

INTERGENERATIONAL LEARNING AS PREVENTION AGAINST AGGRESSIVE BEHAVIOUR

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Abstract: The aim of the author's contribution is to clarify and explain the essence of the intergenerational learning in the familiar environment. Subsequently, she emphasizes the importance of developing intergenerational activities in the present type of a family between grandparents and grandchildren as a significant means and tool of prevention in relation to the chosen social - pathological phenomenon, namely to the aggressive behaviour of children and teenagers which is a serious social problem with an incessantly increasing tendency. The research was carried out as the part of VEGA project no. 1/0244/15 Detection and resolving cyberbullying.

Keywords: social position, sociometric status, cyber-aggressor, cyber-victim

1 Introduction

If we consider the process of human learning to be never ending, we can say without any doubts that the family environment represents such a place where we have learnt a lot, we are still learning and where we will continue learning as well. Therefore the educational process in a family has a privileged position from among the other forms and ways of learning. At the same time, it is also the basis for learning in other opportunities and other situations.

2 Intergenerational learning in the family environment

The intergenerational learning in the family is considered to be lifelong informal education and particular members of the family community can act as educators as well as educants. This kind of learning includes in itself all phenomena and processes which help to the two-way transmission of knowledge, experience and attitudes in the family. Thus this learning takes place in specific situations of the family life, in the interactions and joint activities of all participating generations (children, parents, grandparents). It takes different forms which are centred mainly on the common activities in the family providing an opportunity to learn for all its members. By means of these everyday activities, such as walks, family trips, common preparation of meals and eating together, work in the garden, visits of cultural and sport events, discussions and conversation about different topics, the children, or more precisely grandchildren acquire competences for the everyday life and, at the same time, their scientific and technological skills are supported as well (Rabušicová, 2011). The learning in the family context, taking place between different age generations, is not based on the specific teaching plans or ideas. However, it often happens at random, unintentionally, unawarely and it remains non-thematized. In many cases it relies on the forms of imitation and knowledge and also experience of members of older generation who pass them to the children, young and middle generation. There are applied different forms of learning (sensual-motoric, verbal-cognitive, social) within the activities of the intergenerational education. However, by the intergenerational learning in the context of family environment there clearly dominates the social learning (therefore it is possible to perceive this learning as a preventive tool in relation to the social-pathological phenomena).

There do not exist any complex researches (quantitative or qualitative) related to the topic of the intergenerational learning between grandparents and grandchildren and they are totally absent in our country. Nowadays, grandparents represent an important pillar and factor in the process of education of grandchildren and more and more frequently they become its active participants. Their presence in the family circle is indispensable and irreplaceable in the area of education and instruction of the youngest members (Sanz Ponce, Mula Benavent, & Moril Valle, R., 2011). Observing changes in the family structure and in the model of the family life prevalent at

this time, it is necessary to remind and emphasize the importance of the task and function of grandparents which they have in the learning and primary socialization of the child in the family. When we also perceive the gradual change of the conception and current real situation of seniors, we have to take into account these facts and try to renew the role of the grandparent as a very useful and beneficial tool contributing to develop the child's personality and to educate him/her in the context of intergenerational relationships (Atanes, 2002).

2.1 Intergenerational education as a preventive tool of aggressive behaviour

Nowadays, aggressiveness and aggressive behaviour belong to the most frequent negative social deviations, they represent a complex and multi-causal phenomenon and they become a problem in the global measure. We meet with a wide range of problematic behaviour by children of primary school and, as many specialists point out, this type of behaviour becomes a particularly serious problem. Children act aggressively to each other mutually but, unfortunately, parents, teachers and educators become its recipients more and more often. We based this statement on the research which dealt with the social-pathological issues of children and teenagers in the Slovak Republic and was carried out at primary and secondary schools within all Slovakia. The most frequent social-pathological phenomena, the teachers see by their students, are the following ones: smoking, truancy, consumption of alcoholic drinks, *bullying*, *respectively aggressive behaviour* and taking of illegal drugs (Pétiová, 2015; Emmerová, 2011; Böhmová, 2011). At primary schools there the most frequent deviation is truancy which is followed by aggressiveness and violence. Therefore the biggest attention in the area of preventive measures is paid by the specialists to the prevention of aggressiveness and violence (64%) (Böhmová, 2011).

