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## **Bullying, Mobbing and Bossing as the Types of Violence in Schools**

### **Abstract**

This contribution deals with the problems of violence at schools and has mainly a theoretical character. We would like to focus on an essential term definition that will be supplemented with some research findings. Currently, violence at schools is concentrated mainly on bullying among students as repeated, intentional and violent behaviour oriented on other student or students, who have no capability or power to resist this behaviour. Mobbing is relentless and systematic vilification of other colleague or colleagues, intriguing and conspiring, smearing in a work group. Bossing is psychological terror in the workplace, when a superior – boss, bullies one or some employees. In Slovakia, the violence problem at schools is not altogether solved. All three violence types (bullying, mobbing and bossing) have one common attribute of negative consequences on victim's physical and mental health. The school setting creates some possibilities for bullying, mobbing and bossing, too.

**Key words:** *Bullying, mobbing, bossing, violence, school setting*

We perceive violence at our schools as a complex problem, appertained to all social subjects in the school environment – students, teachers and school-management. The violence indications include: teacher's violence toward their students, student's violence toward their teachers, mutual teacher's and student's violence and school-management's violence toward teachers and students. According to M. Kohout (2004, p.7), violence in the school environment is a "socially established fact", supported by a social and political context in every state. He also says that the development of certain factors related to state politics of education and forma-

tion is linked to particular school management, which results in, for example, stability of the teaching staff, teacher's interest in pupils, clarity of school rules, management style, and the like.

## **1. BULLYING**

School violence is currently orientated on bullying among pupils and students. According to D. Olweus (1994), **bullying** is a pattern of repeated aggressive behaviour with negative intent, directed from one child to another, where there is a power imbalance. As he states, bullying is a negative intentional harassing act, or person's attempt to harass somebody. It can soon become an aggression. A bully's main aim is to hurt and wound somebody or to incite person's discomfort.

The term **bullying** describes a behaviour or action for the purpose of harming, threatening or intimidating another pupil, student or group of students. It is systematic and repeated violence toward other student (students), who has no capability or power to resist this behaviour. Bullying includes physical aggression (beating, kicking, threats of violence, taking and damaging personal belongings, etc.), and verbal aggression (abusing, name-calling, threatening, humiliation, calumny, etc.). Bullying has some indirect symptoms, for example ignoring or social alienation, leaving out of activities, etc.

Almost every school in our country has some problems with the germinal form of bullying (first bullying signs exist in the first grade of elementary schools and pre-schools). This form is *ostracism*, soft psychological types of bullying, where the victim is marginalized, disfavoured, indifferent, denied, being gossiped and does not feel good in his/her peer group.

The danger of bullying consists in consequences for both victims and aggressors. Victims with long-time bullying experiences show some actual neurotic symptoms like anxiety, fear from school and school-phobia, mental and physical disorders, etc. Victims are distressed by school setting, depressed, they often play truant, and their behaviour can result in suicide.

Some of these problems last for a long time and turn into a chronic mental or physical illness. Juvenile aggressors often become marginal social group members and become young adult criminals more likely. If their aggressive behaviour is stopped at their early age, there will be a probability of reducing criminal behaviour in their adult life. The available literature informs about the bullying problem, types of aggressors and potential victims.

From the criminal law point of view, bullying represents an act of crime (it is applicable to secondary school students over 15 years of age), such as intimidation,

civil rights denial, oppression, abuse of health, damaging the belongings of a weaker person, robbery etc. Teachers knowing about bullying occurrence often do not use any effective strategy of resolving this problem; they are responsible and should be prosecuted for aiding and abetting of a crime.

In 1996, P. Pöthe described cardinal bullying characteristics in his publication: “Child in Threat”, but the first systematic order of bullying behaviour appeared in 1997 when Michal Kolář – a Czech specialist in the bullying problem, wrote his treatise: “The hidden world of bullying in schools”. The next publication on bullying was by Pavel Říčan: “Aggressiveness and Bullying among Children” published in Slovakia in 1998. In 2001, the first and second edition of Michal Kolář’s “The Pain of Bullying” was published in the Czech Republic. This treatise has not been published in Slovakia yet.

