

## THE IMPACT OF PSYCHOSOCIAL CLIMATE IN EDUCATION ON AGGRESSIVE AND PROSOCIAL BEHAVIOR OF THE STUDENTS

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### Abstract

Psychosocial climate is a general term for set a term of variant types and degrees of relationships in a given social climate. As known forms of psychosocial behavior of the students stand out Aggressive and Prosocial behavior.

The aim of the study is to determine if it exists relationship between different dimensions of psychosocial climate in the classroom (clear rules, competition, teacher support, connections, teachers' control, and order and organization) with the prosocial and aggressive behavior of the students.

The research was made in the Prime School Nikola Karev in Kochani. Respondents are 72 participants of primary education.

Relative to the arithmetic mean dimensions clear rules (M=15.63), teachers support (M=36.49), connection (M=33.61), teachers control (M=28.47), order and organization (M=28.49) are solid approved by the students. On the contrary, competition as a dimension, with arithmetical mean (M=14.76), it is less represented in the class than the other dimensions. As can be seen from the standard deviation, the dimension of teacher support has more fragmentation of the scores (SD=8.36), unlike dimension competition which shows less fragmentation of the scores (SD=3.03). The results showed that the prosocial behavior (M=31.06) is more presented among students, unlike the aggressive behavior (M=22.97) which is less presented. In relation to standard deviation, the aggressive behavior has more fragmentation of the scores (SD=8.78), unlike the prosocial behavior (SD=8.48).

In conclusion we can determine that there is a partial connection between dimensions of psychosocial climate in class and aggressive behavior and prosocial behavior.

**Key words:** students, psychosocial climate, behavior

### Introduction

Psychosocial climate is a general term for set a term of variant types and degrees of relationships in a given social climate. The construct of a psychosocial climate contains number of a different dimensions, according to which two or more formally similar environments are different in experience with their members. Favorable psychosocial climate in schools is a condition for effective study, and at the same time better education quality [1, 2, 3, 4]. From the multitude of components or dimensions of the climate in education, we will list a few of them which greatly influence the student's results and their achievements, which are:

Clear rules- setting and adhering to clear rules and letting students know exactly what to expect if they do not follow the rules.

Competition- the direction of the student competition each with everyone for grades and recognition and difficulty in getting good grades.

Teachers support- help, interests, trust and friendship which the teacher is showing to student.

Connection- friendship between the students and grade to which they help each other and work together happily.

Teachers control- degree of consistency in the teacher's application of the rules and the severity of punishment of students who violate them.

Order and organization- emphasizing student behavior in relation to prescribed rules and organization [1, 5, 6].

The aggressive behavior as the most common form of students' indiscipline is defined as socially unacceptable behavior in order to harm people or property. Some authors support the assumption of innate

aggressiveness, while others the demographic and social environment of the individual. Often children become aggressive as a result of model learning. They often imitate an example of aggression, a family member who cruelly treated, teacher, friend or local community hero [7, 8, 9, 10, 11, 12, 13, 14].

Prosocial behavior is general term for more types of procedures that improve the well-being of others, done voluntarily and with the intention of occurring regardless of the type and extent of personal gain and expense. With other words, the prosocial behavior has various manifest forms that according to certain characteristics could be identified as helping, giving, sharing, comforting, cooperating etc [10, 15, 16, 17, 18].

Main aims of this research was:

To determine if it exists relationship between different dimensions of psychosocial climate in the classroom (clear rules, competition, teacher support, connections, teachers' control, and order and organization) with the prosocial behavior of the students.

Specific aims:

To determine if it exists relationship between different dimension on the psychosocial climate in the classroom (clear rules, competition, teacher support, connections, teachers' control, and order and organization) and the aggressive behavior of the students.

To determine if it exists relationship between different dimension on the psychosocial climate in the classroom (clear rules, competition, teacher support, connections, teachers' control, and order and organization) and the prosocial behavior of the students.

### **Materials and methods**

The research was made in the Prime School Nikola Karev in Kochani. Respondents are primary school students.