In his publication, Višňovský (2011, in: Kraus, 2014) presented an opinion that the best prevention of the social-deviant behaviour is a well-functioning family with clearly set norms and rules of mutual co-existence. A family where the parents have time to be with their children, representing a model of acting for them, and where love, understanding, tolerance, respect and protection are the attributes determining the everyday family practice and life. The family is thus a significant preventive and protecting factor against the occurrence of social-pathological phenomena by children and teenagers but, at the same time, it is also a dominant risk agent of problematic behaviour. (Hroncová et al., 2015). There is inevitable an assumption that the society itself will acknowledge the family as a basic socializing and educating element and it will create conditions indispensable for its optimal functioning. However, there arises a question: Does the current family represent such a family which would comply with the mentioned criteria?

Due to these above mentioned reasons, we perceive more and more intensively the importance of the intergenerational education in the family environment between grandparents and grandchildren as an effective preventive tool in relation to the occurrence of aggressive behaviour by children. In the following part, there we mention some positive aspects of the intergenerational exchange. Based on the intergenerational programmes carried out in different countries, it is evident that one of the positive contributions is undoubtedly the decreasing of participation of children and teenagers in manifold social-pathological phenomena:

- seniors become a support for younger family members in the moments of difficulties and problems, subsequently there is evident their lower participation in *aggressive, asocial and antisocial acts* (Sánchez Martínez, 2010),
- younger generation *changes its attitudes* to older people, their mutual relationships improve gradually,
- increasing of the feeling of the social responsibility,

participating in different free-time activities in cooperation with the seniors what is, at the same time, a *prevention against the drug addiction and antisocial behaviour* (Sánchez Martínez et al., 2010).

- both generations develop their ability to learn; their social integration is supported and their social segregation is reduced (García Mínguez & Bedmar Moreno, 2002),
- increasing of the feeling of the personal value and self-confidence (Sánchez Martínez et al., 2010),
- better school attendance, better school results, *lower probability of the social-pathological behaviour* (Rabušicová et al., 2011),
- escape from the loneliness and isolation, reintegration into families and society, creating of new friendships; increasing of the self-esteem and motivational factors and in particular the development of the social skills. (Sánchez Martínez et al., 2010).

We know that the aggressiveness is a complex and multi-causally influenced phenomenon with its positive and negative sides and the expressions of aggressiveness can reflect the psychosocial development of the person, his/her current life situation he/she experiences at the moment or they can reflect constellations of the personal dispositions and cognitive strategies. Thus the reasons can have a biological character (inherited) or a social character (obtained). The obtained dispositions are related mainly to the level of social learning (Fischer & Škoda, 2014; Emmerová, 2014) which primarily takes place in the family. Therefore, when dealing with the matter of prevention, it is very important to take into account mainly the social environment where the child lives. The social environment substantially influences his/her attitudes, opinions and it instils certain values into the child which are subsequently reflected in his/her acting and behaving to other people. Undoubtedly, the first position is here occupied by the family where the child learns to create relationships to himself/herself, to other people and the society. The child develops his/her skills, he/she acquires the norms and learns to be empathic, tolerant, to respect and understand people in his/her surroundings. It is precisely the family community where the child acquires the basic life scale of values and the bases of his/her future behaviour outside this institution (Kofa, J., 2015).

