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CHAPTER 11

EXPERIENCE OF AGGRESSION AND TAKING UP THE ROLES OF AGGRESSOR AND VICTIM BY MONGOLIAN YOUTH

INTRODUCTION

The phenomenon of aggression has been intertwined with social life for ever. History is full of acts of aggression, inflicting pain or killing. It would seem that with development of civilisation the aggressive behaviour will become less frequent, less useful for satisfaction of needs and solution of social life problems, and will finally disappear (Spychalska-Czech, 2004). However, in contrast to such reasoning, the recent studies indicate that the aggressive behaviour and its consequences have become a serious problem of our times (Ramirez, Pagani, Szegal, 2013). Mass media daily bring information on some cruel aggressive acts. One of the most alarming phenomena is the aggressive behaviour of children and youth (Czapiński, 2007). Their aggressive behaviour is mostly observed at schools (Borecka-Biernat, 2013). In the peer group it is mostly manifested as fights, arguments, spreading of mischievous rumours or damage of someone else's goods. Also the number of acts of auto-aggression, including suicides, has been observed to increase (Hołyst, 2012). Another phenomenon not met earlier on such a large scale is aggression of young people towards adults, which is also observed at school. According to the Police statistical data, in 2012, 4177 persons made attempts at committing suicide (75% successful attempts), while 373 of them were the persons aged 14-19 (45% successful attempts) (Fakty Interia, 2013). At present suicide is the fourth most often cause of death in the

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world, while 15 years ago suicides were the eighth most often cause of death (Wierzbicki, 2013). Among the youngest members of society, aged 7-19) suicide has become the second most often cause of death.

It should be emphasised that although at school the aggressive behaviour of children and youth is well pronounced, it is not restricted to schools. The school environment is one of the most important area of activity and socialisation in the period of late childhood and adolescence, the most important role in developing social behaviour of young people is assigned to the family (Liberska, Matuszewska, 2007).

The problems related to the conditions of readiness for aggression have been thoroughly studied by many authors in Poland and in the world, for many years (Frączek, 1985; Ramirez, 1993, 2007; Krahe, 2006). The hitherto studies have evidenced significant correlations between the aggressive behaviour and some aspects of personality such as sex, economic status, type of family environment and the cultural context in a broad sense (Boski, 2009; Wojciszke, 2012; Liberska, Farnicka, 2013). Taking into account the above, an attempt was undertaken to deepen the analysis of taking up the role of aggressor or victim and selected subjective conditions of this choice in a chosen cultural environment.

THE PROBLEM OF AGGRESSION

Aggression has been studied by many authors from different fields, however, there is no commonly accepted definition of aggression. According to Frączek (1979, p 13) aggression is any act aimed at causing damage to and loss of socially appreciated values, causing physical pain or moral suffering. A similar definition has been proposed by Aronson (2004), who claims that aggressive behaviour is any act aimed at inflicting physical pain, psychological suffering or distress. This author has emphasised that such acts are treated as aggression irrespective of realisation of the aim.

Specialists in aggressive behaviour distinguish between the hostile aggression and instrumental aggression (Anderson, Bushman, 2002). Hostile aggression follows from anger and aims at causing hurt or damage, while instrumental aggression is used to describe the willingness to cause hurt and damage as a means to reach an aim other than this hurt or damage and is more an active than reactive form of aggression (Berkowitz, 1993b). Another useful distinction is that between the direct and indirect aggression. The most often met forms of aggression are verbal, physical and direct aggression (Pielkova 1997, p 13).

SELECTED THEORIES ON AGGRESSION AND ITS GENESIS

There are many theories explaining the genesis of aggressive behaviour. According to Berkowitz (1993a) people have a certain innate tendency towards aggressive reaction to certain stimuli such as provocation or attack. However, manifestation of aggressive behaviour depends on a complex interaction between inner tendencies, learnt reactions suppressing aggression and particular character of social situation (after: Aronson, 2004, p 239). A different approach to aggressive behaviour has been presented in the theory of social learning (Bandura 1983; Mishel, Shoda, 1995), which assumes that children learn aggressive behaviour in the same way as they learn other types of complex behaviour. Many other causes of aggressive behaviour have been identified, for example neurological factors, chemical factors, frustration or even the influence of mass media (Aronson, 2004).

