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THE DYNAMIC OF THE AGGRESSOR-VICTIM RELATIONSHIP SPECIFIC TO THE SCHOOL BULLYING AND CYBERBULLYING PHENOMENON

Carmen PALAGHIA¹

Abstract

This study conceptually and etiologically defines the harassment among students, either face to face or virtually, the types of bullying and cyberbullying from the perspective of the dynamic of the aggressor-victim relationship. In this regard, the aggressor and the victim's profile are outlined, as well as the fluctuations of the attitudinal-behavioral pattern within the victim-aggressor-school triad. By referring to the aggressiveness among students, we will predominantly analyse the school harassment, emphasizing both the determinant factors and the effects on the psychological plan with reference to the efficient strategies of preventing the bullying and cyberbullying from the educational environment.

Keywords: school harassment, school cyberbullying, vulnerability, social prevention, social work in school.

Introduction

The bullying phenomenon has always been present in students' dynamics, the aggressions being often "hidden", however, with the appearance of computer and, implicitly, of email and social networking, the phenomenon has gained a new dimension. Harassment is an "extreme form of aggressiveness among children, where a stronger student intentionally and repeatedly aggresses and intimidates one or more colleagues more vulnerable than him." (Mennuti, Christner, Freeman, 2016: 319). Maurice Cusson emphasizes the fact that students in Quebec have invented the ironic word "taxation" for their racket or "surrender", "extortion of goods through intimidation or using force" (Cusson, 2006: 95). The criminologist uses the term "terrorism" for bullying, or the situation where "the same student is the subject of repetitious outrages", designating a report of persecution in which the aggressor repeatedly harasses, humiliates and steals from the victim, and the

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repeated intimidation becomes terrorization.

Vulnerability does certainly not belong only to children, adults becoming victims in various situations, at work and not only, but this article focuses on the conceptual delimitation and effectiveness of preventing school bullying and cyberbullying, and on presenting the aggressor and the victim's profile in the two forms of aggression. Professor Ștefan Cojocaru states that vulnerability "characterizes not only certain populations, but also each individual found in certain relationships with the external reality, with some social contexts of individual action, and can be a result of the individual interpretations given to these contexts" (Cojocaru, 2005: 30-31). The same author concludes: "if we propose ourselves to identify vulnerable populations, we must recognize both the individual and collective actions that lead to the manifestation of vulnerability" (Cojocaru, 2002: 130). The literature in the field presents a broad definition of school violence including, besides delinquency, which comprises the serious forms of violence in school, actions that do not need to be punished or which escape, anyhow, the judicial alerts, the idea of taking into account the victims' statement in the definition of school violence being more and more supported, which can be considered both brutal and chaotic aggression, as well as the repetition of several stressful, rarely punished events, but not mandatorily punished (Jigau, Liiceanu, & Preoteasa, 2006).

The World Health Organization defines violence as "the intentional threat or use of physical force or power against one's own person, against another person or against a group or community that engages or strongly risks causing a trauma, death or psychological damages, an improper development or deprivation." We observe that the definition provided by the World Health Organization includes acts based on a relationship of power expressed through intimidation, threat or, reversely, negligence and omission. This seems to apply to the institutional context of the school in which the tradition of the hierarchy of educators-students and students-students remains a reality that generates conflicting states and violence manifestations (Krug *et al.*, 2002).

Bullying has four basic forms: physical, verbal, relational, and cybernetical or cyberbullying. It can be defined as an "intentionally hostile behavior, repeated in time, which implies an imbalance of power," and has three "key elements": "the intention to do harm, the power imbalance and the repeated aggressive actions or threats" (Whitson, 2017: 22). Children who aggress are unstoppable, harming other people without having feelings like remorse, regret or mercy. Dan Olweus (1978) distinguishes between: "the tough game", "the real fight" and "bullying". In the tough game, the children are friendly, there is a relative balance of power in the relations between them, there is no intention of doing harm to the others, and the disposition is "friendly, positive and reciprocal" (for instance: situations in which they struggle to recover the ball, when "they can happily engage in a tough game"). The real fight belongs to children where there is no friendship among them, but there is a balance of power, and this situation, just like in the case of malice, is characterized by a spontaneous and non-repeated behaviour, but there is the intention to do harm, the disposition is negative, tense, and aggressive (for instance, when a conflict starts on the playground following a competitive game and the opponents engage in a real fight).

