



# AGGRESSIVENESS AND FACTORS FOR ITS MANIFESTATION AMONG GIRLS IN SCHOOL ENVIRONMENT IN THE CONTEXT OF SOCIAL- PSYCHOLOGICAL RESEARCH (Theoretical overview)

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**Abstract:** *Globally, various authors have found that the number of girls involved in serious aggressive acts is increasing and is beginning to form a significant social problem (e.g. Moretti et al., 2004; Orecchia, 2009; Dytham, 2018). The studies dedicated to aggression, violence and bullying at school in Bulgaria mainly examine gender and age differences between girls and boys, in a comparative plan, with regard to their aggressive manifestations. It is usually found that boys use mainly physical aggression, and girls use verbal and indirect aggression (e.g. Kalchev, 2005; Shumkova, 2010; Bakalova et al., 2021). It's often held that girls don't bully like boys do, or that their actions are on a smaller scale and "not that bad." (Dytham, 2018:2). However, often insurmountable conflicts arise among girls, which develop into pressure aimed at exclusion from the group, chronic aggressive acts, beatings, vandalism, destructive behavior, etc. Informal, hierarchical social groups are also formed in the school environment that are composed only of dominant girls - the so-called gender groups (Reay, 2010). They use manipulation, bullying, intimidation, and ridicule to control others and keep their positions and reputations unchallenged, helping them maintain the hierarchy, boundaries, and image of their own group.*

*Among the considerable number of Bulgarian studies of aggression in school environment, no in-depth theoretical analysis or scientific research can be found that is based on the factors that give rise to interpersonal and/or intergroup aggression among girls. In this article, basic theoretical propositions are presented in this direction and a structured model of basic factors directly related to the manifestations of aggression among girls in school environment is derived.*

**Keywords:** school environment, factors, girls, aggression, groups, hierarchy.

The author have no funding to report.

The author have no support to report.

The author have declared that no competing interests exist.

THE ARTICLE CAN BE CITED AS FOLLOWS:

**Dimitrova, E.** (2023). Aggressiveness and Factors for its Manifestation Among Girls in School Environment in the Context of Social-Psychological Research (Theoretical Overview). *Psychological Research (in the Balkans)*, Volume 26, Number 3, 220-231. ISSN 2815-4797 (Print), ISSN 2815-4800 (Online). DOI: <https://doi.org/10.7546/PsyRB.2023.26.03.04>

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Submitted – 30 August 2023

Revised – 19 October 2023

Published – 30 December 2023

The author has read and approved the final manuscript.

## TYPES OF AGGRESSION AMONG GIRLS

Aggressive behavior is a serious and widespread problem among peers in school settings. Aggression typically takes several basic forms and is directed against others with the intent to cause harm (Blain-Arcaro & Vaillancourt, 2016). Physical aggression, for example, is characterized by pushing, hitting, kicking, biting, etc., and verbal aggression is related to teasing, insulting, mocking, etc. (Zografova et al., 2020). Along with the main two types of aggression, there is also the so-called “hidden” type, which includes relational and social aggression - used mainly by girls. Relational and social aggression have recently received attention in the peer victimization literature. Most research indicates that physical and verbal aggression generally decrease with age, while relational aggression increases in frequency with age and is believed to be at its peak during adolescence (Kalchev, 2012). L. Crothers et al. (2009) suggest that while the goal of social aggression is to manipulate and/or damage one’s social status or group membership, through covert or overt means, the goal of relational aggression is to directly control someone else’s behavior. Social aggression requires the manipulation of a social group as a means of harm - through gossip, rumor-mongering and social isolation. This is a more complex form of aggression than relational aggression, as it requires knowledge of social dynamics and the ability to subtly influence or manipulate the behavior of others in order to achieve one’s own goal. According to L. Hamel, “girls possess both socially developed skills and verbal skills that allow them to choose their words in such a way as to entertain others through verbal attacks aimed at their victims” (Hamel, 2008:3).

On the other hand, aggression can be reactive and proactive. Reactive aggression is defined as a defensive, retaliatory response to perceived provocation by a peer and is accompanied by an expression of anger. It is rooted in the frustration-aggression model, where the anger generated by the frustration of the unwanted event is the main driver of aggression; anger is the emotional trigger (Berkowitz, 1989). Proactive aggression is unprovoked, deliberate and purposeful behavior used to influence or coerce a peer. The theoretical roots of proactive aggression can be found in social learning theory, which holds that people acquire aggressive responses in the same way they acquire other complex forms of social behavior (Anderson & Bushman, 2002).