AGGRESSIVE BEHAVIOUR AND SEX

Liberska i Matuszewska (2003) has noted that the differences in manifestation of aggressive behaviour related to sex are conditioned by social influence. There is a general greater social acceptance of aggressive behaviour of boys. The attitude of adults towards aggressive behaviour of boys can lead to increased frequency of such behaviour in future (Liberska, Matuszewska, 2003). The girls were found to show more often verbal aggression and indirect forms of aggression (Skorny, 1968; Liberska, Matuszewska, 2007). The boys often use direct aggression and thus are judged as more aggressive. The aggression observed in children is often related to the attitudes of the parents. The educational helplessness of the father, lack of consequence in father's behaviour, domination of the mother is related to the aggressive behaviour in boys, while the emotional distance of the mother, educational helplessness of [the mother/ the father] is related to aggressive behaviour in girls, (Liberska, Matuszewska, Freudenreich, 2013).

Taking up the role of aggressor or victim

The authors working on aggression have emphasised the significance of relatively stable features of temperament, self-evaluation, level of self-control, sex, family situation and the type of parental approach for development of the readiness to display aggressive behaviour (after: Liberska, Farnicka, 2013, p. 247). On the one hand, it has been shown that the readiness towards aggressive behaviour in children and teenagers should be treated as a relatively stable feature depending

among others on biological factors. However, on the other hand, the significance of family impact should not be diminished, e.g. the impact of the quality of emotional ties between the child and the parents and acceptance of aggressive behaviour in the family environment (Obuchowska, 2001; Frączek, 1985). No consensus has been reached yet on the stability of aggressive behaviour manifestations and strength (Obuchowska, 2001; Krahe, 2006).

One of the models describing the relationship between the variables and their impact on taking up the role of aggressor or victim has been proposed by Liberska and Farnicka (2013). This model is based on the general model of aggression (GMA), in which the first level of causes of aggressive behaviour includes the specificity of a situation and resources of the individual. A scheme describing the structure of factors having significant impact on taking up the role of aggressor or victim is given in Fig. 1.

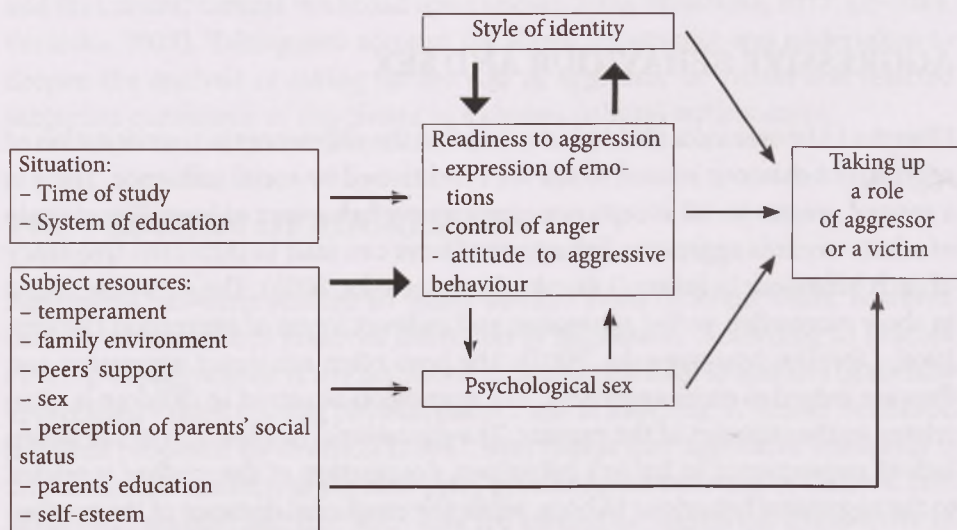


Fig. 1. Liberska, Farnicka, 2013, p. 250

Aim of the study, research problems, research questions and hypotheses

The main research problems are as follows.

1. Determination of the place in which aggressive behaviour of children and teenagers from Mongolia is experienced.
2. Identification of the forms of aggressive behaviour of children and teenagers from Mongolia.
3. Differences in taking up the role of aggressor and victim related to sex.
4. Differences in showing direct and indirect aggression related to sex.
5. Differences in experiencing direct and indirect aggression related to sex.
6. Relationship between the traits of personality and taking up the roles of aggressor and victim.
7. Relationship between the traits of personality and the use and/ or the experiencing of direct and indirect aggression.
8. Relationship between different forms of aggression and taking up the role of aggressor or victim.

The aim of the analysis is to get answers to the following questions.

1. In which social environment do the young people from Mongolia experience aggressive behaviour?
2. Which forms of aggressive behaviour are experienced by the young people from Mongolia?
3. Is there a significant difference between boys and girls in taking up the roles of aggressor and victim?
4. Is there a significant difference between boys and girls in the use of direct and indirect aggression?
5. Is there a significant difference between boys and girls in experiencing direct and indirect aggression?
6. Is there a relationship between the traits of personality and taking up the roles of aggressor or victim?
7. Is there a significant relationship between the traits of personality and the use and/ or the experience of direct or indirect aggression?
8. Is there a relationship between particular forms of aggression and taking up the roles of aggressor and victims?

