

CZU: 37.015.3:316.62

DOI: 10.36120/2587-3636.v44i2.156-173

PSYCHO-PEDAGOGICAL CONDITIONS FOR PREVENTING AND REDUCING BULLYING-TYPE AGGRESSIVENESS IN EDUCATIONAL INSTITUTIONS

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Abstract. Bullying is one of the most serious problems in contemporary educational environments, with negative effects on students' psycho-emotional, social, and academic development. This article examines, from psycho-pedagogical and managerial perspectives, the conditions required to prevent and reduce bullying in secondary schools. The study draws on theoretical and empirical approaches from educational psychology, sociology, and pedagogy. The analysis highlights the importance of implementing integrated measures based on the development of socio-emotional competencies, the promotion of a positive school climate, teacher professional development, and effective institutional management. The findings emphasize the need for an interdisciplinary approach and sustained cooperation among schools, families, and communities to foster an inclusive and non-violent educational environment.

Keywords: bullying, aggressiveness, prevention, reduction, psychological climate.

CONDIȚII PSIHOPEDAGOGICE DE PREVENIRE ȘI DIMINUARE A AGRESIVITĂȚII DE TIP BULLYING ÎN INSTITUȚIILE DE ÎNVĂȚĂMÂNT

Rezumat. Bullyingul reprezintă una dintre cele mai grave probleme ale mediului educațional, cu efecte negative asupra dezvoltării psihoemoționale, sociale și academice a elevilor. Articolul analizează, din perspectivă psihopedagogică și managerială, condițiile necesare prevenirii și diminuirii acestui fenomen în instituțiile de învățământ liceal. Sunt valorificate abordări teoretice și empirice din domeniul psihologiei educației, sociologiei și pedagogiei. Analiza evidențiază importanța implementării unor măsuri integrate, bazate pe dezvoltarea competențelor socio-emoționale, consolidarea climatului școlar pozitiv, formarea cadrelor didactice și eficientizarea managementului instituțional. Concluziile subliniază necesitatea unei abordări interdisciplinare și a cooperării dintre școală, familie și comunitate pentru promovarea unui mediu educațional incluziv și nonviolent.

Cuvinte-cheie: bullying, agresivitate, prevenire, diminuare, climat psihologic.

Conceptual Approaches to Bullying-Type Aggressiveness

Bullying-type aggressiveness is a complex psychosocial phenomenon, with profound implications for the emotional, cognitive and social development of students. Unlike ordinary conflicts between children and adolescents, bullying involves the existence of a deliberate intention to harm, the repetitiveness of aggressive behaviour and an imbalance of power between the aggressor and the victim. This differentiation is essential from a psycho-pedagogical perspective, because many situations of school violence are minimized by adults through formulations such as "they are just conflicts between children" or "this is how teenagers play". In reality, ignoring the systematic nature of bullying contributes to the consolidation of an unsafe educational climate and favours the

perpetuation of aggressiveness [18, 12, 1].

The importance of the correct conceptualization of bullying lies in the fact that effective educational interventions directly depend on how the phenomenon is understood. If aggressiveness is interpreted exclusively as an individual problem of the aggressor student, the measures applied will be predominantly punitive. In contrast, contemporary research demonstrates that bullying is the result of the interaction between personal, family, school and social factors. Therefore, its prevention and reduction require systemic and multidimensional interventions.

The modern theoretical foundations of bullying were developed by the Norwegian psychologist Dan Olweus, considered a pioneer in research on school violence. In his work *Bullying at School: What We Know and What We Can Do* (1993), he defines bullying as “intentional aggressive behaviour, repeated over time, involving an imbalance of force or power” [18]. Olweus’ contribution is fundamental because it shifts the focus from individual guilt to the collective responsibility of the school institution. The author demonstrates that the educational environment can either limit aggressiveness or indirectly tolerate it through lack of intervention, through unclear rules or through the absence of a climate based on respect and safety.

Critically analysing this perspective, it can be stated that Olweus’s theory remains current and relevant because it explains the relational and institutional dimension of bullying. However, some limits appear in the contemporary context, dominated by digitalization and social networks, where aggressiveness is no longer limited to the physical space of the school. Today, bullying exceeds the boundaries of the classroom and continues in the online environment, which requires updating educational strategies and integrating digital education into prevention programs.

From a psychological perspective, Albert Bandura explains aggression through the social learning theory. In his work *Social Learning Theory* (1977), Bandura argues that individuals learn aggressive behaviours by observing and imitating models from the family, peer groups, the media or the virtual environment. This theory is particularly important for understanding school bullying because it highlights the fact that aggressiveness does not appear spontaneously, but is learned and socially reinforced [2].