Inclusion criteria are: students must be on age of 12-13 (eight class), age corresponding to the age for which the questionnaires are intended.

Exclusion criteria include children who have not attended classes for an extended period of time.

In this study we included 3 classes with total 72 respondents.

### ***Measuring instrument***

For this research of separate dimensions of psychosocial climate in the classroom is applied the instrument for grade-level climate teaching The Classroom Environment Scale (CES), whose authors are Edison Triket and Rudolf Mos 1973. The instrument contain 59 claims covering seven dimensions. The students are answering with choosing one answer on „Likertakova,, grade from 1 to 5, in the range from total acceptance to total non-acceptance of a particular claim. The students need to decide if the claims are describing the situation in their classroom or not, that is, whether a particular condition is desired or not.

For researching the prosocial and aggressive behavior of the students, were used two grades:

*Grade for prosocial behavior* - whose authors are Zhuzhul and associates, constructed in 1990. It was made with ten claims. The results are interpreted as self-assessment of prosocial behavior of the students.

*Grade for aggressive behavior* - whose authors are Zhuzhul and associates, constructed in 1990. It was made with ten claims referring to self-assessment of aggressive behavior.

### ***Procedure***

The research is made in the classrooms in which the students performs their activities daily. It was explained to the students the goal of this research and they were asked for cooperation. In order to guarantee their anonymity, passwords was used instead of their personal information (sign, number, picture). They first worked on the real climate questionnaire in the classroom and later on the aggressive and prosocial behavior questionnaires.

**Statistical processing**

The research is a non-experimental draft. The data obtained was processed in the statistical software SPSS version 17. The following statistics were used to process the data: arithmetical mean, standard deviation and correlation with help on Pearson's coefficient. The correlation (Pearson's coefficient) is used for calculation on the relationship between separate dimensions of the psychosocial climate in classroom and aggressive and prosocial behavior as a form of social behavior of the students.

**Results**

**Determination of the dimensions of psychosocial climate in the class.**

	<b>M</b>	<b>SD</b>	<b>Min. sample score</b>	<b>Max. sample score</b>
<b>Clear rules</b>	15.63	3.35	8	20
<b>Competition</b>	14.76	3.03	10	23
<b>Teachers support</b>	36.49	8.36	17	52
<b>Connection</b>	33.61	6.44	20	50
<b>Teachers control</b>	28.47	6.54	14	40
<b>Order and organization</b>	28.49	6.50	14	45

**Table 1.** Arithmetical mean and standard deviation on the dimensions of the psychosocial climate (N=72)

In Table 1 we note that in terms of the arithmetic mean that the dimensions of clear rules (M=15.63), teachers support (M=36.49), connection (M=33.61), teachers' control (M=28.47), order and organization (M=28.49) are well established by the students. Conversely, competition as a dimension with a derived arithmetic mean (M=14.76), it is less represented in the class than the other dimensions. As can be seen from the results in relation to the standard deviation, in the dimension of teacher support has a higher scatter in the scoring (SD= 8.36), compared to the scoring dimension where the scoring is the least scattered (SD=3.03).

**Manifestation of prosocial and aggressive behavior in students**

	<b>M</b>	<b>SD</b>	<b>Min. sample score</b>	<b>Max. sample score</b>
<b>Prosocial behavior</b>	31.06	8.48	14	49
<b>Aggressive behavior</b>	22.97	8.78	10	48

**Table 2.** Arithmetical mean and standard deviation on the scores for prosocial and aggressive behavior of the students (H=72)

In Table 2 we can see that the prosocial behavior (M=31.06) is more often presented by the students, which means that they are ready for collaboration with their classmates, unlike aggressive behavior (M=22.97) which is less presented. In relation to standard deviation, the aggressive behavior has bigger fragmentation of the scores (SD=8.78), unlike prosocial behavior where can be see smaller fragmentation of the scores (SD=8.48).