On the basis of peruse of literature, the following hypotheses were put forward.

1. Young people most frequent experience aggressive behaviour at school.
2. The most often forms of aggressive behaviour experienced by young people are: calling names, gossiping, offending.
3. The sex groups significantly differ in taking up the roles of aggressor and victim;
 - It is expected that boys take up the role of aggressor more often than girls
4. The sex groups significantly differ in the use of direct and indirect aggression;
 - It is expected that boys more often than girls use direct aggression, while girls more often than boys use indirect aggression.
 - It is expected that girls more often than boys use verbal aggression, while boys more often than girls use physical aggression.
5. The sex groups significantly differ in experiencing direct and indirect aggression;
 - It is expected that boys more often than girls experience direct aggression
6. There is a significant relation between the traits of personality and taking up the roles of aggressor or victim;
 - It is expected that persons showing a high level of psychoticism more often take up the role of aggressor
7. There is a significant relation between traits of personality and the use of direct and indirect aggression;
 - It is expected that persons showing a high level of psychoticism more often use aggression, in particular direct aggression,
8. There is a direct relation between the use and/ or experiencing one form of aggression and the use and/or experiencing its other forms.

Variables and tools

Dependent variables		Tools
Use of aggression	- Direct aggression - Indirect aggression	- Bydgoszcz questionnaire of aggression in school
Taking up roles related to aggressive behaviour	- Aggressor - Victim	- Mini-DIA

Independent variables		
Traits of personality	<ul style="list-style-type: none"> - Psychoticism - Extroversion - Neuroticism 	- EPQ-R(S)
Sex	<ul style="list-style-type: none"> - Boy - Girl 	- interview
Socio-demographic variables		
Place of inhabitation	<ul style="list-style-type: none"> - City - village 	- interview
Age	<ul style="list-style-type: none"> - 15 - 16 - 17 - 18 	- interview

Methods of study

- Direct and indirect aggression questionnaire /Mini-DIA, Österman & Bjurkvist, 2008/
- Eysenck Questionnaire of Personality in shortened version, EPQ-R(S) / Hans J. Eysenck i Sybil B. G. Eysenck,2006/
- Bydgoszcz questionnaire of aggression in school environment /Hanna Liberska, 2012/
- interview

Subjects of study

- The study was performed on a group of 60 pupils attending middle school in Mongolia. The group included 32 girls and 28 boys, aged from 15 to 18. The purposive sampling of the studied groups was applied according to the criterion of age.

Statistical analysis of results

Verification of hypothesis 1.

Results of statistical analysis of the data on the place in which young people experience aggression are presented in Table 1.

Table 1. Frequency of experiencing aggression in a certain social environment related to the form of aggressive behaviour.

Type of aggressive behaviour	At school	In the classroom	Among colleagues from the class	At home	On the way between home and school	Among acquaintances outside school
Intimidation of younger pupils (Bullying)	18,3%	8,3%	15%	6,7%	11,7%	11,7%
Extortion of money and other things	15%	10%	10%	3,3%	5%	3,3%
Damage of equipment or other property	15%	10%	6,7%	8,3%	5%	8,3%
Hitting or kicking	35%	38,3%	25%	11,7%	16,7%	23,3%
Pushing or jostling	30%	33,3%	25%	15%	16,7%	20%
Calling names, ridiculing, gossiping, humiliation	21,7%	31,7%	23,3%	10%	13,3%	21,7%
Intimidation, threats, blackmailing bullying	15%	13,3%	5%	3,3%	10%	5%

According to the results, young people most often experience aggressive behaviour in their own classroom and their own school. The hypothesis 1 saying that young people most often experience aggressive behaviour at school has been positively verified.

Verification of hypothesis 2

According to hypothesis 2, the most often met forms of aggressive behaviour are calling names, gossiping and offending. Results regarding the frequency of experiencing of particular forms of aggressive behaviour are collected in Table 2.

Table 2. Frequency of experiencing of particular forms of aggressive behaviour

Type of behaviour	At school	In the classroom	Among colleagues from the class	At home	On the way between home and school	Among acquaintances outside school
Intimidation of younger pupils	18,3%	8,3%	15%	6,7%	11,7%	11,7%

Experience of aggression and taking up the roles of aggressor...