Bandura’s central argument is that students repeat behaviours that are rewarded or tolerated. Thus, when the aggressor gains popularity, social dominance, or validation from the group, aggressive behaviour is reinforced. Also, the lack of intervention by teachers or parents indirectly conveys the idea that aggressiveness is acceptable. In this sense, the school has a decisive role in shaping student behaviour. Teachers who promote empathetic communication, cooperation, and mutual respect become positive role models that reduce the likelihood of aggressive manifestations.

Bandura’s perspective has a high practical value because it offers concrete directions

for intervention: developing prosocial models, reinforcing positive behaviours, and reducing exposure to violent models. However, the theory can be criticized for paying insufficient attention to emotional predispositions and individual differences. Not all children exposed to violence become aggressors, which demonstrates that cognitive, affective, and contextual factors influence the social learning process differently.

Psychoanalytic approaches, represented by Sigmund Freud, interpret aggressiveness as an expression of destructive instincts inherent in human nature. S. Freud believes that the individual possesses aggressive drives that must be controlled through social and cultural mechanisms [8].

In a similar vein, Konrad Lorenz, in his work *On Aggression* (1966), supports the biological and instinctual nature of aggressive behaviours [14].

These theories have the merit of highlighting the existence of natural components of human aggression and the need for social mechanisms of emotional regulation. However, they are frequently criticized for their excessive emphasis on biological determinism. From an educational perspective, accepting the idea that aggressiveness is inevitable can lead to institutional passivity and a diminution of pedagogical responsibility. Contemporary research demonstrates that the educational environment, parenting style, and social climate decisively influence the way in which aggressive impulses are managed or inhibited [12].

A much more complex and current approach is the ecological theory of human development developed by Urie Bronfenbrenner. This explains bullying through the simultaneous interaction of several social systems. The microsystem includes the family and the school, that is, the environments with a direct impact on the child. A conflictual family climate, lack of emotional support, or authoritarian educational practices increase the risk of developing aggressive behaviours. At the same time, a school characterized by excessive competition, discrimination, or rigid communication can favour the emergence of bullying.

The mesosystem reflects the relationships between the institutions that influence the child, especially the collaboration between the family and the school. Lack of communication between parents and teachers often leads to ignoring early signals of victimization. The exosystem includes indirect influences from the social environment, such as the media, social networks, economic conditions or educational policies. The macrosystem refers to dominant cultural values and social norms regarding violence, authority and tolerance [4].

The value of the ecological theory lies in its integrative character. It demonstrates that bullying cannot be reduced to the aggressor-victim relationship, but must be analysed in the context of the entire social and educational system. From this perspective, effective prevention requires permanent collaboration between the school, family, community and social institutions.

In the Romanian space, Adrian Neculau and Mihai Golu analysed aggressiveness from the perspective of socio-educational influences and psychosocial mechanisms involved in the dynamics of school groups. Neculau highlights the fact that school violence often reflects social tensions existing in the community. Thus, bullying can be interpreted as a symptom of broader social dysfunctions: economic inequalities, dysfunctional family models, lack of emotional education or promotion of aggressiveness in public space [16, 11].

The generalization of definitions of the concept of bullying-type aggressiveness is presented in Table 1.

Table 1. Definitions of Bullying Concept

Authors	Aggressiveness - Definitions
Dan Olweus [OLWEUS, D. Bullying at school: What we know and what we can do.	Bullying is the intentional, repeated aggressive behaviour that imposes an imbalance of power and creates an atmosphere of fear, intimidation and emotional distress.
National Centre for Bullying Prevention	Bullying is the repeated use of verbal, physical or other forms of power or force by one or more people to intimidate, hurt, discredit or execute another.
World Health Organization	Bullying is the intentional and repeated negative behaviour that causes emotional, physical or social harm to a person or group of people who cannot adequately defend themselves against this behaviour.
American Psychological Association	Bullying is the intentional and repeated negative behaviour that involves power over another more vulnerable person and that causes emotional or physical distress.
US Government Platform to Combat Bullying Stop.Bullying.gov	Bullying is the intentional and repeated aggressive behaviour that involves an imbalance of power and creates a hostile and intimidating environment for the person targeted.
American Academy of Pediatrics stgove@aap.org	Bullying is aggressive, unwanted behaviour, present among school-age children, that involves a real or perceived imbalance of power.
Centres for Disease Control and Prevention (USA)	Bullying is any aggressive behaviour(s) by a young person or group of young people who are not siblings or in a romantic relationship and that involves an observed or perceived power imbalance and is repeated multiple times, or is likely to be repeated.
Department of Education, London (2017)	Bullying is the behaviour of an individual or group, repeated over time, that intentionally harms another individual or group, physically or emotionally... Many experts argue that bullying involves an imbalance of power between the aggressor and the victim.
Dankmeijer/ European Anti-Bullying Network (2017)	People are bullied when they are regularly exposed to acts of aggression, with the implicit or explicit motivation to increase/decrease social status and when they find it difficult to defend themselves, for individual, social or cultural reasons.