### **Research findings in bullying**

The problem of bullying has been focused by Slovak educationalists and psychologists since the 80<sup>s</sup>, and there is an almost twenty year tradition of the problem solving.

In 1988, M. Pavlovkin and M. Zelina (1988, pp. 60–66) did research into bullying in secondary schools in Slovakia, namely in 77 secondary school dormitories in Slovakia. They found that 70% of dormitories have the bullying problem, some of the girl dormitories, too. In years 1986–1988, S. Kariková (1988) conducted full-area bullying occurrence research in all middle Slovakia continuation schools. The research had two stages, more than 20 000 first grade students were involved and 33% of the students had their own bullying experience in school.

The existence of violent behaviour in schools (some specific types like extortion, abuse, physical aggression and torture) according to A. Langerová (1998) was affirmed by 59% of the students. The most frequent bullying behaviour occurs in elementary schools (80% affirming students), in grammar-schools (43%) and in continuation schools (52%). Then she found that the teachers using physical punishment were witnessed by 53% of the students, in our schools there are 26% of student bullying victims (33% in elementary schools and 20% in grammar and continuation schools). 8% of all the students affirmed witnessing of bullying situations at school and 40% of them do not intervene in bullying situations.

Alarming information came from some researchers in 2000–2002 (Fencl, 2003). According to them 20% of children and adolescents under 18 are bullied by their classmates at school. According to recent information the most frequent place of bullying occurrence is a dormitory. In a dormitory, there is enough time and place

for bullying (students live in dormitories during a week period away from their family, there is weak educator control over the student free-time, there are older and younger students together uncontrolled in one place, etc.).

In 2001, M. Flešková presented the bullying investigation in a grammar school and in continuation schools in Banská Bystrica and in Revúca (233 participants). According to their findings almost half of the grammar school students (48.5%) and 80.6% of the continuation school students have personally experienced bullying. Some ways of bullying are similar, though violent extortion of some special services and threatening dominated in the grammar school and in the continuation schools they were of the same level as physical aggression. The most frequent bullying places in grammar schools are places right at school (classroom) and the most frequent bullying places in continuation school is dormitory, then the school.

In 2003, M. Rychnavská (2003) realized an investigation in higher grades of elementary schools. According to her findings, 30% of elementary school pupils are bullied and 80% of these children face bullying at school regularly. The most serious ways of bullying in elementary schools are: hustling, gossiping, fighting, ridiculing and parents insulting, taking the snack, money or lunch tickets and pulling of books or exercise books.

In 2003, similar research was conducted by D. Kotrč (2004), research of bullying occurrence and bullying qualitative aspects in elementary and secondary schools in Kysucké Nové Mesto. According to the findings, 24% of the students have experienced bullying, while 70% of the students confirmed bullying occurrence at schools. The majority of them affirmed multiple bullying occurrence. Physical attacks, long-time derogative verbal attacks, intimidation and threats were the most frequent forms of bullying.

According to current research findings, the bullying occurrence in Slovakia ranges from 30% to 40%, and in the Czech Republic it is approximately 41% (Kolář, M., 2004).

### **Our research findings on bullying**

In 2004, M. Šimegová carried out investigation into bullying occurrence in two continuation schools in Slovakia; she made an inquiry as to the number of bullied children, forms and types of bullying, the attitudes of teachers and educationalists to bullying. The main part of her investigation was getting information about young aggressors at schools, exploring aggressor personality – aggressiveness, anamnesis, finding out aggressors' concept of aggressiveness and school violence, investigation into aggressors' family background and parenting style, finding out

young aggressors' attitude to school and dormitory in general. She focused on 260 continuation school participants-students in Slovakia.

According to her research the witnesses affirmed bullying incident occurrence mainly in dormitories. 31% of the respondents affirm bullying incidents in classrooms, 49% of the respondents affirm bullying incidents at school, out of classroom and 64% of the respondents affirm bullying incidents in dormitories. (T1).