Extortion of money and other things	15%	10%	10%	3,3%	5%	3,3%
Damage of equipment or other property	15%	10%	6,7%	8,3%	5%	8,3%
Hitting or kicking	35%	38,3%	25%	11,7%	16,7%	23,3%
Pushing or jostling	30%	33,3%	25%	15%	16,7%	20%
Calling names, ridiculing, gossiping, humiliation	21,7%	31,7%	23,3%	10%	13,3%	21,7%
Intimidation, threats, blackmailing bullying	15%	13,3%	5%	3,3%	10%	5%

According to the results, the types of aggressive behaviour most often experienced by young people are: hitting or kicking (38.3% in the classroom and 35% at school) and pushing and jostling (30% at school and 33.3 % in the classroom). Therefore, there are no grounds for acceptance of hypothesis 2.

Verification of hypothesis 3

According to hypothesis 3 it was expected that the groups of boys and girls differ significantly in taking up the role of aggressor and victim, the boys were expected to assume the role of aggressor more often than the girls.

Table 3. Results of U-Mann Whitney statistical tests of the data on taking up the roles of aggressor and victim in groups of boys and girls.

Variable	Sum of ranks for girls	Sum of ranks for boys	U	Z	p	N ważn. Girls	N ważn. Boys
Victim	1066.50	763.50	357.50	1.35	0.18	32	28
Aggressor	1103.50	726.50	320.50	1.92	0.06	32	28

As follows from the results of statistical analysis of the data collected for boys and girls, there is no statistically significant difference between these groups I taking up the roles of aggressor and victim. Therefore, hypothesis 3 should be rejected.

Verification of hypothesis 4

According to hypothesis 4, the sex groups significantly differ in the use of direct and indirect aggression. Results of statistical analysis of the relevant data are presented in Tables 4 and 5.

Table 4. Results of U-Mann Whitney statistical test on the use of direct and indirect aggression in the groups of boys and girls.

Variable	Sum of ranks for girls	Sum of ranks for boys	U	Z	p	N ważn. Girls	N ważn. Boys
Use of direct aggression	1076.50	753.50	347.50	1.52	0.13	32	28
Use of indirect aggression	1100.50	729.50	323.0	2.05	0.04	32	28

Analysis of results revealed statistically significant differences between girls and boys in using indirect and direct aggression, the girls were found to use indirect aggression more often. No statistically significant difference between the groups was noted in the use of direct aggression.

Table 5. Results of U-Mann Whitney statistical test on the use of verbal, physical and indirect aggression in the groups of boys and girls.

Variable	Sum of ranks for girls	Sum of ranks for boys	U	Z	p	N ważn. Dziewczęta	N ważn. Chłopcy
Use of physical aggression	988.50	841.50	435.50	1.88	0.13	32	28
Use of verbal aggression	1134.50	695.50	289.50	2.50	0.01	32	28
Use of indirect aggression	1100.50	729.50	323.50	2.05	0.04	32	28

Statistically significant differences were found in the use of verbal and indirect aggression between the groups of boys and girls, the girls use verbal and indirect aggression more often than the boys. However, no statistically significant differences were found in the use of physical aggression between the groups. Therefore, hypothesis 4 can be treated as partly confirmed.

Verification of hypothesis 5

According to hypothesis 5, the groups of boys and girls were expected to differ in experiencing direct and indirect aggression. It was expected that boys more often than girls experience direct aggression.

Table 6. Results of U-Mann Whitney statistical test regarding the experiencing of indirect and direct aggression.

Variable	Sum of ranks for girls	Sum of ranks for boys	U	Z	p	N ważn. dziewczęta	N ważn. chłopcy
Experiencing direct aggression	1020.50	810.00	404.00	0.66	0.51	32	28
Experiencing indirect aggression	1082.00	748.00	342.00	1.65	0.09	32	28

No statistically significant differences were found in experiencing direct and indirect aggression between the groups of boys and girls. Therefore, there are no grounds for acceptance of hypothesis 5.

Verification of hypothesis 6

Hypothesis 6 predicted statistically significant correlations between certain traits of personality and taking up the roles of aggressor and victim. It was expected that young people showing a high level of psychoticism would more often take up the role of aggressor. Results of statistical analysis of the data collected regarding the above aspect have not confirmed such relation between the traits of personality and taking up the roles of aggressor and victim, thus, there are no grounds for acceptance of hypothesis 6.

Verification of hypothesis 7

Hypothesis 7 concerned a relationship between the traits of personality and the use of direct and indirect aggression. It was expected that persons showing a high level of psychoticism would more often use aggression and direct aggression in particular.

Table 7. Results of R-Spearman statistical test concerning a relationship between the traits of personality and the use of direct and indirect aggression.