Contemporary research distinguishes several forms of bullying, each with specific mechanisms and consequences:

- *physical bullying* – manifested by hitting, pushing, destroying property or physical intimidation;
- *verbal bullying* – expressed through insults, threats, nicknames and humiliation;
- *relational bullying* – characterized by social exclusion, spreading rumors or

manipulating relationships;

- *cyberbullying* – carried out through digital technologies;
- *psychological and emotional bullying* – based on constant intimidation, control and diminishing self-esteem.

The Romanian author M. Curelaru and his colleagues propose a classification of bullying-type aggressiveness based on the following indicators: the nature of the act – verbal or physical aggression; the distance ratio with the aggressor – direct-indirect aggression; the number of people involved – individual or group aggression; the unpleasant/unbearable nature – mild or severe aggression; type of reaction - proactive or reactive aggression [7]. Therefore, M. Curelaru generalized different forms of manifestation of bullying-type aggression, structured it into three categories: physical aggression, verbal aggression, relational aggression.

Table 2. Forms of Bullying-Type Aggressiveness (*source: developed by the author*)

	<i>Direct</i>	<i>Indirect</i>
<i>Physical</i>	Physical assault, hitting, spitting, kicking, slapping, tripping, throwing stones, destroying personal property, stealing personal belongings, threatening with a weapon, touching or attempting to rape	Inducing a person to assault another person
<i>Verbal</i>	Insulting, name-calling, insulting, humiliating, threatening, sarcasm	Convincing another person to insult someone, slander, racial slurs, spreading false rumors, gossiping, manipulating friendships
<i>Non-Physical</i> <i>Non-Verbal</i>	Obscene gestures, teasing, humiliating, grimacing, teasing, sticking out tongue, winking	Moving and hiding personal belongings, intentional exclusion from group or activities, rejection, social marginalization, discrimination, ostracization

This analysis of the types and forms of manifestation of bullying-type aggressiveness is not exhaustive and leaves room for further study. At the same time, the diversity of forms and types of bullying-type aggressiveness characterized offers opportunities to establish mechanisms for preventing, reducing and managing this phenomenon.

Among these, cyberbullying represents one of the most dangerous forms of contemporary aggressiveness. Unlike traditional bullying, online aggression is not limited in time or space. The victim can be permanently exposed to offensive messages, humiliating images or virtual exclusion. The anonymity offered by the digital environment reduces the empathy of aggressors and amplifies the intensity of psychological violence.

Critical analysis of the phenomenon highlights the fact that many educational institutions are insufficiently prepared for the management of cyberbullying. In many cases, teachers do not have adequate digital and psycho-pedagogical competences for the early identification of online aggression. Parents also tend to underestimate the emotional impact of virtual violence, considering the online environment less dangerous than physical

aggression. In reality, the effects of cyberbullying can include severe anxiety, depression, social isolation, decreased school performance, and difficulties in psycho-emotional adaptation.

Therefore, preventing and reducing bullying requires the development of an educational climate based on psychological safety, empathy, authentic communication, and institutional cooperation. The modern school must not be limited to transmitting academic knowledge, but must also form emotional and social competences that allow students to manage conflicts nonviolently and build healthy relationships.

Concept of Preventing and Reducing Bullying-Type Aggression in Educational Institutions

Preventing and reducing bullying-type aggressiveness is one of the fundamental directions of contemporary education, because school violence affects not only students' safety, but also their emotional development, academic performance, and ability to integrate socially. The concept of bullying prevention involves all psycho-pedagogical, educational and managerial interventions aimed at reducing aggressive behaviours and developing a school climate based on respect, cooperation and emotional security.

Experiences demonstrate that bullying cannot be combated exclusively through disciplinary sanctions. Punitive measures, applied in isolation, sometimes temporarily reduce aggressive manifestations, but do not eliminate the psychosocial causes of the phenomenon. From this perspective, contemporary research supports the need for a systemic approach, which includes students, teachers, parents and the educational community. The effectiveness of anti-bullying programs depends largely on the continuity of interventions and the assumption of institutional responsibility.

One of the most important contributions in the field belongs to psychologist Dan Olweus, who developed the Olweus Bullying Prevention Program, considered one of the most effective international models of educational intervention. The program proposes a complex strategy for reducing aggression by: establishing clear rules against violence; monitoring relationships between students; active involvement of parents; training of teachers; counselling of victims and aggressors [18].