Bullying is a different form of aggression, the characteristics being the fol-

lowing: the children involved are not usually friends and there is an imbalance of power, the intention to do harm to the others is present, and the aggressor's mood differs from the victim's (for instance, when a girl gathers all of her friends to attack a colleague after classes because she thinks the victim might have stolen her boyfriend, the bullying continuing afterwards by sending photos with her in shameful circumstances to all the students in the classroom or in the entire school).

Features of school bullying

Dan Olweus developed a definition of bullying for the first time in 1978, distinguishing through this type of behaviour the situation where a student becomes a victim when he/she is repeatedly exposed to it for a long time by one or more colleagues. Thus, we can discuss about such situations when someone causes or tries to voluntarily do harm to others, the victim being frequently subjected to aggressive actions by one or more colleagues. The conceptual distinction between impoliteness, malice, violence and bullying is necessary, so that teachers, school counsellors, school administrators, the police, and all the specialists that work with young people, parents and children to know "where to pay attention and when to intervene" (Whitson, 2017: 25). This way the frequency of bullying in the school environment can significantly decrease.

Children have a need for affiliation, and for them, an offense from a colleague or teacher, the rejection from a person of the opposite sex, from friends or colleagues, etc. can represent a drama. "The bullying victims feel anger, frustration, humiliation, isolation, despair, thus being affected their mental state; they manifest psychological and somatic disorders, are no longer interested in school, and often face failure situations" (Irimescu, 2016: 11). Bullying is generally characterized as an „intentionally aggressive behaviour that is aimed to cause discomfort or pain, involves an imbalance of power and strength between the aggressor and the victim, and is repeatedly manifested, being a form of victimization of those around a bully that differs from other forms of aggression/violence among children (for instance, a conflict between people). The bullying behaviours have an increased stability in time; they are most often hidden by adults and continue in the absence of specific intervention measures" (Gradinaru, Stanculeanu, & Manole, 2016, apud Limber, 2002; Espelage, Holt & Henkel, 2003; Pellegrini, 2002).

Unlike the aggressive behaviours that spontaneously occur among children following intense emotions (for instance, anger, frustration, fear, etc.) and disappear as soon as the intensity of emotional mood decreases, the bullying behaviours do not simply vanish, these being a relational problem which will always require a change-involving solution in the relationship among children and the dynamics of the group.

Harassment is a social phenomenon that occurs in a relatively permanent group, like the school class, where the victim has very few chances to avoid meeting the harasser who is possible to receive the group's support. The harassment is characterized by physical, verbal attacks like: nicknames, teasing, threats, rumours spreading, group exclusion, social isolation, elbowing, hitting, damage of goods,

insults, refusal to fulfil a request etc (Marian, apud. Bosworth, Espelage, & Simon, 1999). There are many dimensions of the bullying phenomenon (Gradinaru, Stanculeanu, Manole, 2016: 8): (1) *Physical bullying*, which includes but is not limited to repetitive behaviours like hitting, hindering, elbowing, slapping, destroying or stealing of personal goods; (2) *Verbal bullying*, which includes but is not limited to repetitive behaviours like nicknaming, insulting, teasing, humiliation, intimidation, spreading of messages with homophobic or racist content; (3) *Social bullying*, which is often hidden, difficult to identify or recognize, accomplished in order to destroy a child's social reputation and to place him/her in a state of public humiliation; includes but is not limited to repeated behaviours like: lying and/or rumours spreading, making pranks for humiliating or creating embarrassing situations, encouraging social exclusion or isolation, gossip; (4) *Cyberbullying*, which can be hidden or shown, and refers to any technology-mediated bullying behaviour identified in social media, on websites, in messaging, etc., and which includes but not limits to repetitive behaviours like mailing, posting, messaging, sending images, videos with abusive/offensive content; the deliberate exclusion of a child in the online space; hacking of personal accounts (email, Facebook, etc.)

The violent behaviour may take mild or serious forms like ironies, teasing, and physical violence. There is also an imbalance of power and resistance between the actors of this kind of behaviour. Bullying (Curelaru, 2009) can be classified as being: (1) Direct and indirect and (2) Physical and non-physical.