According to numerous studies, overt forms of aggression (mainly physical aggression) tend to be more common in boys than in girls (e.g., Pepler et

al., 2004). However, this does not mean that girls do not exhibit aggressive or disruptive behavior, nor that it leaves no negative impact on their development. Aggressive behavior may not be as unusual in girls as is often thought. Some researchers have reported that girls can be much worse than boys when fighting (eg, Artz, 2005), indicating that physical confrontations between girls are particularly dangerous. This type of confrontation would occur primarily when there is a strong chronic hostility towards the victim mixed with a personal attitude and where verbal aggression can further lead to increased provocation and ultimately physical assault (Talbot et al., 2002). In most cases, the fear of losing valuable relationships, combined with weak physical strength and establishing a weak authority influence compared to male peers, is often cited as the main reason why girls do not engage in physical confrontation, but limit themselves to certain verbal interactions (gossip, teasing) and indirect relationship manipulation (Bjorkqvist, 1994).

## FACTORS CAUSING AGGRESSION AMONG GIRLS

Researchers have identified important individual and social-cognitive factors underlying increased risk of aggressive behavior among girls, particularly during puberty, some of which are related to low self-esteem, problems with emotion regulation, and social information processing (Pepler & Craig, 2014).

### Individual-level factors

#### *Personality traits*

It was established that people with the so-called Callous-unemotional traits (CU) show a combined form of aggression that includes both proactive and reactive (Centifant et al., 2015). Although much is known about the association of behavioural problems with bullying, less attention has been paid to potential co-traits, such as callous-unemotional (CU), which often support the acquisition of aggressive behavior. Callous-emotional personality traits further contribute to the risk of engaging in aggressive acts, lack of empathy and guilt, and superficial emotions and may be present in a heterogeneous group of adolescents with behavioural problems. A number of studies have found that girls who are aggressive in their relationships with others show higher levels of CU traits. In a study conducted by F. Marsee and colleagues, it was found that the highest levels of CU traits applied to the group of girls who used a combination of high reactive and proactive relation-

al aggression (Marsee et al., 2013). Thus, girls who display high levels of relational aggression show low levels of concern and empathy for others—characteristics associated with callous-unemotional (i.e., lack of remorse or empathy, callous use of others, shallow or insufficient emotions) interpersonal style (Centifanti et al., 2015).

Some researchers have argued that “those who show elevated levels of reactive aggression, but not proactive aggression, are emotionally reactive and show high social-cognitive biases, such as interpreting ambiguous but negative behaviors undertaken by others as malicious” (Dodge & Pettit, 2003:10). Adolescents with high levels of reactive aggression also tend to be impulsive and have trouble applying adaptive emotional and behavioral regulation strategies. In contrast, those who use proactive aggression tend to engage in planned and controlled aggressive behavior and display blunted emotions or may display emotion that is inconsistent with their behavior. Various studies have shown that parents of adolescents with elevated levels of CU traits feel stressed and refuse to control their children when they display these traits accompanied by antisocial behavior, thus having less observation on what their children do over time (House et al., 2011).

#### *Aggression, depression and anxiety*

Adolescent aggressive behavior has been shown not only to occur along with depression, but also to predict depression (Boylan et al., 2012). Aggressive adolescents are more likely to present with internalizing symptoms such as depression, anxiety, and somatic complaints (Sousa et al., 2023). The co-occurrence of aggression and depression is associated with poorer adjustment and more frequent future psychological diagnoses (Keiley et al., 2003).

Two main explanations for the relationship between aggressive behavior and depressive symptoms have been proposed. Some authors believe that aggressive behavior precedes or predicts depressive symptoms (eg, Capaldi, 1992). The use of aggressive behavior can lead to rejection and lack of support from significant others (mainly parents), which usually leads to unsuccessful experiences in social interactions with these others. Impaired communication increases the risk of depressive moods. The second explanation is that depressive symptoms precede or predict aggressive behavior. According to this view, the latent depressive feelings of children and adolescents are communicated through acts of aggression (Carlson & Cantwell, 1980). An Italian study claimed that established depression at age 12 predicted subsequent perceived antisocial behavior

at age 13 (Vieno et al., 2008). That way depressive symptoms predict later levels of aggressive behavior, but the reverse is also true, that there is a relationship between acts of aggression and the later onset of depressive moods.