The importance of this model lies in its systemic approach. Olweus demonstrates that bullying should not be treated as an isolated incident, but as a problem of educational climate. Therefore, the entire school institution must participate in prevention. Teachers become protective factors by supervising relationships between students and by promoting empathetic communication. At the same time, parents are involved in the educational process to ensure the coherence of moral values and behavioural norms.

Critical analysis of the D. Olweus model highlights the fact that the success of the program depends on its constant application and on the existence of an institutional culture

oriented towards collaboration and responsibility. In many educational institutions, anti-bullying interventions are implemented formally, only at a declarative level, without real monitoring and without continuity. In such situations, the effects of the programs are limited. Also, some critics argue that the traditional D. Olweus model must be adapted to current realities, especially to the phenomenon of cyberbullying and the influence of social networks on relationships between adolescents.

A significant contribution to the prevention of aggressiveness also belongs to Lawrence Kohlberg, who explains the importance of moral development in the formation of social behaviour. In his work *The Philosophy of Moral Development* (1981), L. Kohlberg demonstrates that the level of moral reasoning directly influences the way in which the individual understands social relationships and responsibility towards others [13].

According to the author, students at higher levels of moral development are able to comply with rules not out of fear of punishment, but out of ethical convictions and social responsibility. This perspective is essential for the prevention of bullying because it shows that simple external discipline is not enough. Education must develop students' moral awareness, empathy and the ability to understand the consequences of their own actions on others.

From a critical perspective, L. Kohlberg's theory provides a valuable basis for moral education, but it can be considered insufficient when applied exclusively at the cognitive level. In practice, the existence of a developed moral reasoning does not always guarantee prosocial behaviours. Some students may understand moral norms, but may continue aggressive manifestations under the influence of the group, social pressure or emotional imbalances. Therefore, the prevention of bullying requires not only cognitive-moral development, but also the formation of emotional and relational competences [12, 1].

In this context, the contribution of Daniel Goleman becomes particularly relevant. In his work *Emotional Intelligence* (1995), D. Goleman emphasizes the importance of emotional intelligence in preventing violence and developing healthy social relationships. The author highlights the role of: empathy; emotional self-regulation; self-control; effective communication; social cooperation [10].

According to D. Goleman, students who manage their emotions effectively exhibit less aggressive behaviour and develop more stable social relationships. This perspective has a major practical value for educational institutions because it demonstrates that bullying prevention must be integrated into the daily educational process, through socio-emotional development activities, cooperative games, psychological counselling and empathy education.

Critically analysing this approach, it can be seen that many educational systems still prioritize academic performance and cognitive assessment, to the detriment of emotional development. Consequently, students may accumulate theoretical knowledge, but may

have difficulties in managing frustration, conflicts or interpersonal relationships. The lack of emotional education favours impulsivity, intolerance and relational aggressiveness.

In the Romanian educational space, Ioan Nicola and Constantin Cucos highlight the role of moral and civic education in preventing aggressive behaviours. Their research emphasizes that school must go beyond the function of transmitting information and become a space for the formation of social and moral values [17].

Constantin Cucos promotes the idea of a pedagogy of values, centered on: mutual respect; responsibility; tolerance; solidarity; social cooperation [6].

This perspective is important because bullying frequently occurs in environments characterized by excessive competition, discrimination or lack of a culture of dialogue. In a school where relationships are dominated by authoritarianism, fear or labelling, aggressiveness can become a mechanism for social affirmation. Therefore, the educational climate plays a decisive role in reducing or amplifying school violence.

From a critical perspective, the application of value education encounters difficulties in the current context marked by the influence of the media, social networks and digital culture. Students are frequently exposed to aggressive models, violent discourse and behaviours based on humiliation or social exclusion. Under these conditions, school must become a compensatory space that promotes emotional balance and healthy relationships.

In the Republic of Moldova, psycho-pedagogical research highlights the influence of the family and institutional climate on the development of school aggressiveness. Studies show that the lack of communication between parents and children, authoritarian educational practices and lack of emotional support favour the emergence of conflictual relationships between students [3, 1, 20].

Rigid school management and poor educational communication can contribute to the development of a tense environment, in which students do not feel safe to report situations of victimization. In many cases, victims of bullying avoid asking for help for fear of stigmatization or the belief that adults will not intervene effectively. This reality demonstrates the importance of building an institutional culture based on trust and emotional support.