**Table 1. Bullying occurrence in school setting (N=260)**

	% of students affirming the occurrence
Classroom	31.03
School (outside classroom)	49.36
Dormitory	64.06

The respondents answered a concrete question about places of bullying. 16% of them affirmed they were bullied in dormitory, 14% were bullied at school and 15% were bullied right in a classroom. All the students bullied at school were bullied in a dormitory, too. (T2).

**Table 2. Bullying places (N=260)**

	victims	%
Classroom	39	15
School (outside classroom)	36	14
Dormitory	41	16

She found that students understand the bullying problem; the most frequent form of bullying is physical aggression, psychical or verbal aggression and taking away food and personal belongings, slurs, humiliation and threats. (T3).

**Table 3. Bullying forms that students often face at school**

	n	%
Physical aggression	160	31.3
Psychical or verbal aggression	83	16.2
Taking away food and personal belongings	69	13.5
Slurs	54	10.6
Humiliation	47	9.2
Threats	27	5.3
Extortion	21	4.1

	n	%
Harm	20	3.9
Torture	17	3.3
Ridicule	13	2.6
TOTAL	511	100

The students were not able to take a stand on the question of the teachers' and educators' attitude to bullying; bullying is better handled by educators than by teachers; teachers do not apply any effective strategy to solve this problem.

The aggressors are students of all grades; they are not only older students or high grade students. The majority of the aggressors live in cities, half of them would like to work in the branch they study, and this branch is the important main choice for half of the aggressors. Half of the aggressors are believers, another half are unbelievers. The aggressor's family's standard of living is equal to other students', in some cases it is higher; no aggressor from a low family standard of living occurred. The majority of the aggressors were individuals from either one-child families or the youngest children in families; the parents of the aggressors were well-educated.

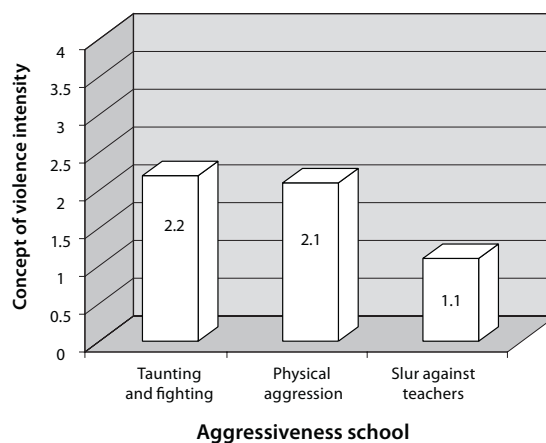
Using the FPI (Freiburger Personality Inventory), M. Šimegová found out that young school aggressors report a higher level of nervousness, spontaneous aggression, excitability, domination, and extraversion. It is supposed that these personality dimensions can represent the basis of pupil aggressive behaviour at school.

Monitoring the aggressor's violence concept she found out they have a benevolent concept of aggressiveness and violence they encounter at school. The valuation, assigned to particular aggressive acts, was quite low; the valuation of school violence in particular (Graph 1).

Using a parenting style questionnaire she identified that the aggressors' parents vent negative emotions on their children and use inconsistent parenting. In general, negative emotional attitudes and inconsistent parenting are significant factors of aggressive behaviour symptoms. Family is the first most considerable element of the aggressor's personality development and aggressiveness too.

The aggressors more often changed schools because of their educational problems. It is supposed that a young aggressor behaves in the same way in any environment bullying younger and weaker students. Aggressors have negative attitudes to school and dormitory in general, half of them would like to change schools.

It is not possible to generalize all the research findings because of a weak research sample. It would be appropriate to investigate this problem in detail and use a larger research sample, and to compare an aggressors' concept of aggressiveness and violence with a regular student's concept.

**Graph 1. Valuation of school violence intensity by bullying aggressors**

**Key:** Aggressors evaluated bullying situations in the scale 0–4 (0 = min. aggression, 4 = max. aggression)

We can assume that the causes of pupils' aggressive behaviour should be searched for in particular dimensions of their personality and in the way of upbringing, too. The parenting featured by positive emotional attitudes, respect for a child's individuality, and adequate parenting style can help eliminate a child's aggressive behaviour.