**Correlation between dimension on psychosocial climate and aggressive and prosocial behavior of the students**

	<b>r</b> <b>Prosocial behavior</b>	<b>r</b> <b>Aggressive behavior</b>
<b>Clear rules</b>	0.081	-0.145
<b>Competition</b>	-0.204	0.363**
<b>Teachers support</b>	-0.014	-0.148
<b>Connection</b>	0.049	-0.090
<b>Teachers control</b>	0.019	-0.250*
<b>Order and organization</b>	0.170	-0.153

**Table 3.** Correlation between dimensions of psychosocial climate and prosocial and aggressive behavior of the students (H=72).

- \*\* statistically significant association on level 0,01
- \* statistically significant association on level 0,05

From the results showed in Table 3, we can see that there is a positive relation on significant level 0,01 (and exceeds the value for the linear correlation coefficient 0.302 required for significance at 0.01 level for 70 degrees of freedom) between the competition as a dimension of psychosocial climate and aggressive behavior by the students. The results showed that there is a negative relation on level 0.05 (and exceed the value for the linear coefficient of correlation 0.232 required for significance at level 0.05 for 70 degrees of freedom) between teachers control and aggressive behavior by the students. Because of the unproven statistically significant correlation of the other dimensions of psychosocial climate with aggressive behavior, the first hypothesis that claims to have a relationship between the dimensions of psychosocial climate in class and students' aggression is partially accepted.

The results in Table 3 do not show significant relation between dimensions of psychosocial climate and prosocial behavior, which result with rejecting the second hypothesis, which claimed that there is a relation between dimensions of psychosocial climate in the class and prosocial behavior of the students.

**Discussion**

Of the two hypotheses examined in this study, only the first hypothesis that relates to the dimensions of classroom psychosocial climate and aggressive behavior of students is confirmed.

This conclusion was reached because the research showed a significant relationship only between dimensions competition and teachers control with aggressive behavior of the students.

This result showed that the students who study in class where is a competitive spirit also show and increased aggressive behavior. This positive relation shows that too competitive a spirit in the school atmosphere can contribute to negative reactions in students, often due to the difficulty in obtaining a good grade, low student self-esteem, inability to emphasize their knowledge, fear and frustration. About the competitive spirit, which is presented in the classes, we think it should be reduced to the limits of its

stimulating effect. Teachers, as the main organizers of the lesson, should not forget that cooperative and collaborative learning between students will not only help them to master the curriculum, but will also help to strengthen their relationships and future classroom performance as a true and productive whole.

Significant connection was also shown between dimension teachers control and aggressive behavior by the students. This is a pointer that in the class where is a high degree of consistency in teacher application of the rules and a rigorous punishment of students who violate them, there is also a lesser degree of aggressive behavior. However, we believe that the teacher's control should be reduced to the point where the student's individuality will not be lost and his / her freedom to ask questions about the material, to give his / her opinions, remarks and etc.

The second hypothesis, there is a relationship between dimensions of psychosocial climate and prosocial behavior of the students, its not approved. The results from the research showed that there is no significant relation between the dimensions of psychosocial climate and prosocial behavior of the students.

According the results for no significant correlation between these variables in the research, we consider that there are influenced by several factors: the number of respondents is relatively small, the research does not include perception of psychosocial climate by the teacher, as well as comparison of real psychosocial climate with students' desired psychosocial climate.

Authors' recommendation in the future is to do further research on this topic in order to gain insight into the psychosocial climate in classes, insight into student behavior, and to keep students informed and prepared for such collaboration. With the experience of these or similar researches, we believe that they will be more honest in their answers and interested in the atmosphere in which they complete their school activities and spend most of their time.

### **Conclusion**

As a conclusion, first hypothesis which relates dimensions of psychosocial climate and aggressive behavior of the students is partially approved, which reads as follows: there is a connection between dimensions of psychosocial climate in class and aggressive behavior of the students. The second hypothesis which reads as follow: there is a connection between dimensions of psychosocial climate in class and prosocial behavior of the students, is not approved. This research opens opportunities for future researchers who will take other demographic characteristics of the population into account.

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