Therefore, preventing and reducing bullying-type aggressiveness requires an integrated approach, based on collaboration between family, school and community. Research by established authors demonstrates that reducing school violence cannot be achieved exclusively through sanctions, but by developing students' moral, emotional and social competences. Modern educational institutions must promote not only academic performance, but also a culture of empathy, respect and social responsibility.

Social Conditions for Preventing and Reducing Bullying-Type Aggressiveness

Social conditions are one of the most important factors in preventing and reducing

bullying-type aggressiveness, because students' behaviours are formed and developed within everyday social relationships. The family, school, peer groups, community and virtual environment directly influence the way in which children and adolescents learn to manage conflicts, emotions and interpersonal relationships. From this perspective, bullying cannot be interpreted exclusively as an individual problem, but as the result of social and educational contexts that favour or limit aggressive manifestations.

Human experience shows that the family environment is the first and most influential socialization space for the child. It is in the family that fundamental behavioural models, emotional regulation mechanisms and attitudes towards others are formed. Numerous researches show that conflictive family environments, characterized by violence, emotional neglect, lack of communication or excessive authoritarianism, favour the development of aggressive behaviours in children and adolescents [3].

Children frequently exposed to family conflicts may internalize the idea that violence is a legitimate way to solve problems. In many situations, school aggressors reproduce behaviours observed in the family environment or in adult relationships. Thus, bullying becomes a form of expression of frustration, emotional insecurity or the need for control and dominance.

At the same time, the lack of affection and emotional support can cause difficulties in social adaptation. Students who do not benefit from emotional validation frequently develop anxiety, impulsivity or difficulties in managing negative emotions. From this perspective, the family has not only an educational role, but also a protective function against aggressiveness.

Critical analysis of this issue highlights the fact that not every authoritarian family automatically produces aggressive behaviours and not all children from vulnerable backgrounds become aggressors. There are individual and contextual factors that can reduce or amplify the impact of family experiences. However, research confirms that the likelihood of bullying is significantly higher in conditions of emotional communication deficit and relational instability.

In contrast to conflict environments, family relationships based on democratic communication, empathy and emotional support contribute to the development of psychological balance and social competences. Parents who practice active listening and nonviolent conflict resolution provide healthy behavioural models, and children learn to show respect and tolerance towards others. In this sense, bullying prevention starts from the family space through the emotional and moral education offered to the child.

Along with the family, the school has the fundamental role of an agent of secondary socialization. The educational institution does not only transmit academic knowledge, but also contributes decisively to the formation of social relationships, personal identity and behavioural norms. The school climate directly influences the frequency and intensity of

aggressive manifestations.

T. Grădinaru states that a positive educational climate, based on inclusion, safety and cooperation, significantly reduces the incidence of bullying. Students who feel respected and protected develop a higher level of social trust and display less aggressive behaviours. In contrast, schools characterized by excessive competition, discrimination, labelling or rigid communication favour the emergence of conflictual relationships.

Research conducted by Debra Pepler demonstrates that bullying frequently occurs in institutions where adult supervision is insufficient and where relational norms are ambiguous. This perspective highlights the direct responsibility of teachers and school management in preventing aggressiveness [19].

When teachers ignore aggressive behaviours or minimize them, students perceive violence as tolerated. Indirectly, the lack of intervention reinforces the social status of the aggressor and accentuates the vulnerability of the victim. Also, the absence of clear and consistently applied rules generates insecurity and favours the development of dominance relationships.

From a critical perspective, many educational institutions continue to treat bullying as a minor disciplinary problem, without implementing real prevention policies. Sometimes, the excessive emphasis placed on academic performance reduces interest in the socio-emotional development of students. Consequently, school risks becoming a competitive and tense space, in which interpersonal relationships are neglected.

In this context, the role of the teacher goes beyond the traditional function of transmitting information. The teaching staff must become a relational mediator and positive behavioural model. Teachers who promote dialogue, cooperation and mutual respect contribute directly to reducing aggressiveness and strengthening a secure psychological climate.

In contemporary society, the influence of the media and social networks on aggressive behaviours is becoming increasingly significant. Children and adolescents are exposed daily to violent content, aggressive discourses and social models based on humiliation, domination or discrimination. The constant repetition of these models contributes to the normalization of aggressiveness and the diminution of emotional sensitivity to the suffering of others.

Especially in the online environment, aggressiveness is often presented in the form of entertainment or social popularity. Offensive comments, public humiliation and virtual exclusion are frequently trivialized, and adolescents may perceive cyberbullying as acceptable or even admirable behaviour. This reality represents a major risk for the development of healthy social relationships.

Critical analysis of the influence of the media highlights the fact that simply restricting access to technology is not an effective solution. The digital environment is an

integral part of adolescents' social life, and complete isolation is impossible and counterproductive. For this reason, media education and the development of critical thinking become indispensable social conditions for preventing cyberbullying.

