The diploma project called “Problems with Violence in School Educational Environment” is divided into the parts – Introduction, Theoretical Part, Empirical Part, Conclusion.

The Theoretical Part is separated into the five chapters – Demarcation and Definition of Concepts, Division of Aggression, Shows of Children’s Violent Manners, Shows of Adolescents’ Manners, Resolution of Aggression.

The Empirical Part of the thesis verifies set hypotheses and targets. It is investigated, what type of aggression teachers meet towards their own person in their occupation, whether they meet more with aggression of boys or girls. The attributes of aggressors are also researched – what school results they have according to their teachers, what sort of families they come from. There is monitored link between action games or action movies and possible connection with frequency of aggression.

During the study, we are discovering how often teachers in schools solve the problems connected with pupils’ aggression and in which taught subjects violence and lack of discipline occur according to teachers’ experience.

Some educators state experience with cyber bullying in their jobs. They inform how often they meet with it, how they specifically react when they run into cyber bullying in the connection with their own person, and how often the problem of cyber bullying they solve in their occupation.

We are also inquiring if teachers attend professional education, which is related to the issues, and if schools cooperate with the expert who is engaged in these issues of aggressive behaviour.

The target of the project is to check teachers’ opinions and find out causes of increasing presence of children and teenagers’ violence. Farther, the aim is to survey the teachers’ view on reduction of diminished capacity and the teachers’ opinion about the quality of contemporary education for teachers if it prepares future teachers well for the work with aggressive pupils.

In the survey there are suggested solutions in the case of long-term, not cooperating aggressive pupil who does not respect the authority, not even school rules, and at the same time there are recommended some proposals for strengthening educators’ powers to be confronted by aggressive and undisciplined pupils. As well there is controlled teachers’ point of view, whether pupils’ behaviour has got worse in last five years.

The Conclusion of the thesis describes what is included in each chapter.