypothesis that there are significant gender based differences in expressing aggressiveness on the part of the young. Data show that the obtained average score value for reactive, spontaneous and total aggressiveness is higher for the boys, in comparison with the girls. The difference between spontaneous and total

aggressiveness for the boys is statistically significant. ( $p < 0,05$ ).

Research estimated that 63.7% of the young (71.2% of the boys and 53.8% of the girls) have high reactive aggressiveness, which means that their behaviour is characterized by the reactive physical, verbal and imagined aggressive actions, importance of their own interests, egocentric viewpoint, suspicion and lack of trust in other people, being susceptible to authoritarian-conformist way of thinking, aggressiveness in a socially allowed form, they are led by reactive aggressiveness, guilt and revenge, is judgmental with absolute and final moral conventions, which are sometimes strict.

Based on the data obtained, high spontaneous aggressiveness is expressed by 68.7% of the young (73.1% boys and 61.8% girls), which means that their behaviour allows spontaneous physical, verbal and imagined aggressive actions, reacts impulsively to objects and animals, and also directs his aggressiveness towards people, whether in the form of benevolent or malevolent whims, or in the form of attack or torture, sometimes enjoying doing it, opts for impulsiveness and uncontrollability, unrest, need for change, desire for eventful experience, spitefulness, derives pleasure from childish pranks: an image of emotional immaturity.

Obtained data are in accordance with the data gathered by a lot of research, which view aggressiveness as an exclusively „male phenomenon”. Boys find it easier to express, both directly and physically aggressiveness, whereas the girls prefer to do it indirectly and verbally<sup>(13)</sup>. Literature testifies that girls and women are more susceptible to inhibit expressing their anger for fear of negative consequences, such as rejection or loss of a good relationship, whereas men do not accept such negative consequences, and they even expect admiration. Women are also prohibited from expressing their aggressiveness more openly by the stricter norms of aggressive behaviour of women, which are acquired through socialization and become an inherent part of a woman's role<sup>(14)</sup>. The girls are more preoccupied and anxious as regards their desire to belong and be accepted by a group, while the boys have a greater need for autonomy and independence. Girls see multiple benefits from friendship, especially emphasizing satisfying their emotional needs, while the boys want to break free from their parents in that respect. Unlike girls, the boys prefer less intimate interactions, closeness or dependence on others because that produces feelings of awkwardness in them<sup>(15)</sup>. Social factors play a significant role in the appearance of gender based differences. Overt, bodily aggressiveness is tolerated with boys and is considered normative for certain age, while such behaviour is discouraged<sup>(16,17)</sup>. The same author offers a unified theory for explaining developmental changes and gender differences in aggressiveness. What is pointed out is the importance subjective evaluation of the possible consequence of an aggressive action, i.e. the aggressor considers the relationship of the anticipated effect of the chosen aggressive strategy on the one hand and possible physical, psychological and social consequences, on the other hand, the main goal is to find the strategy which will secure maximum effect at minimum risk. Good effect risk balance explains the relative tendency of

women to opt for indirect aggressiveness, since for them direct aggressiveness includes more than one risk, both corporal and social, than for the men.

Biological and physiological theories also point out that aggressiveness is linked to excessive levels of the male sex hormone testosterone. The link between testosterone and aggressiveness is at the same time one of the explanations why men, more than women, are more prone to aggressive behaviour<sup>(8,17,18)</sup>.