The bullying problem in our schools is increasingly frequent and it is necessary to solve it. We should solve this problem from the point of view of understanding the aggressor's personality. If we understand the aggressor's personality, we will understand the bullying phenomenon and find effective resolving tools. The most important factor is the primary prevention of bullying occurrence at school. As we deem it, the presence of a school psychologist at school is very important. School psychologists acting as experts for juvenile social-pathological problems are necessary at schools.

### **The potentialities to solve bullying at the schools of the Slovak Republic**

In Slovakia there are some primary prevention possibilities. It is important to mention, that every pedagogical-psychological counselling office provides for a specific prevention and intervention programme applicable at a specific school

in case of bullying situations, using special literature as well as experience of experts in bullying.

This part of our contribution will be devoted to the most frequent ways, prevention and intervention bullying programmes, accessible to educators, educationalists, school psychologists and parents, too. All these strategies are accessible, but we have never encountered any case of their effective use at schools, therefore we have no information about their effectiveness:

1. The pattern of integrated help according to M. Kolář (2001, 198) has eight parts:
  - a) Pedagogical community that supports the immunity of school groups against bullying.
  - b) Specific bullying programme as part of a school community.
  - c) Classroom community, as a higher level method, that has brought good experience in complex bullying therapy and in bullying prevention.
  - d) Professional services of the Ministry of Education, realized through pedagogical-psychological centres, educational centres, special-pedagogical centres, diagnostic centres, etc.
  - e) Cooperation with school and other specialists, as well as cooperation with non-government organizations involved in bullying prevention.
  - f) Help of governmental and area school offices in bullying prevention.
  - g) Control of school inspectors, of the Ministry of Education as well as of area school offices.
  - h) Monitoring of the whole situation, safeguarding children's rights by non-governmental organisations.
2. Prevention methods according to P. Říčan (1998, pp. 59–75). The danger of bullying can be reduced through the application of principles that are profitable for a child's mental and moral development while helping to create healthy relationships in family and at school:
  - a) Teacher's solidarity with weaker students as the principle of class leading.
  - b) Teacher should have authority support.
  - c) Encouraging classroom and school democracy.
  - d) Ideological education.
  - e) Collaboration principle in education.
  - f) Child protection against media violence and pornography.
  - g) Pedagogical supervision.
  - h) Working with potential aggressors.
  - i) School bullying abatement.
  - j) Education coping with violence.



3. Bullying prevention programme created by the Pedagogical-psychological Centre in Banská Bystrica, I. Škodová (1998). The best bullying prevention is purposeful free-time spending during the breaks at school and out of school. If a student is engrossed in something, he/she will have no time and taste for excogitating to harm anybody. So, it is suitable to make more special interest activities and hobbies available for students during breaks and after school. This adapted programme was created in 1998, however, according to CPPS experts and methodologists, schools did not use any of the strategies, in spite of recommendations, until 2003.
4. The way to emotional maturity is a preventive and educational programme, Š. Matula (2003), and it can be applied in secondary schools, particularly in dormitories. This programme makes relationships among schoolmates better, encourages students' incorporation with the classroom collective, reduces conflict incidence among students and changes children's level of emotional experience.
5. Stop violence. "I am a subject of protection and freedom." Žilinčíková (2000). This provides both theoretical and practical stuff for the issue of bullying aimed at giving first aid to bullied children; it contains main principles of bullying investigation, bullying intervention and prevention at schools.
6. A student personality development programme focused on drug prevention, applicable for bullying occurrences as well, by V. Hybenová (1999). This programme contains a principal, theoretical part, and a practical, illustrative part. Through spontaneous sessions and experience learning it creates conditions for high-quality discussions in groups, helps with concrete problem solving and finding best solutions, using peer-group work that differs opinions and attitudes, encourages social learning, supports positive attributes and pro-social behaviour of participants; it also offers possibilities of self-control, self-confidence and self-development, and encourages responsibility for one's own decision making.
7. Strategies of coping with bullying in the textbook called "Violence at school", by Tholtová, Žuffová and Sučáková (2000). The authors focused on early identification of bullying and cases of bullying suspicion at schools; all described in step by step strategies. This textbook also contains some procedures of working with aggressors and their victims (intervention), as well as the importance of the role of the pedagogue for handling school bullying. Besides the intervention, the textbook describes some principles of bullying prevention activation, child's personality shaping, and procedures that use group work during lessons, and practical themes for group work.

