

## Artículo de investigación

**Aggression of teenagers as form of manifestation of deviant behavior**

Agresión de adolescentes como forma de manifestación de conducta desviada  
Agressão de adolescentes como forma de manifestação de comportamento desviante

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**Abstract**

The aim of research is identify Aggression of teenagers as form of manifestation of deviant behavior. This is an analytical-descriptive study in which a questionnaire was used to collect data. the results showed that teenagers are more aggressive and hostile than students. This is due to the onset of accelerating the pace of physical development, puberty, hormonal alteration of the body, which, in turn, leads to emotional instability. Schoolchildren and students have their own psychological characteristics of aggressiveness, which was shown by factor analysis.

**Keywords:** Aggression, psychological portrait, teenagers

**Resumen**

El objetivo de la investigación es identificar la agresión de los adolescentes como forma de manifestación de conducta desviada. Este es un estudio analítico-descriptivo en el que se utilizó un cuestionario para recopilar datos. Los resultados mostraron que los adolescentes son más agresivos y hostiles que los estudiantes. Esto se debe al inicio de la aceleración del ritmo de desarrollo físico, la pubertad y la alteración hormonal del cuerpo, lo que, a su vez, conduce a la inestabilidad emocional. Los escolares y los estudiantes tienen sus propias características psicológicas de agresividad, lo que se demostró mediante el análisis factorial.

**Palabras claves:** Agresión, retrato psicológico, adolescentes.

**Resumo**

O objetivo da pesquisa é identificar a agressão de adolescentes como forma de manifestação de comportamento desviante. Este é um estudo analítico-descriptivo em que um questionário foi usado para coletar dados. Os resultados mostraram que os adolescentes são mais agressivos e hostis que os estudantes. Isto é devido ao início da aceleração do ritmo de desenvolvimento físico, puberdade, alteração hormonal do corpo, que, por sua vez, leva à instabilidade emocional. Alunos e alunos têm suas próprias características psicológicas de agressividade, o que foi demonstrado pela análise fatorial.

**Palavras-chave:** Agressão, retrato psicológico, adolescentes.

**Introduction**

At the beginning of the 21st century in connection with advance of an anthropological paradigm in the humanities, the special relevance is acquired by a problem of overcoming the factors affecting deviant behavior of teenagers (Adonina et al, 2018; Adonina et al, 2017;

Kornilova et al, 2015). According to the UN, about 30% of all young people take part in illegal acts. 5% are so-called difficult teenagers, pedagogically started children of risk group (Polyanskaya et al, 2017). Such teenagers have low psychological stability, are disturbing, they

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have no adequacy of a self-assessment and perception of reality. They are distinguished the low level of communicative abilities, difficulties in contacts with people around, impulsive manifestation of aggression, the increased conflict. The problem of deviant behavior is particularly acute in the Russian Federation. Socio-political changes of the late 90s. XX century destroyed the pre-existing ideas about morality, ethics, and norms of behavior, which affects the physical and mental health of people. The deviant behavior of a significant mass of the population today embodies the most dangerous destructive tendencies for the country (Peranginangin et al, 2019). particular concern is the growth of aggressive and hostile tendencies in the behavior of adolescents aged 11 to 14 years. Teachers and parents have to maintain confidence of children in themselves, in the forces. The child needs to realize that he is the reason of the progress and failures, take-off and falling that in his forces to achieve something in life (Bondar, 2012).

#### **Degree of Readiness of a Problem**

Problems of the deviant behavior were noticed  
T.D. Bondar, V.V. Gritsenko,  
E.V. Zmanovskoy, Yu.A. Kleyberg,  
D.A. Leontyev, N.S. Matsiyevsky,  
T.N. Smotrova.

In research A.N. Leontyeva, L.I. Bozovic, L.S. Slavina, V.K. Kotyrlo it was shown that the insufficient level in the development of the emotional and volitional sphere of children might be one of the reasons underlying poor performance, the inability to comply with the norms and rules of behavior. In Moscow, pupils of the 7th and 8th grades commit over 75% of crimes and about 60% of offenses. Every sixth teenager who has committed a crime does not study and does not work. Over the past five years, such adolescents over 50% (Leontyev, 2003).