Thus, among the forms of bullying in the school environment we find the following types: (1) *Direct physical bullying*, outlined by acts such as physical assault, hitting, spitting, kicking, slapping, challenging, throwing of stones, pulling or pushing, damage brought to the victim's goods, theft, gun threat, sexual touch, etc.; (2) *Non-physical/direct/verbal bullying*, characterized by verbal insulting, nick-naming, offending someone, verbal threats, sarcasm use etc.; (3) *Non-physical/non-verbal bullying*, characterized by obscene gestures, intimidation, humiliation, making faces, teasing, disrespectful use of tongue in front of people, turning of eyes over the head etc.; (4) *Non-physical/indirect/verbal bullying*, characterized by convincing another person to insult someone, racist insults, spreading malicious rumours, manipulating friendship relations between people etc.; (5) *Non-physical/indirect/non-verbal bullying*, characterized by moving or hiding various things belonging to the victim, deliberate exclusion of a person from a group or activity, rejection, social marginalization, silence treatment, ostracization etc.

Bullying involves a large number of children and young people from all socio-economic backgrounds, racial groups that have been studied, and is present in areas with a different density of population (urban, suburban and rural areas), there existing a high correlation between behaviours of bullying and negative psycho-social functioning at the level of children, characterized by low levels of self-esteem, high levels of depression, anxiety, feelings of loneliness, suicidal ideas and a high level of school absenteeism. „A percentage of 15% - 25% of students are attacked in school; between 15% and 20% of the students report that they often attack other people, and over a year, nearly 25% of students in each class reported being bullied or attacked on school property because of race, sex, religion, sexual orientation or disability, more than 70% of 8 to 11-year-old students have reported being teased and harassed in their school, 40% of students aggressed in

primary classes and 60% of middle school students report that teachers “sometimes” or “almost never” intervene during aggression, worrying being that 25% of teachers do not see anything wrong with the harassment behaviours, teasing or humiliation among students, and therefore only intervene in 4% of the cases of aggression and more than 60% of students often say that adults’ intervention is rare and useless, and fear that by telling adults they will be even more harassed in the future (Gradinaru, Stanculeanu, & Manole, 2016; Melton, 1998; Geffner, Loring & Young, 2001; Austin, Huh-Kim, Skage & Furlong, 2002; Charach, Pepler & Ziegler, 1995).

The aggressor’s profile in school bullying

It has been found that in school practice boys are more exposed to aggression than girls, a marking trend especially for large classes, where students who are bullies are more numerous, and the reported violence occurs most often among boys that, apparently, are more “accustomed to physical harassment”. Harassment among girls is characterized by indirect and more subtle ways, like manipulating friendship, rumours spreading and defaming. However, the most common form of harassment in the school environment proved to be “through words”, boys bearing a large part of the aggressiveness to which the girls are exposed. More than 50% of the aggressed girls said they were mainly attacked by boys, with only 15-20% reporting that they were also attacked by boys and girls. Instead, more than 80% of boys are mainly attacked by boys, who may often be the victims, too, but especially the authors of aggression, the relationship between boys being much tougher and more aggressive than those that occur between girls (Grigore, 2016: 77-78).

The most common type of aggressors presents the following features: psychological problems, depression symptoms, suicidal experiences, substance abuse, eating disorders, deviation from norms, easy links to friends, and have friends who are bigger and stronger aggressors, *start dating at young ages and at advanced levels of the relationship*, are aggressive towards their dates, are less receptive and supportive, have low empathy, have parents with authoritarian style, where there is poor parent-child communication, do not have a living model; come from a harsh environment where they have been abused in childhood; academic achievements are low, the connections with school are poor and school adaptation is mediocre. School aggressors have a strong need for domination and power, want to enjoy control holding and see other obey to them, having a feeling of satisfaction when causing injuries and pain to others; they often force their victims to offer them cigarettes, money, alcohol, and/or other valuable things, thus gaining social prestige. When a group of students commonly engages in intimidation behaviours against another student, certain social/psychological mechanisms may occur, like decreasing control or inhibitions against aggressive tendencies, gradual cognitive changes in the perception of victim aggression, and diffusion of responsibility, all these mechanisms contributing to the understanding of the phenomenon and explaining why certain students, who are usually not aggressive, can finally participate in aggressive acts without much doubt (Grigore, 2016).