Therefore, preventing and reducing bullying-type aggressiveness requires the existence of social conditions favourable to the healthy development of the personality. The family, school and community must act complementary to form a climate based on respect, safety and authentic communication. Combating bullying cannot be achieved exclusively through sanctions, but by transforming social and educational relations into a framework that promotes empathy, cooperation and moral responsibility.

Psychological Conditions for Preventing and Reducing Bullying-Type Aggressiveness

Preventing and reducing bullying-type aggressiveness presuppose not only the existence of disciplinary rules and favourable social conditions, but also the development of the psychological and emotional balance of students. Specialized literature demonstrates that aggressive manifestations are often associated with difficulties in emotional self-regulation, impulsivity, anxiety, accumulated frustration or the inability to manage interpersonal relationships in a healthy manner. From this perspective, psychological interventions become essential for preventing school violence and for developing a safe educational climate.

One of the most important contributions in this field belongs to Daniel Goleman, who highlights the role of emotional intelligence in managing social behaviours and conflicts. According to D. Goleman, the success of social adaptation does not depend exclusively on cognitive intelligence, but also on the individual's ability to understand and control his/her emotions, to show empathy and to build healthy relationships with others.

His research demonstrates that students with a high level of emotional intelligence demonstrate: increased self-control capacity; greater tolerance for frustration; empathy towards others; effective communication; prosocial and cooperative behaviours [10].

These competences significantly reduce the likelihood of aggressive manifestations, because students learn to manage conflicts through dialogue and emotional self-regulation, not through violence or intimidation. In contrast, emotional difficulties and lack of impulse control favour aggressive reactions and socially dominant behaviours.

The importance of emotional intelligence is particularly relevant during adolescence, characterized by emotional instability and increased sensitivity to peer pressure. Adolescents who cannot express their emotions in a healthy way frequently resort to verbal or relational aggressiveness to assert their social status or to compensate for personal insecurities.

In reality, preventing bullying requires integrating emotional education into daily teaching activities. Students must learn: *to identify and express emotions appropriately; to*

manage stress and frustration; to resolve conflicts nonviolently; to show empathy and respect for differences.

Developing these competences contributes not only to reducing aggressiveness, but also to increasing psychological well-being and social adaptation capacity.

School psychological counselling plays an essential role in preventing and reducing bullying. The school psychologist can identify vulnerable students early, both victims of aggression and students prone to violent behaviour. Early intervention is important because many aggressive manifestations become more difficult to correct when they are tolerated or reinforced in the long term.

Psychological counselling offers students a safe space to express emotions and personal difficulties. In the case of victims of bullying, psychological support contributes to: reducing anxiety and feelings of isolation; increasing self-esteem; developing emotional protection strategies; recovering emotional balance.

In the case of aggressors, psychological interventions aim to identify the causes of violent behaviour and develop alternative ways of emotional expression. Many aggressive students demonstrate difficulties with self-control, emotional insecurity or traumatic family experiences. For this reason, simply punishing aggressive behaviour does not solve the problem in depth.

Specialized literature demonstrates that the sanction applied in the absence of formative and therapeutic intervention often produces limited or even negative effects. The aggressive student may develop feelings of frustration, opposition or stigmatization, which favours the perpetuation of problematic behaviours. In some cases, excessive punishment amplifies the student's distrust of adults and reduces his/her willingness to cooperate.

This reality highlights the need for a balanced psycho-pedagogical approach, in which discipline is combined with emotional support and the development of social competences. The school must go beyond the exclusively punitive model and promote interventions aimed at understanding the causes of aggressiveness and behavioural reeducation.

In addition, the effectiveness of psychological interventions depends on the collaboration between the psychologist, teachers and family. The lack of communication between these factors reduces the chances of success of the prevention process. The student needs educational coherence and a stable relational environment to develop self-control and prosocial behaviours.

Therefore, the psychological conditions for preventing and reducing aggressiveness involve the development of emotional intelligence, access to psychological counselling and the promotion of emotional self-regulation. Combating bullying cannot be achieved exclusively through external control and sanction, but requires the formation of internal mechanisms of emotional balance, responsibility and empathy. Modern educational

institutions must capitalize on the psychological dimension of education to create a safe, inclusive and favourable environment for the harmonious development of students' personalities.

Pedagogical/Educational Conditions for Preventing and Reducing Bullying-Type Aggressiveness

The pedagogical dimension represents the core of preventing and reducing bullying-type aggressiveness in educational institutions, because school is the space in which students form not only their intellectual competences, but also their social behaviours, moral values, and ways of relating. The educational process directly influences the psychological climate of the classroom and the way in which students learn to manage differences, conflicts, and emotions.