#### **Psychological portrait of a teenager with deviant behavior**

Before talking about the psychological portrait of adolescents, it is necessary to determine the content of the term "deviant behavior". This term is used in two meanings: as an act and as a social phenomenon that does not correspond to the actually established norms of society (Deviantologiya, 2004). That is, a deviant is understood as behavior deviating from socially approved norms of behavior adopted in society at a certain period of its development. Sometimes in the socio-psychological literature, instead of

the term deviant, delinquent, antisocial, asocial, maladaptive, addictive, self-destructive behavior is used. As writes T.D. Bondar, deviant behavior expresses the socio-psychological status of the individual on the axis "socialization – disadaptation - isolation" (Bondar, 2012). Behavioral deviations include non-standard and destructive behavior. Destructive is subdivided into external destructive (addictive and antisocial) and intradestructive (suicidal, conformist, narcissistic, fanatical and autistic). The object of attention of scientists in this case is the deviant. This individual differs in his personal characteristics and behavior manifestations from generally accepted norms.

#### **Aggression as a form of manifestation of deviant behavior**

Aggression is a significant factor hindering the effective interaction of people. The consequences of human aggression are so destructive that this problem has long been one of the central in psychology. The subject of research was the differences in the understanding of aggression, the causes of the formation of aggression and aggressive behavior in children and adolescents, forms of aggressive behavior, various ways of its prevention and correction, etc. Despite many studies studying the causes of aggression and aggressiveness, patterns of formation and manifestation of a stable propensity for aggressive behavior, etc., most of the questions posed are far from a final decision: there is no generally accepted theory of aggression, the question remains whether it is possible to prevent (or at least reduce) human aggressiveness. Currently, there is an increase in deviant behavior of children and young people. The most fear is the rapid growth of various forms of aggressive (fighting, rowdiness, robbery, plunders, murder) and self-destructive behavior. This is because such people have distorted socialization processes; they commit persistently repetitive actions that damage the personality itself: smoking, drinking alcohol and drugs, evading learning, wasting time.

#### **Methods and Selection of a Research**

We conducted a research of psychological features of aggression of teenagers and students. For diagnostics of psychological features of the identity of aggressive teenagers and students, we used:

– complex psychodiagnostic technique of a research of personal qualities of Bass-Darki ( it allows to characterize qualitatively and

quantitatively manifestations of aggression and hostility). The questionnaire is intended for a research of aggression of persons of teenage, youthful age and adults;

– method of a research of the level of development of psychological features of the identity of Fpi.Obrabotka of results of a research it was carried out with use of Statis-tica for Windows 7.0 packages (the correlation, factorial analysis, T-criterion). 72 persons participated in an empirical research. The research was conducted on the basis of high comprehensive school No 646 of Moscow (pupils of the 9-10th classes, 36 people) and Peoples' Friendship University of Russia (students of the 1st course, 36 people).

### Results and their Discussion

Psychological features of aggression of school students of the teenage period are presented by six factors reflected in tab. 1. A factor 1 – an emotional and sensual background of aggression. Significant components: depressiveness (0.920), neuroticism (0.871), emotional lability (0.835), spontaneous aggression (0.733), irritability (0.719), sociability (– 0.537), shyness (0.562). The factor shows that emotions and feelings influence aggression expression force. Perhaps, it is connected with the crisis teenage period. A factor 2 is aggression. Significant components are steadiness, openness, irritation, aggression. The high negative value of steadiness (– 0.655) speaks about contrast of aggression and steadiness: the aggression is higher, the steadiness and vice versa are lower. Steadiness reflects resistance to a stress and to irritations and

demonstrates lack of internal tension. If steadiness level is low, then the conflict behavior, tension is characteristic of the person that increases aggression. The openness allows characterizing the relation to a social environment and self-criticism level. The openness (– 0.722) has negative value: the aggression is higher, the openness is lower. The value of irritation (0.735) indicates communication of irritation with aggression. The increased irritability leads to flashes of roughness and sharpness, and the aggression is a readiness for aggressive actions. High irritability leads to manifestation of aggressive actions. A factor 3 – interaction type. Significant components: an extraversion – an introversion (0.821), sociability (0.548), a masculinity – a femininity (0.748), responsive aggression (0.675).