It is more likely that adolescents and children generating bullying behaviours

will have stronger beliefs to support violence than their peers, and that their peers will have to influence the aggression of others, the research revealing that there is no single cause of bullying, but rather the factors related to person, family, peers, school and community are those that can create the risk for a child or young person to aggress the people around them. Also, studies show that bullying behaviours are related to other problematic behaviours, including vandalism, fights, alcohol use, absenteeism, school abandonment and other antisocial behaviours (Gradinaru, Stanculeanu, Manole, 2016: 9). A violent student appreciates himself/herself to fight because “he is no loser”, to shock and spend time in the group (with the “gang”), to create fear for others, to look tough, to have power over colleagues, to be a boss, and to be listened, to be admired (Jigau, 2006: 63). If the school team together with the school social assistant does not intervene on time, the “aggressive children are likely to become aggressive adults who engage in physical abuse and illegal behaviours” (Ellis & Bernard, 2007: 258).

Victim profile in school bullying

The victim appears in the literature as the person who is repeatedly exposed to aggression by colleagues in the form of physical and/or verbal attacks or psychological abuse. Each individual manifests in relation to victimization, a certain type of tolerance and resistance to the acts of violence to whom he is the victim, the reaction of the victim being dependent on three categories of factors (Jigau, 2006: 81): (1) *Pre-victimization factors*, which refer to the victim’s personality, the demographic aspect (age, sex), lifestyle, biographical aspect, where previous relationships are connected with the aggressor and the state of health; (2) *Contextual factors* that reveal the type of aggressor-victim relationship (knowledge/ignorance), the nature of the act of violence, and the subjective interpretation of the victim regarding the objective factors; (3) *Post-victimization factors*, which outline the perception of what happened, the cognitive structure or significance given to the facts, the participation in the analysis of violence, and the reaction of the membership group.

The child is part of the increased victim vulnerability category because of the specific psycho-behavioural peculiarities and age, characterized by the fact that he does not dispose almost at all of physical and mental defence possibilities, he has little ability to predict both his/her own behaviours and those of the adults, has a poor ability to understand the consequences of his/her own actions or those of the others, has a low level of empathy, discerns with difficulty the good intentions of the evil ones, and has a high degree of suggestiveness and credibility.

As victims appear to others as insecure individuals, especially passive and unable to react when they are attacked, the aggressors choose their victims especially among children who do not complain and who appear to be physically and emotionally weaker, being tempted to look for colleagues’ attention. Student victims generally have parents or teachers who are overly caring, and as a result, they fail to develop strategies to deal with conflicting situations. Most of the victims want the aggressor’s approval, even after he has rejected them, some of whom continue to try to interact with the aggressor (Jigau, 2006: 82).

Most of the times, the student victims are solitary, have no friends, and are attracted as a magnet by their aggressive peers who satisfy their need for power by aggression. Of course, there are cases where students can be victims of their colleagues because they are simply „different”, either physically or mentally handicapped, or belonging to another ethnic or other religion etc., also indicating cases in which aggressive students focus on a particular colleague for no particular reason, but the victim remains with the impression that something is wrong with her and remains with the tendency to be blaming themselves.

There are two types of school victims (Olweus 1978): (1) *The passive or submissive victim* who conveys to others by attitudes and behavior that he is an insecure person who will not react to an aggression on him (individuals in this type are weaker than those of their physical age, present a level low of physical coordination and are weak in sports activities, they lack social skills, they have difficulties in making friends, they are anxious or insecure, they have a low self-esteem, they get upset and cry with ease, they encounter difficulties in defending themselves in front of others when attacked and relate better to adults than to those that are their own age; (2) *Students considered to be part of the challenging victim category* are much fewer and are characterized by having both anxious and aggressive patterns. Most of them are boys who are often tempted to violently retaliate in situations in which they are or feel victimized. Most of the victims in this category have a choleric temperament, are hyperactive and have difficulty concentrating, are tactless, and usually have habits that irritate those around them, lacking the ability to develop relationships with children and adults, including with teachers, and choose younger children than them to resolve frustration born from victimization.

The student victim at school usually comes home with books, clothes or other items torn or broken, has unexplained wounds such as bruises, or scratches, never brings home friends after school, spending his own time devoted to leisure. The student who is the victim of school bullying seems to be afraid to go to school, chooses a longer or unusual route to go and come from school, has no appetite, has headaches and/or stomachache, which manifest especially after the school hours, he happens to ask for more money than the parents usually allocate them, he is sad, anxious, unhappy, depressed and tearful when he comes back from school, goes from one state to another, he is irritable, often having uncontrolled outbursts, does not sleep well, loses interest in school activity, and as a result, there is a decrease in school performance.