Reactions of the parents to the expressed aggressiveness of the young are the most frequent different types of verbal aggression (they yell, get angry, 58.6% in reactive and 62.9% in spontaneous aggressiveness). Approximately one fifth of the parents react by introducing prohibitions against expressed aggressiveness of the young (22.4% in reactive and 19.4% in spontaneous aggressiveness). Corporal punishment of the young is applied by 5-6% of parents, whereas 6-7% of parents do not react at all to the expressed aggressiveness of the young. Obtained results point to the significance of learning aggressive behavior patterns by using the principle of role modeling (verbal and physical punishment) and reinforcement (parents' not reacting). Parents' actions toward the child shape the characteristics and personality of the future person. Aggressiveness is acquired in the process of searching for our ultimate benefit or position. If a child finds out that someone will give it what he wants if it is aggressive, this child will become a person prone to aggressive behaviour. In analyzing aggressive behaviour, it is not the intention that matters – it is about the types of reinforcement which bring about aggressive behaviour<sup>(19)</sup>. If a child grows up in an aggressive family environment, especially the one in which the aggressiveness is directed towards the child, that very child will be behaving in a similar fashion. Growing up fearing aggressiveness of the adult, the child starts identifying with the aggressor in order to reduce its own fear. Physically abused children are most often aggressive to those who are weaker than themselves. On one hand, parents are role models whose behaviour will be imitated, and on the other hand, through their relationship with their children they influence the development of certain characteristics<sup>(5,9,10,20,21)</sup>. The most aggressive children, by rule, come from the families in which there is a custom of strict punishing, indifference or permissiveness towards the aggressiveness of the children themselves. Over-lenient parents produce in their children irate and aggressive behaviour in response to any kind of prohibition or failure because they haven't developed satisfactory frustration tolerance. Such parents impose few restrictions to their children; offer indifferent attitude and style without promoting healthy social development. Children of indifferent parents are needy and disobedient and do not take part in games and social interactions. Their parents impose few restrictions, they offer them little suffering too, showing little interest and emotional support<sup>(19,20,21)</sup>.

## CONCLUSION

Obtained results point to the need of additional prevention work with the young in terms of raising their awareness and control of the aggressive motive and developing awareness of the non violent behaviour patterns. It is important to

increase the role of school in advisory work with the parents whose children express high degree of aggressive behaviour. Safe, warm, calm and relaxing atmosphere reduce the need for aggression and such environments rarely produce aggressive persons, whereas cold, hostile atmosphere and punishing promote aggressiveness. Even if nothing is being done, if the child is neglected, or aggression is overlooked as if it were going to go away on its own, aggressiveness is promoted because the child is not being shown that such behaviour is undesirable.

APENDIKS

**Table 1.** Descriptive value of reactive aggressiveness and spontaneous aggressiveness of young / **Tabela 1.** Deskriptivne vrednosti reaktivne i spontane agresivnosti kod mladih

	GENDER		Statistic	Std. Error
Reactive aggressiveness	male	Mean	8.5962	.33663
		SD	2.42745	
	Std. Deviation	4.00		
	Minimum	4.00		
female	Mean	7.8974	.57241	
		Std. Deviation		3.57473
	Minimum	3.00		
	Maximum	15.00		
Spontaneous aggressiveness	male	Mean	9.5962	.46463
		SD	3.35050	
	Std. Deviation	2.00		
	Minimum	2.00		
female	Mean	8.1026	.45261	
		Std. Deviation		2.82652
	Minimum	3.00		
	Maximum	13.00		
Total aggressiveness	male	Mean	18.19	.43654
		SD	4.678	
	Std. Deviation	6		
	Minimum	6		
female	Mean	16.00	.42536	
		Std. Deviation		5.749
	Minimum	6		
	Maximum	25		

**Table 2.** The significance of differences between the sexes in the size of reactive aggressiveness, spontaneous and total aggressiveness (t-test) / **Tabela 2.** Značajnost razlika među polovima u ispoljavanju reaktivne, spontane i totalne agresivnosti

Aggressiveness	Levins' t-test		Levene's Test for Equality of Variances		
	F	p	t	df	p
Reactive	10.258	.002	1.110	89	.270
			1.052	63.197	.297
Spontaneous	.862	.356	2.247	89	.027
			2.303	87.713	.024
Total	4.293	.041	2.005	89	.048
			1.947	71.899	.055

**Table 3.** Reactive aggressiveness of young expressed in categories / **Tabela 3.** Reaktivna agresivnost mladih izražena u kategorijama

			Reactive aggressiveness			Total
			small	medium	large	
GENDER	male	f	2	13	37	52
		%	3.8%	25.0%	71.2%	100.0%
female	f	5	13	21	39	
	%	12.8%	33.3%	53.8%	100.0%	
Total		f	7	26	58	91
		%	7.7%	28.6%	63.7%	100.0%

**Table 4.** Spontaneous aggressiveness of young expressed in categories / **Tabela 4.** Spontana agresivnost mladih izražena u kategorijama