8. Programmes focused on self-understanding, drug addiction intervention, and methodological textbooks such as:
- Kašparová Z., Houška T., Uhereková M.: “Ako poznám sám seba?” It is applicable to 6th and 7th grades of elementary school, 2nd and 3rd grades of 8-grade grammar school.
  - Zelina M., Uhereková M.: “Ako sa stať sám sebou?” It is applicable to 1st grade of secondary school and 5th grade of 8-grade grammar school.
  - Zelina M., Uhereková M.: “Ako byť sám sebou?” It is applicable to 2nd grade of secondary schools and 6th grade of 8-grade grammar school.
  - Zelina M.: “Ako sa stať sám sebou? – Ako byť sám sebou?” applicable to 1st and 2nd secondary school grades and 6th grade of 8-grade grammar school.

## **2. MOBBING**

The problem of **mobbing – victimization in the workplace** – was recently focused on in our conditions as well. Mobbing and hazing in the workplace has been a subject of attention of Anglo-Saxon and Nordic experts since the 90s of the 20th century. According to M. F. Hirigoen (2002), the word “mobbing” is derived from “mob” that means crowd or throng. Mobbing is relentless and systematic vilification of other colleague or colleagues, which means intriguing and conspiring, smearing in work groups, etc. Mobbing can reach some soft forms like bullying, or more serious forms like organized psychological terror in the workplace. According to B. Huber (1995), mobbing takes place when a person is mobbed systematically and for a long time. In general, mobbing has some frequency, it occurs minimally once a week for a period of at least half a year, committed by one or more persons in a work group. H. Leymann (2004) describes mobbing symptoms in the following categories:

1. A person collaborates in attacking somebody by using constant negative criticism, by gossiping, teasing, etc.
2. A person attacks a victim’s social relationships by disrespecting or ignoring him/her.
3. A person attacks a victim’s social dignity by spreading rumours.
4. A person attacks the quality of a victim’s work, keeps secret some important information.
5. A person attacks a victim’s health by using verbal threats of violence or sexual harassment.

Mobbing means excluding of a victim from the work group, and it exposes him/her to extreme social stress. One of the consequences is leaving the workplace; but the victim shows consequences that can be characterized as follows:

- Mental symptoms – depression, sleep disorders, doubt in oneself and uncertainty, and anxiety, which can lead to suicide.
- Psychosomatic symptoms – heart disorders and blood circulation disorders, clasped breathing, head and back aches, dermal disorders, digestion disorders.

Some consequences are related to personality changes, while the teacher's personality is emphasized in humanistic psychology to be a normal and mentally healthy personality. The teacher's personality is considered to be the most important phenomenon of education; for students he/she is a model of behaviour and of quality performance.

New graduates are high risk mobbing victims because they have no professional or social experience yet; another endangered groups are newly employed teachers, handicapped workers (having some physical handicap of external appearance, ethnic differences, different religious or sexual orientation), gender differences in a typically female or male collective, differences in education and better work performance, popularity with the boss, work group composed mostly by same gender people, etc.

We have not found any relevant information about mobbing occurrence in Slovak workplaces. According to some Internet sources of the European Union Study (Burilová, H., 2004) 8.1% of workers complain about mobbing in the workplace; according to the outcomes of the research conducted in Germany, Austria and Switzerland, 46% of the workers are mobbed; in the Czech Republic 16% of the research respondents were mobbed. We have not found any research information about mobbing occurrence in school setting and any research into mobbing; in spite of this we suppose that new graduates – teacher beginners are more mobbed by older colleagues and it will be more common if they apply new education styles or teaching tools menacing older styles and tools used before. Just mobbing is more often frequent in female collectives (typical of school setting); this type of mobbing among women includes ridicule, vilification, permanent criticism, spreading of rumour and making nonspecific innuendos.