We can find numerous definitions of aggressiveness and aggressive behaviour in specialized publications and there also exist manifold classifications of this social-pathological phenomenon. Based on our methodological orientation, we mention the following classification from the point of view of pursuing the intention of being aggressive (Fromm, 2007, in: Vašutová & Kitliňská, 2010):

- a) *benign* – it is considered to be a defensive aggression if keeping of life is put at risk. It represents a tool of biological adaptability and it is used in order to survive.
- b) *malignant* – the main expression is angry, attacking, destructive and fiery behaviour which can lead to social delicts such as a murder. The motivation of the aggressor is not the achieving of a certain aim but it is his/her pleasure of the performed act. By means of aggressiveness the man satisfies his/her own cruelty.

Repková (2000, in: Határ, 2015) adds two other types to this classification:

- a) *pseudo-aggressiveness* – the intention of the man who behaves aggressively is not to hurt another person. Therefore we call it unintentional or coincidental aggressiveness.
- b) *aggressiveness without any motivation* – an aggressive emotions of anger, rage, hatred or jealousy.

3 Methodological orientation of the research

The aim of our research was to find out and explain what role plays the learning in the family environment between grandparents and grandchildren in the context of prevention

against the aggressive behaviour of different symptomatology by grandchildren. We used a questionnaire of our own construction as an investigative tool. The core of the questionnaire was formed by eight questions. The first two questions we centred on finding out the presence or absence of different kinds of aggressive behaviour by the respondents (verbal, physical, auto-aggressiveness and bullying) whereas the starting point for its classification was the division we mentioned in the theoretical part of our article. In case of a positive answer we tried to determine the etiology of the inappropriate acting and behaving in the following item. In the next questions we found out the frequency of meetings of grandchildren with their grandparents, what type of an educator the grandparents represent for the younger generation, the course, direction and contents (a type of common activities) of the intergenerational learning between both generations, as well as the roles the grandparents play in the life of their grandchildren. We chose all pupils of the eight grade of primary schools as a basic observed group and we created our representative sample by means of an accessible selection. It was formed by 172 respondents coming from four regions of Slovakia: Košice region (63), Bratislava region (41), Žilina region (40) and Nitra region (28). There were five town schools and two schools were located in a village. In order to process and evaluate the obtained data from the questionnaire and to verify the formulated hypothesis, we used *the methods of mathematical statistics* (calculation of frequency, percentual evaluation, a chi-squared test) and *the methods of logical operations* (analysis, synthesis, induction, deduction and comparing). Subsequently, we recorded the results of the empirical investigation in particular tables and we complemented them with the qualitative analysis. We mention only some empirical results in our article.

3.1 Partial results of the research

In the following tables we mention research findings related to the frequency of occurrence of aggressive behaviour by respondents, its etiology, the contents of intergenerational learning between grandparents and grandchildren in the family environment and, at the same time, those findings which support the confirmation or rejection of the scientific hypothesis we formulated at the beginning of the research process:

Hypothesis: We assume a statistically related relationship between the intergenerational learning in the family and the occurrence of aggressive behaviour by grandchildren.

The following table documents the frequency of the occurrence of particular types of the aggressive behaviour in the observed research sample. The first item of our research tool consisted of four degrees of the scale (always, often, sometimes, never). The respondents could choose one option. The reason of formulating this type of a question, or respectively, its answers, was the final statistical evaluation of the results which requires the scaling of answers. At the same time, it provides us a more detailed and precise view at the intensity of expressions of aggressive ways of behaviour by the observed pupils of primary schools.