On the other hand, anxiety has been suggested as a possible motivator for adolescents to engage in aggressive behavior. For example, anxious and/or aggressive youth may have negative social-cognitive biases that would lead them to interpret certain social situations as threatening. Researchers have demonstrated that anxious youth tend to engage in cognitive errors in social situations by attending to negative aspects of peer interactions and that youth who engage in physical and/or relational forms of aggression exhibit these cognitive biases (Weems et al., 2001). In this regard, some authors argue that relational aggression serves a particular use in anxious youth, such as transferring negative attention from the self to other peers. Anxious youth are often concerned and upset by the evaluation of others and are not always able to “process” negative evaluations from significant others. These findings suggest that anxiety may play a protective role in aggressive behavior. Adolescents involved in relational aggression appear to be at greater risk for depressive symptoms, low self-esteem, loneliness, and social difficulties, and this effect appears to be stronger for girls than for boys (Crick et al., 2006).

### **Factors at the socio-cognitive level**

#### *The family as a factor for aggression in girls*

Families provide a supportive environment that in most cases teaches children to learn effective ways of interacting with others, but in others they inadvertently teach them to use aggressive and antisocial behaviors. A parent’s use of warmth and attention, consistent setting of clear boundaries, rewarding, direct observation of activities teaches both boys and girls that they are valued and cared for, and reinforces the belief that adults can be trusted. Providing guidance and follow-up support, providing a sense of safety from harm, and using skills related to many challenges of growing up. These parenting practices have been consistently associated with the development of prosocial skills and the mediation of aggression in both boys and girls (Chamberlain, 2003).

Multiple studies have documented an association between childhood physical abuse and the development of aggression in both boys and girls (Burnet, 2009). Children internalize maladaptive social cognitions, which may also influence their aggressive behavior. A growing body of research

suggests that understanding girls' aggression requires placing their behaviors in the context of their everyday, relationship-based lives (Odgers et al., 2005). This notion is also consistent with the work of N. Chodorow (1978), who argued that girls are more relationship-oriented than boys because of differences in early attachment experiences. According to the author in early childhood, girls receive tasks by identifying with their mothers, while boys seek to differentiate from their mothers. This translates into a gender difference in identity formation, such that girls' self-esteem is characterized by empathy for others and is related to their relationships with others, while boys' self-esteem is characterized more by autonomy and independence. Therefore, girls who experience weak or insecure attachment to their parents /and especially to the mother/ may be at increased risk of aggressive behavior and victimization (Odgers et al., 2005).

Girls who belong to families that fail to provide them with a safe environment and fail to develop their prosocial skills are at particular risk of developing aggressive and antisocial behavior. Specific parenting practices, including the failure to model and reward non-aggressive interactions, as well as the consistent use of harsh and coercive punishments to sanction negative behavior and lack of supervision are associated with the development of aggressive and antisocial behavior in all children and adolescents (Chamberlain, 2003). There is evidence to suggest that such parenting, and the overt family conflict that accompanies these practices, places particular pressure on girls, with their fine-tuned attention to interpersonal interactions and their learned sense of responsibility for caring for family members. Some authors found that girls who were involved in aggressive and antisocial behavior reported feeling unhappy because of the lack of emotional support and the high level of problems in their families. A chronically conflictual environment creates a lasting estrangement over time specifically between mother and daughter, at a time when support and guidance are needed to safely navigate pre-adulthood challenges. Girls are also at greater risk of victimization in their own families—for example, twice as many aggressive girls report abuse at home compared to nonviolent girls (e.g., Chesney-Lind, 2001).

### ***Peer groups – status and popularity among girls***

Friends play an important role during adolescence, a period in which aggression and popularity become increasingly intertwined (Baş, et al., 2016). Adoles-

cents may use aggression to achieve and maintain high status among peers. Girls' interactions with peers can create a sense of belonging and connection, but can also serve as a source of conflict, victimization, and alienation (Pepler & Craig, 2005). Aggressive girls were found to engage in significantly larger number of conflicts with peers, have less positive interaction with them, higher levels of peer victimization, increased identification with deviant peers, and lower social preferences than non-aggressive girls. Belonging to a peer group is especially important for girls during the teenage years – through it they increase their confidence, strengthen their identity, and protect themselves from isolation and victimization by boys. Maintaining status in the peer group becomes an extremely important task for adolescent girls. They conform to group norms, securing a place where they can develop close friendships with same-sex peers while engaging in uphill battles against other girls who threaten their social standing. Some peer groups fully condone and engage in physical conflict, giving social status and popularity to all who engage in such behaviors (e.g., Dimitrova, 2014).