			Spontaneous aggressiveness			Total
			small	medium	large	
GENDER	male	f	4	10	38	52
		%	7.7%	19.2%	73.1%	100.0%
female	f	5	13	24	39	
	%	5.1%	33.3%	61.5%	100.0%	
Total		f	6	23	62	91
		%	6.6%	25.3%	68.1%	100.0%

**Table 5.** Reactions of parents on reactive aggressiveness of young / **Tabela 5.** Reakcija roditelja na reaktivnu agresivnost

AGGRESSIVENESS		REACTIONS OF PARENTS					
		no reaction	verbal aggressiveness	forbid	physically abusing	more reactions	
REAKTIVNA Reactive	small	f	1	6	0	0	0
		%	14.3%	85.7%	.0%	.0%	.0%
	medium	f	2	19	3	2	0
	%	7.7%	73.1%	11.5%	7.7%	.0%	
large	f	4	34	13	3	4	
	%	6.9%	58.6%	22.4%	5.2%	6.9%	

**Table 6.** Reactions of parents on spontaneous aggressiveness of young / **Tabela 6.** Reakcija roditelja na spontanu agresivnost mladih

AGGRESSIVENESS		REACTIONS OF PARENTS					
		no reaction	verbal aggressiveness	forbid	physically abusing	more reactions	
Spontaneous	small	f	1	3	1	1	0
		%	16.7%	50.0%	16.7%	16.7%	.0%
	medium	f	3	17	3	0	0
	%	13.0%	73.9%	13.0%	.0%	.0%	
large	f	3	39	12	4	4	
	%	4.8%	62.9%	19.4%	6.5%	6.5%	

## Sažetak

**Uvod/Cilj rada.** Cilj istraživanja je da se utvrdi stepen izraženosti reaktivne i spontane agresivnosti mladih. Poseban cilj istraživanja bio je da se utvrde polne razlike u izražavanju reaktivne i spontane agresivnosti mladih i načini reagovanja roditelja na njihovu agresivnost.

**Metod.** Istraživanje je rađeno na uzorku od 91 ispitanika, učenika Gimnazije "Bora Stanković" u Vranju, starosti od 16-18 godina. Uzorak je sastavljen od 52 ispitanika muškog pola (57%) i 39 ispitanika ženskog pola (43%). Testiranje je obavio psiholog škole, na redovnom času, sa standizovanim uputstvom za rad testa, u trajanju od 20-30 minuta. Stepem izraženosti reaktivne i spontane agresivnosti meren je dvema skalama iz standardizovanog Frajburškog testa ličnosti (FPI). Istraživanje je sprovedeno 2014. godine. Obrada podataka je urađena upotrebom programskog paketa SPSS u verziji 11,5. Rezultati su prikazani metodama statističke deskripcije: distribucijom frekvencije, srednje vrednosti, standardne devijacije i procentima. Značajnosti razlika su rađene t-testom i Hi kvadrat testom. Granica statističke značajnosti je manja od 5% ( $p < 0,05$ ).

**Rezultati.** Dobijeni podaci ukazuju da mladići imaju veću reaktivnu, spontanu i ukupnu agresivnost, u odnosu na devojke. U dimenziji spontane agresivnosti mladići imaju statistički značajno veće vrednosti, u poređenju sa devojčkama ( $p < 0,05$ ). Na agresivnost mladih roditelji najčešće reaguju verbalnom agresijom i zabranama. Značajno je da 4-6% roditelja uopšte ne reaguje na agresivnost svoje dece ili koristi fizičku kaznu.

**Zaključak.** Dobijeni rezultati ukazuju na potrebu dodatnog preventivnog rada sa mladima u osveščivanju i kontroli agresivnog motiva i razvijanje svesti o nenasilnim oblicima ponašanja. Značajano je povećati ulogu škole u savetodavnom radu sa roditeljima čija deca izražavaju visok stepen agresivnog ponašanja.