Table 1: The occurrence of aggressive behaviour

Frequency	Always		Often		Sometimes		Never		TOGETHER (always, often, sometimes)	
	n	%	n	%	n	%	n	%	n	%
Verbal	5	3	25	15	107	62	35	20	137	80
Physical	1	0,6	3	1,7	34	19,8	134	78	38	22,1
Auto-aggressive	2	1,1	3	1,7	24	14	143	83	29	16,7
Bullying	3	1,7	1	0,6	9	5,2	159	92,4	13	7,6

Based on the research findings recorded in the table, we can state that among the pupils of the eighth grade, who participated in the scientific research, there evidently dominated the verbal aggressiveness in the total number of 137, representing 80% of all respondents. We are pleased that the highest frequency (107, 62%) was recorded by the degree of the scale expressing the lowest intensity: *sometimes*. The option of the answer *there occur physical expressions of aggressive behaviour by me* was chosen by 38 respondents, representing 22,1% of the total number of the participants. Quite a high number of boys and girls also marked the answer *I hurt myself*, specifically 29 pupils (16,7%). (Cyber-) bullying as a form of aggressive behaviour was chosen by the lowest number of respondents (13 pupils, 7,6%). In our research we were also interested in finding out how many pupils do not have any type of those four types of aggressive behaviour, or respectively, how many pupils chose the scale degree *NEVER* by every item of the first question. From among all respondents of the research sample, 29 participants of the empirical research, representing 16,9% of all respondents marked this answer. Up to 143 observed pupils of the eighth grade marked at least one of four forms of aggressiveness which they practise in a higher or lower measure..

Regarding the investigation of the occurrence of the aggressive behaviour by pupils, we also wanted to know the reasons due to which they decided not to act in accordance with the social norms and requirements. The following table shows the frequency and percentage evaluation of the answers to the question addressed to the respondents of our questionnaire: *Why do you behave in this way?* By the formulation of particular options we chose the differentiation of aggressive behaviour by Repková as our starting point (2000, in: Határ, 2015).

Table 2: The etiology of aggressive behaviour

Reasons of aggressive behaviour	Number	Percents
Benign form of aggressiveness (defence)	99	69,2
Malignant form of aggressiveness (it causes pleasure)	16	11,2
Pseudo-aggressiveness (unintentional, coincidental)	117	81,8
Aggressiveness without motivation (reasonless)	94	65,7

The respondents of the questionnaire were allowed to mark more options in the given question and thanks to this we obtained a more detailed overview of the reasons of their aggressive acts. In spite of the fact that up to 143 pupils of the eighth grade identified themselves at least with one type of aggressive behaviour which is manifested by them, there is a pleasant finding that majority of the pupils, i.e. almost 82% of all participants, behaves in this way unintentionally, or respectively, coincidentally, their intention is not to hurt anybody. These can be some kind of spontaneous reactions when the individual does not sufficiently think about the consequences of his/her

inadequate behaviour and he/she does not have the feeling of responsibility yet what can be caused exactly by the age or immaturity of our research sample. Similarly, a significantly high number of respondents, specifically 99 pupils (69,2%) identified their expressions of behaviour as a benign form of aggressiveness, respectively as a defence against somebody or something. Once again it is not intentional, planned hurting of other people. Their motive is mainly fear and defence of oneself what is, in its essence, biological-adaptation acting serving for surviving. We assume that this inadequate behaviour can be again connected with the insufficient ability of children to solve conflicts and problems without aggressive acting. To remove the given deficit there are many preventive programmes aimed on the prevention against aggressive behaviour by means of developing the particular social skills. In 94 cases (65,7%) we recorded aggressiveness without any motivation, i.e. cases when the individual hurts without any reason, as well as without feeling fury, anger or hatred. We can state that it is quite a high number which should be a challenge to lead the current generation to bigger responsibility for their acts, respectively to bigger awareness of the consequences of their decisions and behaviour which hurts people in their surroundings. The occurrence of this kind of aggressiveness can be an evidence of bad spending of free time by children and teenagers who fill their empty moments with hurting other people even though they do not have any reason to do so. Unfortunately, by our research sample there also appeared a malignant form of aggressive behaviour (16; 11,2%) when the child is really pleased with his/her performed act. The main motivation is the pleasure of hurting other people what we can mark as a real cruelty and violence.