The victims of bullying happens to talk about suicide or even has attempts to do so. “In recent years, particularly in the United States, there were presented in mass-media different suicide cases among child victims of cyberbullying that drew the attention of the specialists in socio-human sciences. Among the victims, we mention: (1) September 22, 2010, an 18-year-old teenager, Tayler Clementi, a cyberbullying victim of two colleagues, a boy and a girl; (2) Kristina Arielle Calco, a seventh-grade victim of the bullying, who, according to her sayings, had turned her life into a “hell”, and who, on November 20, 2010, at the age of 15, committed suicide; (3) Amanda Todd, a victim of bullying for three years, whom she could only end by suicidal gesture on October 10, 2012; (4) Rebecca Sedwick, who ended her days after ten months of stalking, and other such cases

which caused the media to convey that some children are cyber-bullied “to death” (Palaghia, 2018: 124).

The victims of school violence are more anxious, more dependent on the protection of adults and more insecure than their colleagues, and if they are subjected to repeated victimization, they come to see school as an unfriendly, scary even, environment.

The effects of victimization (Jigau, 2006) can be outlined in terms of costs: (1) *Material and financial through loss*, destruction, dispossession of objects in case of theft, or costs for hospitalization, medication and/or psychotherapy; (2) *Physical*, in the case of bodily injuries where traumas, surgical or psychosomatic interventions occur, as a result of stress caused by victimization through organic reactions such as digestive disorders, headaches, sleep disorders etc.; (3) *Psychological*, characterized by the appearance of unpleasant memories, post-traumatic stress, dreams that destabilize the inner balance, high emotionality, diminishing interest in certain activities and their avoidance, altering memory and attention, difficulty in concentration, the feeling of alienation and loneliness, disabilities, injustice, anger, cumulated with accentuated demotivation, mental difficulties and disturbances at the relational level, refusal to communicate.

The more often the child is victimized, even in the case of minor violence, the more opaque, disorganized and violent the world will seem to him; the school performance is affected, appear the phenomena of skipping school, of school dropout, of running from school or/ and from home, or even joining delinquent groups. Symptoms of post-traumatic stress can influence the whole development of students who are victims of bullying in the school space as they become incapable of establishing healthy relationships with their peers (Jigau, 2006: 83-84). The victim of school bullying may have the following characteristics: suicidal ideas, presence of symptoms of depression, low self-esteem, presence of loneliness feelings, presence of anxiety and certain psychological problems, low popularity, difficult sociability, eating disorders (Grigore, 2007). The students that are victims of school bullying often face concentration problems and have writing and reading difficulties, often behaving in ways that can cause tensions around them, some of whom may be characterized as hyperactive, their behaviour having the ability to provoke many of the classmates to whom they cause negative reactions. Children and young people with disabilities, mental health disorders, overweight, coming from ethnic minority groups or who are perceived as such, present a high risk of being assaulted by the others.

Cybernetic space is nowadays the environment in which socialization takes place, especially for children. In this context, cyberbullying is felt as a new form of violence among students, also called “Internet aggression”, which is mediated harassment through electronic contact forms (mobile phones, computers, laptops, tablets, e-mail, blog, instant messaging, etc.), especially among adolescents. Cybernetic harassment can include posting rumours about a person, threats, malicious remarks, disclosing personal information about the victim, these being premeditated behaviours that are intended to do harm.

Onofrei (2015) characterizes this form of cyber-aggression as a “virtual intimidation with gut”. In the on-line environment there is no dichotomy between strong and weak and here the aggressors are “protected” by creating false accounts behind

which they hide their identity; the weak, who in the real world can be victims, “can virtually turn into fierce aggressors.” In the case of virtual violence such as cyberbullying, “the pre-adolescent or adolescent child is tormented, harassed, humiliated, put in an unpleasant or otherwise victimized situation by another child of the same age, using the Internet, the digital or interactive technologies, or the mobile phones” (Onofrei, 2015: 162). In order to eliminate bullying behaviours, it is necessary to directly intervene in the context in which they occur, most often in the school environment, but for the correct understanding of the phenomenon, it is very important to differentiate the behaviours underlying this phenomenon in relation to: the singular episodes of social exclusion; singular episodes of ironic behaviour; single episodes of aggression and /or intimidation; conflicts / fight situations between children, characterized by reciprocity at the level of intent. Although all of the above-mentioned behaviours generate stress, discomfort, suffering in the relational dynamics of children, they are not bullying behaviours, as long as they are not repeatedly deliberately initiated.