### **3. BOSSING**

The term bossing is characterized by psychological terror in the workplace, used by a senior executive (the boss) to bully the subordinated (employees). According to P. Beño (2003), Norwegian psychologist S. Kile is the author of this term; he

applied it to “systematic bullying by bosses” and this problem is the youngest researched field of violence and bullying investigation. Bossing is a modification of bullying, because of the existence of similar characteristics. Because of that, we can perceive these terms as overlapping, but not as synonyms.

Characteristic features of bossing are:

- Boss holds some important information needed for an employee’s performance, which creates stress situations and the employee is predisposed to fail or to make a wrong decision.
- Boss uses administrative steps to reappoint employees usually to do inferior works. Subsequently the employee loses interest in work.
- Employee is overburdened by assigned tasks which are useless, all the time new and beyond his/her duties, competence and abilities, which again leads to stress situations.
- Employee is unduly and unjustifiably criticized by the boss, the unduly criticism can lead to the employee’s doubt in himself/herself, it decreases his/her self-confidence and finally leads to apathy and resignation, possibly to leaving the workplace.

According to German psychologists D. Zapf and H. Leymann (1996), bossing is a consequence of poor self-confidence of the boss, as well as his/her inferiority, uncertainty, insufficient managing competence and ability to lead.

### **Our research findings in mobbing and bossing**

S. Kariková (2003) did a research focused on discovering teacher’s attitude to the teaching profession; the research sample consisted of 99 respondents – first grade elementary school female teachers. Some of the questions were concentrated on relationships in the workplace; because of that we present the respondents’ answers related to the problem of this contribution. The results were compared based on the length of work experience; the teachers were divided into three groups: the first group was consisted of beginner teacher (N – 27), the average work experience length was 3.2 years; the second group (N – 36) consisted of teachers with average work experience of 11.4 years and the third group (N – 36) consisted of teachers with the longest average work experience, i.e. 25.13 years.

The respondents answered on the scale of bipolar assertion, while the 5–value meant the strongest consent and 1 meant the weakest consent to the assertion. The variation significances among the groups were examined using the Kruskal’s and Wallis’s H-test.

**Table 1. Relationships' quality in the workplace**

	1 <sup>st</sup> group	2 <sup>nd</sup> group	3 <sup>rd</sup> group
Help from colleagues	4.66	4.36	4.22*
Professional conversations	4.25	4.55	4.55
School management	4.11	4.41	4.33
School climate	2.77	2.36	2.44

According to the findings we can state that the teachers perceive the relationships in the workplace as good (chiefly the relationships among colleagues), in spite of the significant worse perception of the colleague's help by the older teachers.

By school-wide climate evaluation we found that this value shifted toward the continuum middle, which means that the respondents do not take an unambiguous positive stand on this factor.

**Table 2 The reasons for leaving the school**

	1 <sup>st</sup> group	2 <sup>nd</sup> group	3 <sup>rd</sup> group
Better school management	2	2.67	2.56
Better colleagues	2.43	2.62	2.65
Better school climate	2.67*	2	2.5

According to the quitting reasons evaluation, the potential reasons are not linked to negative school-management or negative relationships among colleagues. The school climate is again perceived as worse, particularly in the first group of beginner teacher.

In response to the direct question about staying at school, 25% of the teacher beginners consider leaving the school, in spite of the fact that they would like to continue teaching, but in a different school. Only 8.5% of the respondents from the second group would like to quit the school and the most stable group is the third one, the group of older teachers, because no one considered leaving the school. The youngest teachers' attitude to leaving the school in comparison with the older teachers is not coincidental; they consider overall school climate as the most important reason to leave.

Because this research was not directly oriented at mobbing and bossing, we subsequently carried out a survey focused on direct mobbing and bossing in the school environment. We addressed 48 first grade elementary school female teachers with 8.1 years of average work experience. The teachers were asked two questions by means of an anonymous questionnaire:

1. Are there any signs of mobbing in your workplace?
2. Do you know any colleague or colleagues who left the school because of mobbing?

The results were unambiguous, which means that 70% of the teachers had an experience with mobbing in their workplace and 42% personally knew mobbing victims – colleagues who left the school because of mobbing.