The fourth item of our questionnaire was aimed to find out whether in families there takes place learning between children (respondents) and their grandparents. 146 respondents answered to this question positively what represents almost 85% and only 26 pupils (15%) said that they were not used to doing any common activity with their grandparents. Subsequently, we put the results of this question into the statistical relationship to the first question in order to verify the hypothesis formulated at the beginning of the research process. The aim of the statistical analysis was to verify whether the intergenerational learning in the family has some influence on the aggressive behaviour of the children (i.e. whether this learning can positively influence the aggressiveness and it can alleviate, eliminate or prevent this inappropriate behaviour). We observed aggressive expressions by children in four areas and therefore we also evaluated separately the relationship between the intergenerational education and the particular types of aggressiveness.

At first we tested the dependence of two qualitative features *A, B*, where *A* denominates the intergenerational learning in the family between grandparents and grandchildren and *B* represents particular types of aggressive expressions of grandchildren (verbal, physical, bullying and auto-aggressiveness).

The statistical method which we used to verify the dependence of two qualitative features *A, B*, is χ^2 - the test of independence for the contingent table of the type $k \times m$. There is an assumption that the feature *A* takes on *k* of the

levels A_1, A_2, \dots, A_k and the feature B takes on m of the levels B_1, B_2, \dots, B_m , whereas $k > 2$ or $m > 2$. At first we tested the zero hypothesis H_0 : the features A, B are independent opposite the alternative hypothesis H_1 : the features A, B are dependent. As a testing criterium we applied the statistics χ^2 , which is defined with the relationship $\chi^2 = \sum_{i=1}^k \sum_{j=1}^m \frac{(f_{ij} - o_{ij})^2}{o_{ij}}$, where f_{ij} are empirical numerical data and o_{ij} are the expected numerical data. The testing

statistics χ^2 has, by being valid the tested hypothesis H_0 - a division with the number of degrees of discretion $r = (k - 1)(m - 1)$. We reject the tested hypothesis H_0 at the level of importance α if the value of the testing criterium χ^2 overpasses the critical value $\chi^2_{\alpha}(r)$. We will find the critical value $\chi^2_{\alpha}(r)$ in the table of critical values χ^2 - divisions. χ^2 - with the test of independence for the contingent table $k \times m$ we will test the zero hypothesis H_0 opposite

Table 3: The relationship between the intergenerational learning and the verbal aggressiveness

	VERBAL EXPRESSIONS OF AGGRESSIVE BEHAVIOUR									
	Always		Often		Sometimes		Never		TOGETHER	
Learning	n	%	n	%	n	%	n	%	n	%
NO	4	2,3	2	1,1	15	8,7	5	2,9	26	15,1
YES	1	0,6	23	13,4	92	53,5	30	17,4	146	84,9
TOGETHER	5	3	25	14,5	107	62,2	35	20,3	172	100

the alternative hypothesis H_1 , which expresses in our case that there exists a statistically important relationship between the intergenerational learning in the family (between the grandparents and the grandchildren) and the occurrence of the aggressive behaviour by the grandchildren.

The test was carried out by means of the programme STATISTICA. After entering the input data in the output set of the computer, we obtained the always - contingent table, the

value of the testing criterium χ^2 - test and the value p . We can assess the test also by using the value p , what represents the probability of the mistake we will make if we reject the tested hypothesis. If the value of the probability p is sufficiently small ($p < 0,05$, respectively, $p < 0,01$), we reject the tested hypothesis H_0 about the independence of the observed features A, B (at the level of importance 0,05, respectively, 0,01). It means that the difference between the frequency found in the sample and the expected frequency is too big to be the consequence only of the coincidental selection and therefore it is statistically important. If the value p is equal or higher than the chosen level of importance, it is not possible to reject the zero hypothesis. It means that the difference between the observed (empirical) and expected frequencies can be the consequence of the coincidental selection and therefore it is not statistically important. In this way we proceeded in all four cases (more in detail: Tírpáková & Malá, 2007).