Extroversion is characteristic of active people who seek leadership, public recognition, who do not hesitate to be in the center of attention, who do not have trouble in communication. Introversion indicates contact difficulties, closure, uncommunicating. Sociability indicates a potential opportunity and a real manifestation of social activity: the higher the score, the more self-confident the person is, he has stronger defense mechanisms against stress. Than the person and the brighter him social activity is more sociable, the less he is aggressive. The "a masculinity – a femininity" component shows the attitude towards people, to society what purposes and motives move the person in communication, depending on that, assessment is how high. The responsive aggression characterizes the aggressive relation to a social environment.

Table 1

| Variable                 | Factor Loadings (Varimax normalized) (FPI) |          |          |          |          |          |
|--------------------------|--|----------|----------|----------|----------|----------|
|                          | Factor 1                                   | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 |
| 1 neuroticism            | 0,871                                      | 0,146    | 0,078    | -0,021   | 0,049    | 0,068    |
| 2 spontaneous aggression | 0,733                                      | -0,160   | 0,373    | 0,097    | 0,222    | -0,157   |
| 3 depressiveness         | 0,920                                      | 0,142    | -0,141   | 0,088    | -0,006   | 0,030    |
| 4 irritability           | 0,719                                      | 0,115    | 0,560    | 0,020    | 0,114    | -0,050   |
| 5 sociability            | -0,537                                     | 0,172    | 0,548    | 0,234    | 0,080    | -0,282   |
| 6 steadiness             | 0,086                                      | -0,655   | 0,333    | -0,251   | 0,339    | 0,029    |

|                                      |        |        |        |        |        |        |
|--------------------------------------|--------|--------|--------|--------|--------|--------|
| 7 responsive aggression              | 0,322  | -0,307 | 0,675  | -0,307 | 0,127  | 0,308  |
| 8 shyness                            | 0,562  | -0,483 | 0,055  | 0,239  | 0,038  | 0,235  |
| 9 openness                           | -0,005 | -0,722 | -0,063 | -0,207 | -0,172 | -0,120 |
| 10 extraversion – an<br>introversion | 0,127  | -0,200 | 0,821  | 0,139  | 0,104  | -0,176 |
| 11 emotional lability                | 0,835  | -0,046 | -0,002 | 0,259  | 0,098  | -0,176 |
| 12 masculinity – femininity          | -0,047 | -0,040 | 0,748  | -0,149 | 0,222  | 0,113  |
| 1 physical aggression                | 0,259  | 0,127  | 0,230  | 0,053  | 0,784  | 0,091  |
| 2 indirect aggression                | 0,197  | 0,037  | 0,027  | 0,035  | 0,669  | -0,281 |
| 3 irritation                         | 0,200  | 0,735  | -0,043 | 0,011  | 0,264  | 0,129  |
| 4 negation                           | -0,025 | -0,252 | 0,076  | 0,203  | 0,792  | 0,152  |
| 5 offence                            | 0,175  | 0,014  | -0,166 | 0,786  | 0,000  | -0,045 |
| 6 suspiciousness                     | 0,032  | 0,222  | 0,131  | 0,711  | 0,300  | 0,233  |
| 7 verbal aggression                  | -0,259 | 0,341  | 0,205  | 0,187  | 0,721  | -0,184 |
| 8 guilt feeling                      | -0,063 | 0,155  | 0,006  | 0,219  | -0,084 | 0,879  |
| 9 hostility                          | 0,125  | 0,155  | -0,010 | 0,935  | 0,199  | 0,127  |
| 10 aggression                        | 0,094  | 0,510  | 0,180  | 0,111  | 0,799  | 0,016  |
| Expl. Var                            | 4,370  | 2,448  | 2,770  | 2,581  | 3,35   | 1,361  |
| Prp. Totl                            | 0,198  | 0,111  | 0,125  | 0,117  | 0,152  | 0,061  |

Significant factors are highlighted in gray color

Factor 4 is hostility. Significant components: offense (0.786), suspiciousness (0.711), hostility (0.935). A factor 5 – aggression. Significant components: physical (0.784), indirect (0.669), verbal (0.729) aggressions, negativism (0.792), aggression (0.794). This factor indicates that the subject is ready to aggressive manifestation, is ready to work in any opportunity, and to use different types of aggression, against age-mates

school students can show also physical aggression, and here against adults often use indirect as they are not able to afford another. A factor 6 – sense of guilt (0.879). It is negative emotion, negative experience, tendency to self-accusation. The analysis of psychological features of aggression of students is presented in tab. 2.

