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**Social psychological and personal factors in various forms of aggression among students**  
**PhD Thesis**

This PhD thesis explores aggression in school, which is one of the most important social problems today.

The theoretical part presents an overview of the concepts that explain aggression, including some classical theoretical approaches and aggression paradigms. Then, the work continues with the definition of phenomenon and different types of aggression. Some classical conceptual approaches to the study of aggression, such as ethological approach; psychoanalytic approach; frustration–aggression hypothesis; cognitive-behavioral concept are presented in detail.

The main focus in the theoretical part of the thesis is the peculiarities of aggression in adolescence, and causes of aggressive behavior among students. There are groups of factors causing aggression among students - social environment factors, family environment factors, and school environment factors. The last two sets of factors have been given special attention. The role of the family, and school environment in the formation of aggressive behavior are particularly important.

The work continues with an overview of some Bulgarian studies on aggression in school environment. Also some differences between aggression among boys and girls are analyzed. Among basic ideas on which the study is based are the Bandura's moral disengagement theory, and information processing models for the development of aggression. These theories are explored.

Students from the 6th, 8th and 10th grades students participated in the study. The empirical data is collected from two schools, with nine student classes being studied. Total amount of students participated is 191. Empirical methodology includes three methods:

- 1) The Buss–Perry Aggression Questionnaire;
- 2) Moral disengagement scale - based on Bandura's moral disengagement theory;
- 3) Aggression Questionnaire (developed by the authors).

The results showed a gradual rise in aggressive beliefs, with older students showing aggressive behavior to a greater extent. The results also showed that there is a strong relation between the process of moral disengagement and physical aggression. There is also indications of physical and verbal manifestation of aggression in teacher-student relationships. The results also confirmed our expectations that students are significantly influenced by the aggression in the media and the Internet. This is not surprising given that the internet and the mass media are an integral part of modern life, and adolescents spend much of their time on the Internet. The results showed that boys are more influenced by the internet, media and video games in terms of aggressive behavior than girls. Girls, on the other hand, have a higher benchmark in seeking non-aggressive problem-solving strategies.

Recommendations for future research may include more qualitative and experimental research with a larger number of students surveyed from different cities and schools. It's necessary that data from such studies to be taken into account by teachers, parents and students, interested institutions and organizations, as well as introducing, and organizing preventive programs and trainings for pupils, as well as teacher training for mastering techniques to cope with conflict situations in a non-aggressive way. It is also necessary to increase the number of school psychologists and pedagogical counselors in schools. There are still schools where there is no such specialist at all, although the presence of only one school psychologist is often insufficient for solving various problems of this nature.