In the following table no. 3 there is shown the result of the chi-squared test we used in order to verify the hypothesis whereas we were interested in the relationship between the intergenerational learning and the verbal expressions of aggressive behaviour.

Since the value of the probability p is smaller than 0,05 ($p = 0,000555$), we reject the hypothesis H_0 at the level of importance $\alpha = 0,05$ and we accept the alternative

hypothesis H_1 . Based on the mentioned results of the given test, we can confirm that the intergenerational learning in the family statistically correlates with the verbal expressions of aggressiveness by grandchildren. The more frequently the education between the grandparents and grandchildren takes place in the family, the smaller is the occurrence of the verbal aggressiveness by the observed sample of children. It is evident from the table that by 17,4% of pupils there do not appear verbal attacks against other people when they have the possibility of the common activity with their grandfather or grandmother. Analogically we proceeded by verifying the hypothesis where we assumed that the intergenerational learning in the family is related to the physical expressions of aggressiveness by children. Also in this case we used the χ^2 test of independence for the contingent table χ^2 - and we carried it out in the programme STATISTICA.

Table 4: The relationship between the intergenerational learning and physical aggressiveness

	PHYSICAL EXPRESSIONS OF AGGRESSIVE BEHAVIOUR									
	Always		Often		Sometimes		Never		TOGETHER	
Learning	n	%	n	%	n	%	n	%	n	%
NO	1	0,6	1	0,6	9	5,2	15	8,7	26	15,1
YES	0	0	2	1,2	25	14,5	119	69,2	146	84,9
TOGETHER	1	0,6	3	1,7	34	19,8	134	77,9	172	100

Chi-square: 11,4140, df=3, $p=0,009688$

Since the value of the probability p is smaller ($p = 0,009688$) than the chosen level of importance $\alpha = 0,05$, we reject the hypothesis H_0 at the level of importance $\alpha = 0,05$ and we accept the alternative hypothesis H_1 . It is evident that the intergenerational learning in the family has a statistically important influence on the physical expressions of aggressiveness by the children. The results of the test proved that the tendencies towards the physical expressions of

aggressiveness by children are statistically significantly dependent on the intergenerational learning in the family.

Based on the table no.4 where we recorded the given situation, we can state that up to 70% of respondents never experienced any physical expressions of aggressiveness what was influenced exactly by the participation in the intergenerational exchange with their grandparents.

In the following table there we recorded the frequency, the percentage composition, the result of the chi-squared test, the value p . Based on them we can subsequently confirm or reject the formulated hypothesis.

Table 5: The relationship between the intergenerational learning and the auto-aggressiveness

	AUTO-AGGRESSIVENESS									
	Always		Often		Sometimes		Never		TOGETHER	
Learning	n	%	n	%	n	%	n	%	n	%
NO	1	0,6	0	0	4	2,3	21	12,2	26	15,1
YES	1	0,6	3	1,7	20	11,6	122	70,9	146	84,9
TOGETHER	2	1,2	3	1,7	24	14	143	83,1	172	100

Chi-square: 2,49664, df=3, $p=0,475902$

Since the value of the probability p is bigger ($p = 0,475902$) than the chosen level of importance $\alpha = 0,05$, we can say that the intergenerational learning in the family does not have a statistically significant influence on the auto-aggressiveness of children. It was proved with the test that the intergenerational learning in the family between the grandparents and

grandchildren, respectively any common activity they do together, is statistically not related in a significant way to the fact whether there appear tendencies towards the auto-aggressiveness by the children.