In contemporary pedagogy, bullying is interpreted not only as a disciplinary offense, but also as an expression of educational and relational deficiencies. From this perspective, preventing aggression involves building an inclusive, democratic school environment oriented toward the harmonious development of the student's personality [1, 12].

The role of the teacher becomes essential in preventing bullying. The teacher can no longer be perceived exclusively as a provider of information, but as a relational mediator, facilitator of communication, and behavioural model. The teacher's attitude significantly influences the dynamics of relationships between students and the emotional climate of the classroom.

Teachers should promote: assertive communication; cooperation between students; social inclusion; respect for diversity; constructive conflict management [12].

Assertive communication contributes to reducing tensions and developing mutual respect. Students should learn to express their opinions and emotions without aggressiveness and without violating the rights of others. In many situations, bullying arises from students' inability to manage frustrations and conflicts in a mature manner.

Cooperation between students is another fundamental pedagogical condition. Activities based solely on competition can emphasize rivalry, exclusion and rigid social hierarchies. In contrast, cooperative tasks develop solidarity, collective responsibility and teamwork. Students learn to support each other and value the diversity of individual competences.

Social inclusion is essential for reducing marginalization and discrimination. Bullying frequently targets students perceived as "different" due to their physical appearance, social status, academic performance or personality traits. For this reason, schools must promote acceptance of differences and equal opportunities.

Respect for diversity is of paramount importance in a contemporary society characterized by cultural and social pluralism. Students must be educated to understand

that individual differences do not justify exclusion or humiliation. A tolerant school culture significantly reduces the risk of relational aggressiveness and discrimination.

Constructive conflict management is an indispensable educational competence. Conflicts are inevitable in any social group, but the essential problem is how they are managed. Students must learn strategies for negotiation, dialogue and peaceful resolution of interpersonal tensions. Without these competences, minor conflicts can evolve into repeated aggressive behaviours [9].

Interactive and participatory methods play a special role in preventing bullying because they promote active student involvement and the development of positive relationships. Cooperative learning, role-playing, debates, reflective activities and group projects contribute to the development of empathy and collective responsibility.

Cooperative learning is considered one of the most effective pedagogical strategies for anti-bullying. In cooperative activities, individual success depends on the contribution of the entire group. Thus, students learn to communicate, collaborate and respect different opinions. Relationships based on excessive competition are replaced by relationships of support and solidarity.

Reflective activities allow students to analyse their own emotions and behaviours, developing moral awareness and self-control. Discussions about empathy, respect and the consequences of aggressiveness contribute to the formation of social responsibility and the reduction of tolerance for violence.

From a critical perspective, it should be noted that many educational institutions still apply traditional pedagogical models, predominantly focused on authority, control and academic evaluation. In such contexts, interpersonal relationships and socio-emotional development are insufficiently valued. Sometimes, the rigid climate and vertical communication between teacher and student can accentuate anxiety and relational tensions.

Teachers also do not always receive adequate training in conflict management and bullying prevention. In the absence of the necessary psycho-pedagogical competences, teachers may minimize relational aggressiveness or interpret bullying as “normal behaviour between children”. This attitude reduces the effectiveness of educational interventions and may favour the perpetuation of violence.

A particularly important aspect is the integration of socio-emotional education into the school curriculum. International research on SEL (*Social and Emotional Learning*) programs demonstrates that the development of socio-emotional competences significantly reduces aggressive behaviours and improves academic performance. SEL programs aim to develop: self-knowledge; emotional self-regulation; empathy; relationship competences; responsible decision-making [5].

These competences contribute to the creation of a safe and conducive educational climate for learning. Students who effectively manage their emotions and social

relationships exhibit less aggressive behaviours and have a greater capacity for school adaptation.

The importance of socio-emotional education is even greater in the current context, characterized by stress, social pressure and the intense influence of the digital environment. Adolescents need educational support to cope with contemporary frustrations, conflicts and relational challenges.

Therefore, the pedagogical and educational conditions for preventing bullying involve transforming the school into a space of dialogue, cooperation and emotional development. Combating aggressiveness cannot be achieved exclusively through disciplinary rules, but through a pedagogy focused on values, positive relationships and the formation of socio-emotional competences. The modern school must promote not only academic performance, but also a culture of respect, empathy and social responsibility.

Managerial Conditions for Preventing and Reducing Bullying-Type Aggressiveness

Educational management is an essential factor in preventing and reducing bullying-type aggressiveness, because the way the institution is organized and managed directly influences the relational climate, psychological safety and the efficiency of educational interventions. Bullying is not only an individual or disciplinary problem, but also an indicator of the organizational functionality of the school. From this perspective, the responsibility for preventing school violence belongs to the entire managerial and institutional system [15].