According to these findings we can note that global school-climate related to reciprocal relationships between teachers and school-management is not perceived in a positive way and mobbing is occurring in our schools.

### **The potentialities to solve mobbing and bossing in the Slovak Republic**

According to the information published on some Internet websites, every ninth worker in the Slovak Republic is a victim of bossing and in the Western Europe states it is every nineteenth worker. Because mobbing and bossing in Finland and in Sweden caused 5%-share of suicides in these countries, they passed anti-mobbing and anti-bossing laws. Similarly, other countries of the European Union have created specialized workplaces and organisations focused on help to the victims of mobbing and bossing (in The Czech Republic it is the “Český helsinský výbor” and a civil association called “Práce a vztahy”, which deals with the initiatives from schools), but there are no similar organisations or associations in the Slovak Republic.

According to the Labour Code (labour-law), the employee discrimination is forbidden (it is also secured by Anti-discrimination law valid since July 2004), and this law defines administration of law and civic duties followed from law-labour relations, which must be in accordance with morals and nobody is allowed to exploit these rights for the purpose of harming other law-labour relation participant. In spite of it, this paragraph is probably not respected in practice. Similarly, the paragraph declaring that nobody will be victimized if he/she files a complaint or brings an action (or criminal prosecution) against other employee or employer (boss) for victimization in the workplace. This paragraph is not respected in practice, either, as we see the information about submissions of initiatives to Ombudsman's Institute. The problem of mobbing and bossing has occurred in more than 5,000 initiatives from legal and natural persons only twice and only one of these two initiatives has been related to school environment.

Provided we would like to solve this problem right in the school environment, it is possible to apply under-graduate teacher studying programmes and post-graduate studying programmes offered by the faculties of education as well as other

involved organisations like methodological and pedagogical centres, pedagogical-psychological counselling sites, and the like. Programmes should be focused on:

- School management style problem;
- Assertive behaviour training and conflict situation solving;
- Coping with stress and mental-hygiene training;

It is essential to elaborate the legislation, to define the terms of mobbing and bossing in the workplace and incorporate them into the Code of law and School code.

According to administrative remedies teachers should be informed about filing a potential complaint. Teachers should make use of psychological consultancy at school where a school psychologist is also participating. One of the school psychologist's work competencies is solving conflicts among school employees.

## **Conclusion**

Based on the information in this contribution we assume the bullying, mobbing and bossing as a serious problem of current interest in the school environment for the following reasons:

- School environment creates a place for bullying, mobbing and bossing; these types of violent behaviour in the school environment are understood as an overlapping, mutually linked and interacting phenomenon; bullying occurs among students, mobbing occurs among the teaching staff, and it overlaps with the term of bossing related to the work group where employees are bullied by their boss (teachers are bullied by their headmaster);
- In Slovakia, the violence problem at schools has not been solved. It would be interesting to find out some inter connections between bullying, mobbing and bossing in the school environment. Nowadays we request that the Ministry of Education of the Slovak Republic to bestow grant-in-aid within the VEGA research project for the investigation into the bullying, mobbing and bossing impact. We would like to answer the question: Will there be a bullying problem among students at schools if mobbing behaviour occurs at this school? We assume the existence of mutual links between the occurrence of this phenomenon at school;
- All three violence types (bullying, mobbing and bossing) have one common attribute of a negative influence on a victim's physical and mental health;
- These consequences also represent economic losses by mobbing and bossing, caused by decreased performance, incapacity to work, treatment costs, turnover, etc.;

- Negative bullying consequences of a victim's and aggressor's psycho-social development; school is responsible for optimal development of a child's personality and is obliged to prevent all signs of aggressiveness;
- Sense of individual security is an inevitable condition of productive environment; schools should create a social climate like this;
- School environment creates place for mobbing (because of female teaching staff and more intensive emotionality); the school environment creates a place for bossing by means of hierarchical position arrangement as well as by regulations and rules of dominance;
- Victims of mobbing and bossing fear to solve their problem because of layoffs (currently the number of teachers is being reduced due to the number of students, school displacement, small school decline, etc.)

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