Variable	Extrovert	Neuroticism	Psychoticism
Experience of direct aggression	-0.254	-0.034	0.146

The only statistically significant relationship was found between the frequency of experiencing direct aggression and extroversion; the higher is the level of extroversion the lower is the level of experienced direct aggression.

Verification of hypothesis 8

According to hypothesis 8, a direct relation was expected between the use and/or experiencing one form of aggression and the use and/or experiencing its other forms.

Results of statistical analysis of the data regarding the relationship between the use and/or the experiencing of different forms of aggression and taking up the roles of aggressor and victim are shown in Table 8. .

Table 8. Results of R-Spearman statistical test regarding the relationship between the traits of personality and the use and/or experience of aggression and taking up the roles of aggressor and victim.

Variable	Taking up of the role of aggressor	Taking up of the role of victim	Use of direct aggression	Use of indirect aggression
Experiencing of physical aggression	0.49	0.73	0.54	0.26
Experiencing of verbal aggression	0.43	0.81	0.38	0.37
Experiencing of indirect aggression	0.48	0.73	0.35	0.57
Use of physical aggression	0.78	0.51	0.87	0.40
Use of verbal aggression	0.84	0.46	0.83	0.60
Use of indirect aggression	0.79	0.53	0.58	1.00
Experiencing of direct aggression	0.48	0.87	0.49	0.33
Use of direct aggression	0.95	0.57	1.00	0.58
Taking up the role of aggressor	1.00	0.63	0.54	0.26
Taking up the role of victim	0.63	1.00	0.38	0.37

Statistically significant correlations were found between the use and/or experiencing of one form of aggression and the use and/or experiencing of its other forms and taking up the roles of aggressor and victim. Therefore, there are grounds for acceptance of hypothesis 6.

DISCUSSION AND CONCLUSIONS

One of the greatest problems of contemporary world is continuous increase in aggressive behaviour of children and the youth. The occurrence of aggression has been mainly observed in school environment, peer groups and family, but recently it has been increasingly often addressed towards outsider adults. The age of juvenile delinquents has decreased and the forms and methods applied by juvenile aggressors have become more brutal and cruel.

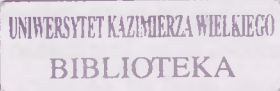
The study reported in this paper concerned young people from Mongolia and is treated as the beginning of inter-cultural studies. In comparison with the level of aggression experienced in school environment in Poland, (Ostrowska, 2007), the level of aggression established in this study in Mongolia is rather low. This difference can follow from cultural differences and from the specificity of functioning of school as an institution in Mongolia. Some schools in Mongolia ensure a very high level of security in response to the recently introduced regulations of supervision of pupils. Among others, the parents take turns to take care of children and young people leaving school. On the other hand, a high level of domestic violence in Mongolia suggests that pupils may have not revealed some experience related to aggressive behaviour. The problem of experiencing aggression in Mongolia certainly needs further study.

The results obtained in this study confirm the differences in the use of aggression between girls and boys. Statistically significant differences between boys and girls were found in using verbal and indirect aggression; the girls used these forms of aggression more often. Similar relation has been found on the basis of results of the study by Liberska and Matuszewska (2007) in Poland. These authoresses reported that girls aged 17 to 18 revealed a higher level of aggression than boys, while in boys the level of aggression decreased with age.

Another statistically significant relationship established was found between extroversion and experiencing direct aggression. The results indicated that the higher is the level of extroversion, the lower is the level of experienced aggression. However, this correlation was weak and no relationship was found between the traits of personality and taking up of the role of aggressor and victim. The result needs further analyses and at the present stage it is difficult to explain. It is probable that it can be related to cultural specificity. On the other hand, the higher level of extroversion was correlated with less often taking up of the role of victim, which can be related to the general character of this dimension of personality. Eysenck (1994) has suggested that a high level of extroversion can be related to aggressiveness and getting angry easily, which belong to the features of aggressor. The sociability and need of talking to others shown by extroverts (Sanocki, 1981) can also be related to avoidance of the role of victim.

According to our own results, taking up of the role of aggressor carries the risk of being forced to be a victim. The young people showing aggressive behaviour are exposed to experiencing aggression from others. As proved by Anderson (2004, p 245) aggression arouses aggression. A number of authors (Russell, 1981; Geen, Stonner, Shope, 1975) have shown that taking up aggressive behaviour leads to further aggressive behaviour but also exposes to aggressive behaviour of others.

The above analysis has illustrated the needs for further exploration of the problems related to aggression among young people and the need for inter-cultural studies. Comparative studies performed in different countries are very important from the cognitive point of view as many authors claim that culture is the genesis of aggression.



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