Effective ways of preventing school bullying and cyberbullying

An important factor in social prevention is the responsibility. Family degradation, insufficient training of school reformers, the destruction of the community spirit, lack of public accountability towards the behaviour of every citizen, leads to an increase in the share of the young population that places outside the values of social norms (Palaghia, 2016). Soitu outlines the characteristics of the aggression of indifference: “If the aggression of the individual and of the groups is always the sign of a call to communication, then the causes of non-communication lie in both the indifference of the responsible (political, educational, cultural) and the refusal to interrelation (Soitu, 2001: 11). In a recent study, Radoi argues that “an important role in the prevention activity must be given to the family”, but the teachers say that “outside the parents’ meetings, 2-3 times a year, parents are no longer interested in children. Responsible for this can only be the parents who do not care for their children” (Radoi, 2015: 168). Sandu states that “at the moment, in the name of freedom of opinion and expression, the individual dependent on libertinism, requires social assistance to achieve respect for “individual rights and values” without any reference to norms and values of the family, kinship and affinity in general. I mean, today the person desires rights and freedoms in the absence of responsibilities” (Sandu, 2017: 183). The same author outlines the family as “the main social control institution acting through the existing attachment relationship between its members, exercising double control: “direct” and “virtual”. There is a “direct correlation between the increased attachment to a close non-delinquent person and the low risk of delinquency” (Sandu, 2016: 43). The lack of “exercise of parental authority” generated by “the lack of supervision and parental control contributes to shaping the image of a “disorganized family” in

which negative phenomena arise, in close connection with progressive disavowal, going to irresponsibility and failure to assume roles and parental practices” (Sandu, 2016: 43). Cojocaru points out that there are situations in which “in the conditions of child protection by substitution of parenthood in the form of foster care, we are talking about a tendency of care management through the partial transfer of responsibility for care from natural families to the public system and the sharing of this responsibility between the protection institution, the substitutive families and the natural ones” (Cojocaru, 2008: 90). The activity of the school social worker is relevant to the prevention of bullying and cyberbullying. Neamtu rightly highlights that „in all civilized societies, the school is an institution for the protection of child” (Neamtu, 2011: 1024) and the objectives of the social assistance service in the school are: „to prepare the social history and of students’ development, to „perform individual or group counselling activities, with the students and their parents, to support the school adjustment of students with problems both at school and at home or within the community and to identify the resources of the school and/or of the community , necessary for achieving the objectives of school education” (Neamtu, 2003: 836). In social assistance, counselling is „a method of psycho-social intervention to induce change in a client’s attitude and in his/her social situation” (Neamtu, 2016: 238).

The cognitive behavioural step has proven to be most effective in preventing delinquency and bullying (Cusson, 2006). „The cognitive dimension of the behavioural approach suggests that behaviour is mediated through the thinking process just as much as through a series of responses or stimuli. This is relevant especially for the social assistance, which aims to individualize the client’s behaviour, action that is quite difficult” (Soitu, 2011: 596).

The behavioural cognitive approach is distinguished through techniques in which the school social worker identifies problematic behaviours, their antecedents, which are based on wrong beliefs, and subsequently, in collaboration with the student, his/her parents and friends, and his/her teachers manage to reduce the bullying through adjusted behaviours. “A behavioural counsellor can have multiple roles, depending on the theoretical orientation and the client’s objectives. While the client learns, forgets or re-learns specific behavioural modalities, the counsellor acts as a consultant, teacher, adviser, support person, facilitator” (Girleanu, 2002: 52).

Extremely effective in school is the conflict mediation which creates a peaceful environment, reduces fights, and intercepts problems before they transform into a source of aggression, encouraging the parties involved in a conflict to “focus on the problem rather than considering themselves enemies” (Girleanu, 2001, p. 210), giving them the opportunity to present their own version upon the event and to listen to other party’s story, to learn the fact that there is an opportunity to resolve a conflict in a constructive way. There is the possibility to change their behaviour if they find out how they influence others. There is also a greater possibility that the parties involved maintain a decision they participated in, rather than one that has been imposed upon them and identifies right solutions for the situations in which they find themselves.

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