An effective educational management must create clear and coherent policies on bullying prevention, so that the entire school community knows the behavioural norms, responsibilities and intervention mechanisms. The lack of well-structured institutional policies frequently leads to superficial, uneven and ineffective interventions.

In this sense, one of the fundamental managerial conditions is the development of anti-bullying regulations. These must explicitly define: the forms of aggressiveness; the methods of reporting incidents; responsibilities of teachers and students; applicable educational and psychological measures; procedures for intervention and protection of victims.

The importance of regulations lies in the fact that they provide predictability and relational clarity. Students must know that the institution does not tolerate violence and that there are real protection and support mechanisms. In the absence of clear rules, aggressiveness can be trivialized or treated arbitrarily, which reduces students' trust in the institution.

Another essential managerial condition is the continuous training of teachers. Teachers are the first people who can identify signs of aggressiveness and intervene in conflict situations. However, many teachers do not receive sufficient training in the field

of relational communication, conflict management and bullying prevention.

Professional training should include: the development of socio-emotional competences; mediation and conflict resolution techniques; early identification of victims and aggressors; prevention of cyberbullying; methods for building a positive classroom climate.

Teachers with adequate psycho-pedagogical competences manage relational tensions more effectively and contribute to reducing aggressiveness. On the other hand, teachers who predominantly use rigid authority, excessive criticism or aggressive communication can amplify the conflict climate and anxiety of students.

From a critical perspective, it should be noted that in many educational systems, continuous training focuses mainly on curricular and administrative aspects, while the relational and emotional dimension of education is insufficiently valued. This limitation affects the ability of teachers to effectively prevent and manage bullying.

Monitoring the school climate is another indispensable managerial condition. The institution's management must constantly analyse the relationships between students, the level of psychological safety and the frequency of conflict situations. A positive school climate significantly reduces the likelihood of aggressiveness and favours the development of a sense of belonging and emotional security.

Monitoring can be carried out through: questionnaires addressed to students and teachers; systematic observation of social relationships; advisory boards; feedback and reflection activities; collaboration with school psychologists.

This approach allows for the early identification of problems and the application of preventive measures before conflict situations escalate. In the absence of monitoring, bullying often remains hidden, and victims avoid seeking help for fear of stigmatization or lack of reaction.

Effective management also requires interdisciplinary collaboration between teachers, psychologists, school counsellors, parents and community specialists. Bullying is a complex phenomenon that cannot be managed exclusively by a single educational actor. Isolated interventions have limited effects, because the causes of aggressiveness involve psychological, social and family dimensions.

The management of the institution has the responsibility to promote an organizational culture based on psychological safety, mutual respect and open communication. Organizational culture deeply influences behaviours and relationships in the school environment.

From the same critical perspective, we note that many educational institutions continue to operate on traditional managerial models, focused on administrative control and formal performance, without paying sufficient attention to the emotional and relational dimension of the school climate. In these conditions, bullying can become a symptom of a

deficient organizational culture.

We reiterate the importance of transformational educational leadership, oriented towards participation, collaboration and emotional support. Transformational leadership involves the active involvement of the entire educational community in the decision-making process and the building of an environment based on trust and cooperation.

Therefore, the managerial conditions for preventing and reducing aggressiveness involve the development of coherent institutional policies, the promotion of collaboration and the building of an organizational culture based on respect and psychological safety. Combating bullying does not depend only on the intervention of the teacher or psychologist, but also on the capacity of educational management to transform the school into a democratic, inclusive space conducive to the harmonious development of all students.

Conclusions and Recommendations

Bullying-type aggressiveness is a major problem in contemporary education, with profound implications for the development of students' personalities and the institutional climate. Theoretical and empirical analysis demonstrates that the phenomenon of bullying is determined by the complex interaction between psychological, social, pedagogical and managerial factors.

Preventing and reducing aggressiveness requires the development of an educational culture based on respect, empathy, inclusion and social responsibility. Effective interventions must go beyond punitive approaches and capitalize on the formative dimension of education.

It is **recommended**: to institutionalize anti-bullying programs; to integrate socio-emotional education into the curriculum; to develop psychological counseling services; to continue education of teachers; to strengthen collaboration between school, family and community; to develop reporting and early intervention mechanisms.

Therefore, reducing aggressiveness in educational institutions is a fundamental condition for ensuring the quality of education and for the formation of a democratic, inclusive and morally balanced society.

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Received / Recepționat: 29.05.2026

Accepted / Acceptat: 29.06.2026

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