

Summary

Title: Psychological violence in the classroom. Research on bullying in everyday life of the school.

This work is devoted to two key issues: description of the phenomenon of bullying among pupils, and antibullying prevention in the school environment.

The first part of the thesis contains theoretical chapters, which include an introduction to the issue of violence in the light of available literature, with particular emphasis on its psychological form. Important aspects of the theoretical studies include: an attempt to define conceptual boundaries of the term of violence, as well as an overview of selected classifications of violence, its theory and social determinants.

Due to the fact that the area of research concerns bullying in the school environment, the key issues of theoretical studies were also connected with the characteristics of the school class as a small social group, and the specific development needs of a middle-aged school child.

In the second part of the work I describe the methodology of my own research. I characterize the applied research methods and techniques. In this part of the dissertation I also present research plans including goals and problems. The main goal of the research is to describe the ranges, forms and extent of bullying in the school environment. The research was carried out in five sixth grades in two primary schools from 2015 to 2017. The questionnaires were carried out with pupils and teachers, while interviews were conducted with pupils who are bullies and victims of psychological terror.

The third part of the work is devoted to the presentation of the research results. The conclusions and reflections that arise from the analysis of the research seem to correspond to general descriptions of peer bullying in the available studies.

These analogies relate to the way that bullying is defined including its specific features, i.e. recurrence, intentionality, imbalance of strength / social position, etc. Research results also indicate specific forms of bullying, including, humiliation, calling smb.names, teasing, verbal abuse, isolation/exclusion. These forms seem to be difficult to reveal.

Interviews conducted with bullies and their victims are an additional source of knowledge about bullying after the questionnaire survey. Furthermore, the knowledge was useful in providing general characteristics of bullies and victims.

Nowadays research into the phenomenon of bullying especially among sixth grade pupils has significant meaning because of education reform. Without effective prevention, bullying among sixth grade pupils may be consolidated and intensified in the next two years of primary school. The social roles of pupils that develop in bullying relations will also be strengthened, what can cause difficulties in providing effective and professional support by teachers and schools bodies.