## REFERENCES

- Sinobad S. Obeležja vršnjačkog nasilja u školama. Preuzeto sa <http://www.doiserbia.nb.rs/img/doi/1450-6637/2005/1450-66370503019S.pdf>, poslednja poseta 19.11.2014.godine
- Erdley CA, Asher SR. Linkages between children's beliefs about the legitimacy of aggression and their behavior. *Social Development* 1998; 7 (3): 321-39. DOI:10.1111/1467-9507.00070
- Coie JD, Dodge KA. Aggression and antisocial behaviour. In: Damon W, Eisenberg N. (Eds.). *Handbook of child psychology*, 3. Social, emotional and personality development, 1997;779-862. <http://www.sagepub.com/content/24/2/129>
- Fraser MW. Aggressive behaviour in childhood and early adolescence: An ecological-developmental perspective on youth violence. *Social Work* 1996; 41 (6):683-84. DOI: 10.1099/sw 41.6.683-a
- Žužul M. Agresivno ponašanje – Psihologijska analiza. Zagreb,1989: 128-256.
- Fromm E. Anatomija ljudske destruktivnosti 1, Naprijed, Zagreb. 1989:169-278. <https://www.scribd.com/>
- Beck RC. Motivacija – Teorija i načela. Naklada Slap, Jastrebarsko 2003:187-96. <https://bs.scribd.com/doc/>
- Aronson E, Wilson TD, Akert RM. *Social psychology*. NJ: Prentice Hall, 2005: 241-76. <https://books.google.rs/books>
- Popadić D. Nasilje u školama. Institut za psihologiju, Beograd. 2009: 25-278.
- Bandura A. *Journal of Personality and Social Psychology*. 1965 (6): 589-95. [psycnet.apa.org/psycinfo/1965-11985-001](http://psycnet.apa.org/psycinfo/1965-11985-001)
- Buss AH, Perry M. The Aggression Questionnaire. *Journal of Personality and Social Psychology* 1992; 78: 452-59. [dionysus.psych.wisc.edu/~index.php?title](http://dionysus.psych.wisc.edu/~index.php?title)
- Bele-Potočnik Ž, Hruševar B, Tušak M. Freiburški upitnik ličnosti, Priručnik, Zavod SR Slovenije za produktivnost dela Ljubljana, 1984.
- Owens L, Shute R, Slee P. "I'm in and you're out..." Explanations for teenage girls' indirect aggression. *Psychology, Evolution and Gender*, 2000b; 2: 19-46. <https://books.google.rs/books?isbn=3631600283>
- Fehr B, Baldwin M, Collins L, Patterson S, Benditt R. Anger in Close Relationships: An Interpersonal Script Analysis. *Personality and Social Psychology Bulletin* 1999; 25 (3): 299-312. [www.psych.mcgill.ca/perpg/fac/baldwin/ab\\_list.htm](http://www.psych.mcgill.ca/perpg/fac/baldwin/ab_list.htm)
- Lacković-Grgin, K. Psihologija adolescencije. Jastrebarsko: Naklada Slap. 2006: 27-98.
- Keresteš G. Stavovi nastavnika prema dječjem agresivnom ponašanju: Utjecaj vrste agresije, spola agresora i spola žrtve, Društvena istraživanja: časopis za opća društvena pitanja 2007; 6(74): 1055-1079. [www.knjiznica.hr/.../pitanje.php?pitanje...word%3DDes](http://www.knjiznica.hr/.../pitanje.php?pitanje...word%3DDes)
- Lagerspetz KMJ, Björkqvist K, Peltonen T. Is indirect aggression typical of females? Gender differences in 11-to 12-year old children. *Aggressive Behavior*, 1988;14(6): 403-414. DOI: 10.1002/1098-2337(1988)14:6<403::AID-AB2480140602>3.0.CO;2-D ...
- Dabbs J, James W, Pennebaker WJ, Groom CJ, Low D. Testosterone as a Social Inhibitor: Two Case Studies of the Effect of Treatment on Language. *Journal of Abn. Psychology* 2000;13(1):172-175. DOI: 10.10370021-843x.113.1.172
- Čudina-Obradović M, Obradović J. Psihologija braka i obitelji. Zagreb: Golden marketing, 2006: 163-64. [www.isvu.hr/javno/hr/vu2223/.../pred53804.shtm](http://www.isvu.hr/javno/hr/vu2223/.../pred53804.shtm)
- Vasta R, Marshall M, Miller SA. Dječja psihologija. Jastrebarsko: Naklada Slap. 1998: 32-97.
- Smederevac S. Relacije između agresivnosti i dimenzija ličnosti Modela "pet velikih". *Pedagoška stvarnost*, 2005; 5-6: 456 - 471.

■ The paper was received on 01.11.2015./ Accepted on 09.11.2015.