

Social fields of aggressive behavior in the difficult class
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SUMMARY

The present dissertation work scrutinizes the difficult classes in Bulgarian schools, presenting a survey of their aggressive behavior localized in two main fields: ingroup and outgroups. The ingroup social field consists of two elements: bullying of the outsider classmates and aggressive behavior towards the teacher.

The outgroup area also consists of two elements: harassment on pupils from other classes and conflicts with entire classes. A new model of the difficult class is elaborated in the course of the study. The specifics and manifestations of the model are tightly related to 5 indications: aggression, conflict, impulsiveness, demotivation and presumption. The methods used for explaining the aggression in the difficult class are based on the cognitive – behaviour theories and information-procedure models.

For the purpose of the empirical survey are used multiple methods: expert evaluation, questionnaire designed for teachers, questionnaire to measure the individual aggression (Buss&Perry); a specially designed questionnaire for surveying the difficult class and a questionnaire for surveying the harassment among pupils / modification of P. Kalchev's questionnaire).

The knowledge of the difficult classes will lead to a systematic study of their specific features and main behavior in the social network. A detailed research will help in managing this type of classes and forming a complex of measures that can include a preventive program with allocation of responsibilities between the teachers, the school board, the school psychologist and the parents along with the pupils.