Table 2

| Variable                 | Factor Loadings (Varimax normalized) (FPI) |          |          |          |          |          |
|--------------------------|--|----------|----------|----------|----------|----------|
|                          | Factor 1                                   | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 |
| 1 neuroticism            | 0,116                                      | -0,263   | 0,426    | 0,274    | 0,528    | 0,190    |
| 2 spontaneous aggression | 0,267                                      | 0,244    | 0,678    | 0,193    | 0,385    | 0,126    |
| 3 depressiveness         | 0,137                                      | -0,489   | 0,393    | 0,561    | -0,175   | 0,211    |
| 4 irritability           | 0,687                                      | 0,061    | 0,382    | 0,374    | 0,258    | 0,066    |

|                                   |        |        |        |        |        |        |
|-----------------------------------|--------|--------|--------|--------|--------|--------|
| 5 sociability                     | -0,181 | 0,735  | -0,067 | -0,003 | 0,170  | -0,185 |
| 6 steadiness                      | -0,713 | 0,452  | 0,026  | -0,108 | -0,009 | 0,031  |
| 7 responsive aggression           | 0,083  | 0,145  | 0,382  | 0,208  | 0,660  | 0,218  |
| 8 shyness                         | 0,048  | -0,712 | 0,175  | 0,412  | -0,019 | 0,065  |
| 9 openness                        | 0,193  | -0,008 | 0,798  | -0,156 | 0,132  | -0,215 |
| 10 extraversion – an introversion | 0,076  | 0,774  | 0,489  | -0,034 | 0,001  | 0,110  |
| 11 emotional lability             | 0,159  | -0,332 | 0,530  | 0,597  | 0,040  | 0,200  |
| 12 masculinity – femininity       | 0,291  | 0,680  | 0,092  | -0,216 | 0,051  | 0,295  |
| 1 physical aggression             | 0,767  | 0,033  | 0,180  | -0,035 | -0,102 | 0,313  |
| 2 indirect aggression             | 0,693  | 0,032  | 0,163  | 0,327  | 0,147  | -0,197 |
| 3 irritation                      | 0,620  | 0,015  | 0,076  | 0,539  | 0,262  | -0,048 |
| 4 negation                        | 0,045  | -0,022 | -0,038 | 0,065  | 0,213  | 0,819  |
| 5 offence                         | 0,119  | -0,362 | -0,052 | 0,765  | 0,079  | -0,243 |
| 6 suspiciousness                  | 0,228  | -0,006 | 0,087  | 0,692  | 0,309  | 0,203  |
| 7 verbal aggression               | 0,261  | 0,200  | 0,022  | -0,015 | 0,839  | 0,063  |
| 8 guilt feeling                   | 0,266  | 0,026  | -0,118 | 0,724  | -0,438 | 0,150  |
| 9 hostility                       | 0,207  | -0,228 | 0,018  | 0,879  | 0,230  | -0,032 |
| 10 aggression 1+3+7               | 0,797  | 0,087  | 0,136  | 0,312  | 0,404  | 0,086  |
| Expl. Var                         | 3,624  | 3,064  | 2,402  | 4,090  | 2,378  | 1,322  |
| Prp. Totl                         | 0,164  | 0,139  | 0,109  | 0,185  | 0,108  | 0,060  |

Significant factors are highlighted in gray color

At the description of factors, the specifics of first-year students, problems of the adaptation period, in the first year of training in higher education institution were considered (Babaev & Kargina, 2014). A factor 1 is aggression. Significant components: physical aggression (0.767), steadiness (-0.713), indirect aggression (0.693), irritability (0.687), irritation (0.620).