Table 6: The relationship between the intergenerational learning and bullying

	BULLYING									
	Always		Often		Sometimes		Never		TOGETHER	
Learning	n	%	n	%	n	%	n	%	n	%
NO	3	1,7	0	0	1	0,6	22	12,8	26	15,1
YES	0	0	1	0,6	8	4,7	137	79,7	146	84,9
TOGETHER	3	1,7	1	0,6	9	5,2	159	92,4	172	100

Chi-square: 17,3397, df=3, $p=0,000602$

On the basis of the results we can see that the value of the probability p is smaller ($p = 0,000602$) than the chosen level of importance $\alpha = 0,05$ and therefore we reject the hypothesis H_0 at the level of importance $\alpha = 0,05$ and we accept the alternative hypothesis H_1 . We subsequently conclude that the intergenerational learning in the family has a statistically significant influence on the occurrence of bullying by the children. It was proved with the test that the intergenerational learning in the family is statistically related to the expressions of bullying by the children in a significant way. Almost 80% of pupils who have the possibility to participate in the intergenerational education, never experienced bullying as a form of their aggressive behaviour.

The hypothesis, which was the basis of our assumption that there exists a statistically significant relationship between the

intergenerational learning in the family and the occurrence of aggressive behaviour in the observed sample, was confirmed in the relationship to the expressions of verbal aggressiveness, physical aggressiveness and in the relationship to the bullying by the respondents.

It is exactly the only one type of the aggressive behaviour where the formulated hypothesis was not confirmed. We can find the reason in the fact that it is a different type of aggressiveness when compared to the other three types because the aim of

hurting is the proper aggressor himself/herself. The actor of aggressive acts is identical with the victim. Finally we verified

with the χ^2 - test of independence for the contingent table whether the intergenerational learning in the family has an influence on the expressions of bullying by the children.

However, there was not confirmed the existence of the relationship between the auto-aggressiveness and the intergenerational learning in the family environment. In other words, we can state that the learning between the chosen target groups alleviates or eliminates the chosen inappropriate expressions of behaviour. The more there takes place the interaction between the grandparents and grandchildren, the less there appears the aggressiveness by the grandchildren. In spite of this fact, the mentioned finding was not confirmed in the area of auto-aggressiveness which is, to some extent, different from the other types of aggressive behaviour because it is oriented towards the interior of the man and not towards his/her surroundings. However, due to the fact that the auto-aggressiveness often arises from the failure to accept oneself, low self-esteem and self-evaluation, as well as from the inability

to solve problems in the family or school environment, we assume that, despite the mentioned results, the intergenerational learning has a preventive potential also in the relationship to the given type of aggressiveness because there is proved its positive contribution for the participating generations in increasing of the self-esteem, positive self-perception as well as in the improving of social skills where is also included the ability to solve conflicts effectively.

If the respondents answered positively to the question related to the carrying out of the common activities with their grandparents, they could subsequently select and mark specific activities they are used to doing with their grandmother or grandfather.

Table 7: The contents of learning in the direction from the grandparents to the grandchildren

Contents of learning grandparents - grandchildren	Number	Percents
Preparation for the lessons, writing of homework	16	9,3
Housework (cooking, making cakes, cleaning,...)	77	44,8
Work in the garden, around the house/flat	72	41,9
Talking about different topics or problems	99	57,6
Table games (or other types of games)	69	40,1
Trips in the nature, theatre, cinema, museum, church	57	33,1
Artistic activities and hobbies (painting, singing, knitting, wood carving, modelling from different materials)	30	17,4

On the basis of the answers we can say that there clearly dominates *talking about different topics or problems* from among activities the pupils of the eighth grade do with their grandparents. We recorded the identical tendency also by the analysing of the essays where the growing age of the grandchildren influenced the type of common activities. The older were the grandchildren, the more they preferred and appreciated the possibility to talk with their grandmother or grandfather and they had nice memories of the playing, walking, housework or manifold artistic activities the grandparents taught them to do. Up to 99 pupils, representing 57,6% of all pupils, said that they are used to talking with their grandparents about different topics or problems. Surprisingly, the lowest numerosness we observed by the item *preparation for the*

lessons, writing of homework. Only 16 boys and girls (9,3%) of our research sample confirmed that their grandfather or grandmother help them to fulfil their school tasks. Why is talking the most favourite activity? Basically, there was confirmed the opinion of the specialists Álvarez (2003) and Galiano (2003) which they mention in their work that the intergenerational education is a process „of learning by means of communication“. We also think that the given fact influences the situation of current families when the parents, due to manifold reasons (work, career, hobbies), do not have enough time to listen to their children patiently, to express their empathy and understanding as well as their willingness to participate in solving of their problems and difficulties.

Table 8: The contents of learning in the direction from the grandchildren to the grandparents

Contents of learning grandchildren - grandparents	Number	Percents
Foreign languages	52	30,2
Using of modern technologies (PC, tablet, mobile, etc.)	130	75,6
How the current generation thinks	78	45,3
To know the fashion trends, what is "in" at the present time	51	29,7
I do not teach them anything	15	8,7
Other	11	6,4

In the table no.7 we present the findings which provide us a more detailed picture about the contents of the intergenerational education, more precisely the education in the direction from the grandparents to their grandchildren. Once again the pupils could choose one or more options when filling this part of the questionnaire.

Therefore also here is important the person of the grandparent who is able to listen to his/her grandchildren carefully as well as to talk with them about all the topics they are interested in. As we can see it in the data from the table, the grandchildren appreciate this effort adequately. Why does there appear the role of the grandfather or grandmother as a facilitator of the preparation for the lessons in the smallest measure? It is possible that it is a result of the influence of the modern times when the grandparents - seniors perceive a big ability and knowledge in the area of intelligence - communication technologies and they probably think that they are not able to help their grandchildren with homework and subjects which are completely at a different level from the level they knew during the times of their own school attendance.

We know that the intergenerational learning can take place in two directions, from the older generation to the younger one and vice versa. The previous table documented the curriculum of the education where the grandparents represent the educators and the grandchildren are the educants. The following table no.8 recorded the contents of learning where the target group and the receivers are the representants of the senior population - the grandparents.

The mentioned indicators point out the fact that children and teenagers of the present time, often living in the virtual world, mediate modern information and communication technologies to their grandparents. At the same time, they represent experts in this area for the grandparents and they explain them all the secrets of handling and using of the current technical developments. Up to 130 grandchildren marked this item what represents $\frac{3}{4}$ (75%) of all respondents. Almost half of the pupils (45,3%) also helps to reduce the generation gap by means of explaining and clarifying to the older generation the ways of thinking of the current young generation. In the item *Other* which was marked by 11 grandchildren (6,4%) they mentioned other areas of education as well (we provide them freely

adapted): *things I am interested in; whose birthday it is; things about sport; to write; to buy; to use slang; what I study at school; I teach them what they need.*

Fifteen students (8,7%) answered negatively regarding the education of the grandparents, respectively, they identified themselves with the answer *I do not teach them anything*. Some pupils (8) mentioned the following reasons: *when I tried it, they said they were old; I do not have time for it now; they know almost everything; we have never talked about it; I do not have a good relationship with the grandparents; I do not have to teach them anything; what they should know, they know it already (2x); they are like Google - they know everything*. We did not record any reasons by seven pupils.

3.2 Conclusion

In the current world we can perceive the incessant increasing of number and frequency of manifold social-pathological phenomena, criminality and delinquency of every type and degree. Nowadays there are more and more frequent and intensive expressions and consequences of aggressiveness and aggressive behaviour by children and teenagers. One of the reasons is also the neglected or incorrect education, inability of the young generation to communicate, to conduct a dialogue, to listen actively, to solve conflict in a constructive way, to create long-term, stable and healthy relationships and on their basis to mature as a human being in the biological, psychic, social and spiritual area. Therefore, the intergenerational learning, based on the development and strengthening of the intergenerational relationships between young people and seniors, is perceived as a very effective way and tool of prevention against undesirable social phenomena, respectively the aggressive behaviour in our case, and as the most suitable social capital.

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