The high value of physical aggression demonstrates its communication and a great influence on aggression; in Bass's technique – Darki this component enters an aggression factor. The aggression is readiness for aggression manifestation, acts as line of the personality, and physical aggression is one of types of aggressive behavior. The negative value of balance suggests the opposite of aggressiveness and balance: the higher the aggressiveness, the lower the balance and vice versa. This relationship is directly proportional. Balance reflects resistance to stress and irritation shows no internal stress. If the level of poise is low, then such a person is inherent in conflict behavior, tension, which increases the aggressiveness. Indirect aggression is a type or method of manifestation of aggressive behavior. Irritability affects aggressiveness: increased

irritability leads to outbursts of harshness and harshness, and aggressiveness is readiness for aggressive actions. Irritation also affects aggressiveness. Factor 2 - the type of interaction: the more sociable a person is, the brighter his social activity is, and the less aggressive he is. Significant components are extraversion - introversion (0.774), sociability (0.735), masculinity - femininity (0.680), shyness (-0.712). Extraversion is characteristic of active, aspiring to leadership, public recognition, who do not hesitate to be in the center of attention, who do not have trouble in communication. Introversion indicates contact difficulties, closure, uncommunicating. A high indicator of sociability indicates a potential opportunity and a real manifestation of social activity; the higher the indicator, a person is the more self-confident, he has stronger defense mechanisms to stress. Masculinity - femininity characterizes attitudes towards people, towards society, what goals and motives a person is driven by communication, depending on how high the assessment is. Shyness at a high value has a negative effect on sociability and social activity. Factor 3 is situational. Significant components are openness (0.798), spontaneous aggressiveness (0.678).

Spontaneous aggressiveness indicates insufficient socialization, lack of social conformity, poor self-control. Openness allows assessing the attitude to the social environment and self-criticism. Factor 4 is internal hostility. Significant components are hostility (0.879), resentment (0.765), guilt (0.724), suspicion (0.692), emotional lability (0.597), and depression (0.561). All components indicate that internal aggression is associated with internal complexes. Internal hostility can manifest itself through non-verbal, hidden aggression. Factor 5 is verbal aggression. It includes the following components: verbal aggression (0.839), reactive aggressiveness (0.660) and neuroticity (0.528). Verbal aggression is aimed at the surrounding world through words, gossip; neuroticism is

expressed in high excitability, increased anxiety and manifested through verbal aggression. Factor 6 –is Negativity (0.819). Negativism is manifested in oppositional behavior, often directed against a leader, authority or leadership. It may occur in passive resistance or open struggle against existing laws or customs.

### Comparative analysis of the aggressiveness of adolescents and students

To determine the significant scales when comparing the aggressiveness of adolescent students and students, a study was conducted to identify the T-criterion. The data are given in table. 3

Table 3

| Variable                             | T-tests; Grouping: Вoзраст (FPI) |           |            |    |        |    | Valid<br>N 1 | Valid<br>N 2 |
|--------------------------------------|----------------------------------|-----------|------------|----|--------|----|--------------|--------------|
|                                      | Group 1: 1                       |           | Group 2: 2 |    |        |    |              |              |
|                                      | Mean<br>1                        | Mean<br>2 | t-value    | df | p      |    |              |              |
| 1 neuroticism                        | 5,694                            | 6,388     | -1,787     | 70 | 0,0782 | 36 | 36           |              |
| 2 spontaneous aggression             | 5,944                            | 5,917     | 0,054      | 70 | 0,9570 | 36 | 36           |              |
| 3 depressiveness                     | 5,444                            | 6,222     | -2,018     | 70 | 0,0473 | 36 | 36           |              |
| 4 irritability                       | 6,138                            | 6,066     | -1,229     | 70 | 0,2231 | 36 | 36           |              |
| 5 sociability                        | 5,166                            | 5,805     | -1,499     | 70 | 0,1381 | 36 | 36           |              |
| 6 steadiness                         | 5,083                            | 6,027     | -1,880     | 70 | 0,0641 | 36 | 36           |              |
| 7 responsive aggression              | 7,000                            | 7,194     | -0,526     | 70 | 0,2802 | 36 | 36           |              |
| 8 shyness                            | 5,666                            | 6,083     | -1,088     | 70 | 0,2802 | 36 | 36           |              |
| 9 openness                           | 6,750                            | 6,472     | 0,553      | 70 | 0,5819 | 36 | 36           |              |
| 10 extraversion – an<br>introversion | 5,444                            | 6,944     | -3,757     | 70 | 0,0004 | 36 | 36           |              |
| 11 emotional lability                | 5,694                            | 6,000     | -0,731     | 70 | 0,4667 | 36 | 36           |              |
| 12 masculinity – femininity          | 5,138                            | 6,416     | -2,667     | 70 | 0,0094 | 36 | 36           |              |
| 1 physical aggression                | 6,027                            | 7,000     | -1,938     | 70 | 0,0566 | 36 | 36           |              |
| 2 indirect aggression                | 4,472                            | 5,638     | -2,734     | 70 | 0,0078 | 36 | 36           |              |
| 3 irritation                         | 5,305                            | 5,805     | -0,941     | 70 | 0,3496 | 36 | 36           |              |
| 4 negation                           | 2,472                            | 3,388     | -3,294     | 70 | 0,0015 | 36 | 36           |              |
| 5 offence                            | 3,000                            | 3,972     | -2,398     | 70 | 0,0191 | 36 | 36           |              |
| 6 suspiciousness                     | 4,638                            | 5,972     | -3,271     | 70 | 0,0017 | 36 | 36           |              |
| 7 verbal aggression                  | 7,888                            | 8,777     | -1,972     | 70 | 0,0524 | 36 | 36           |              |
| 8 guilt feeling                      | 6,250                            | 6,055     | 0,444      | 70 | 0,6577 | 36 | 36           |              |

|                     |        |        |         |    |        |    |    |
|---------------------|--------|--------|---------|----|--------|----|----|
| 9 hostility         | 7,638  | 9,944  | -3,,470 | 70 | 0,0009 | 36 | 36 |
| 10 aggression 1+3+7 | 19,333 | 21,583 | -2,096  | 70 | 0,039  | 36 | 36 |

Significant factors are highlighted in gray color. Because of the calculations, the following components turned out to be significant for comparison: 1. Depression (0.047) in adolescent schoolchildren (6,222) is higher than among students (5,444), but the difference is small. This may be due to increased anxiety among schoolchildren before the final exams and among students before the session, who have not yet been adapted to the new conditions of study at the university. School students are more plunged into own experiences, they more brightly expressed depressive signs in behavior, in an emotional state; they give in to depressive moods. 2. An extraversion scale – introversions (0.0004). Identity of the school student (6.944) more extraversion, than identity of the student (5.444). This scale is significant, the difference is enough high. School students are in the familiar environment, they know each other long ago and it is easier for them to communicate among themselves. At students of 1 course the adaptation period takes, they get used to the new environment, new people, new activity. School students are more active; seek for leadership and public recognition is important for them.

3. Masculinity – femininity (0.0094). In adolescent schoolchildren (6.416), the male type of mental processes is more pronounced than in students (5.138). Perhaps this is because in the group of schoolchildren tested there were more boys than among students, the difference is 3 people. Besides, the teenage period is characterized by tendency to risk, rash acts, fast decisions that also affects result. Teenagers are more courageous, enterprising, seek for self-affirmation, are inclined to risk, to fast, resolute actions without their sufficient considering and justification. 4. Indirect aggression (0.0078) at school students is higher (5.638), than at students (4.472). They express aggression not directly more often, and in a roundabout way. Small difference is much neither students of the 1st course, nor school students of the teenage period have no opportunity to express the aggression directly in relation to adults. 5. The negation (0.0015) at school students (3.388) is higher, than at students (2.472). They ignore requests more often, and sometimes at all do opposite things. The difference is connected with manifestations of a protest in the teenage period, the person passes into adulthood and itself wants to accept decision. 6. The offense (0.0191) at school students is higher (3.972). They have easier

condition, than students (3.000), schoolchildren are less emotionally steady in connection with the crisis period 7. The suspiciousness (0.0017) by schoolchildren (5.972) is higher, than at students (4.638). Schoolchildren often refuse to people trust, are inclined to consider many deceivers, it is explained by the emotional instability increased by uneasiness. 8. The aggression (0.0396) and hostility (0.0009) schoolchildren (21.583 and 9.994) are higher, than students (19.333 and 7.638). This investigation of the crisis period is teenagers have not learnt to control themselves yet and the emotions, their emotional state is unstable; at them, the mood often changes. Self-controlling level by students is higher despite the adaptation period. They realize the emotions better.

### Conclusions

The factor analysis of the two methods of FPI and Bass - Darki on the group of schoolchildren and the group of students identified three common factors – aggressiveness, hostility, type of interaction. Teenagers are more aggressive and hostile than students. This is due to the onset of accelerating the pace of physical development, puberty, hormonal alteration of the body, which, in turn, leads to emotional instability. Schoolchildren and students have their own psychological characteristics of aggressiveness, which was shown by factor analysis.

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