In other situations, aggressive girls may be ostracized by prosocial peers and subsequently develop friendships with like-minded girls who believe that fighting is a way to solve problems and maintain their “tough” girl identity. Relationally aggressive behavior is more evident in girls in middle school than in elementary school. One explanation for this may be the changes in the school environment that students experience when they leave primary school and enter secondary school. These groups can transform into cliques in which some peers are excluded through relationally aggressive actions. Some authors claim that groups of students who mainly use indirect aggression consist exclusively of girls (Ulu-bas-Varpula & Björkqvist, 2021).

An interesting finding is that for both boys and girls, the presence of important peers who are mostly boys is recognized with greater activity in antisocial behavior. Girls often report engaging in more delinquent acts, such as drinking, shoplifting, and vandalism, with boys than with girls (Arndorfer & Stormshak, 2008). Importantly, adolescent girls who reported having more opposite-sex friends perpetrated more severe violence, and the impact of violence increased proportionally with the number of opposite-sex peers. Thus, having a greater proportion of boys in the peer group may be associated with higher levels of aggression and possibly with combined types of aggression. However, an all-girl peer group is also possible, and this approach facilitates



the implementation of strategies related to relational aggression, which are done for instrumental reasons (to pursue and achieve a certain goal).

Girls' closer friendships may allow proactive relational aggression to be used in their relationships for personal gain. Some studies have shown that physically aggressive girls are ostracized by their peers because of their deviance from the gender norm, and they gravitate more toward boy-dominated peer groups (Pepler & Craig, 2005). On the other hand, higher status and popularity among peers has been found to be associated with use of relational aggression by girls (Goldweber et al., 2014). Thus, female peers may be found to accept and possibly be attracted to interacting with highly relationally aggressive and more proactively aggressive girls. According to T. Farmer (2000), not all aggressive girls are socially marginalized. Some seem quite integrated into the social structure of their class and are perceived as "cool" and leaders by their peers. Aggressive-popular girls may be supported for their deviant actions not only by their close friends, but also feel empowered by the status these behaviors provide.

Aggression takes many forms in the social world of girls - they show aggression often and in different ways, especially among familiar peers. On the one hand, although deviant girls have been relatively ignored in the past, they are known to engage in a range of disruptive and oppositional acts that harm social relations with others (Eriksen, 2019). On the other hand, adolescent girls may display proactive aggressive behavior toward their peers in order to maintain their friendships and show loyalty to them, as well as to maintain the boundaries of their own hierarchical group. For example, a study conducted in Norway found that about 40% of students classified as disruptive were girls (Borg, 2015). N. Crick and J. Grotpeter (1995) suggested that girls' social status is based on their interpersonal popularity, whereas boys' social status is determined primarily by physical dominance.

Already in a study by Artz (1998), it was established that some girls use aggression and violence as a means of gaining power over their peers. Thus, girls seek to put pressure on them in an attempt to ensure safety and respect in the peer group. Some research summarizes that aggression in girls does not start with a single isolated event, but rather results from the progression of traumatizing factors that accumulate over time. Another integral component to understanding adolescent girls' aggression is the influence of the girls' respective subculture (Hazler & Carney, 2000).

Another important factor in understanding adolescent girls' aggression is the role of attitudes. Adolescents who behave aggressively are likely to have favorable attitudes toward aggression and believe that aggression is a justified response in many social situations (Letendre, 2007). J. Miller believes that girls are generally more likely to choose a power model that emphasizes reciprocity and equality in relationships to enhance the personal power of everyone in the group. Girls who have been victimized, however, may be more likely to use a "power over" approach because it is related to their personal experiences with bullies (Miller, 1991).

In addition, sociocultural restrictions on direct expression of feelings and individual needs also teach girls that they must exercise power and manage the anger, pain, and frustrations that are typical components of any relationship by using covert methods of aggression to cause psychological pain in the most important area for them - relationships with others. Subsequently, many girls tend to hide their emotions - mostly in situations where social sanctions for this behavior are significant. As a result, girls adapt ways of interacting, using their social intelligence to exert control over the environment, especially if they perceive it as hostile and threatening (Letendre, 2007). Furthermore, an interesting finding among adolescents from the middle stage of education reveals that being perceived as popular by peers is associated with being romantically desired. Also, girls in mid-adolescence's use of indirect aggression predicts higher ratings of boys' desirability (Vaillancourt & Krems, 2018).

#### *Norms in peer groups*

An important process by which groups influence the attitudes and behavior of individual members is the establishment of group norms—adolescents are particularly interested in meeting the normative expectations of their peers (Coley et al., 2013). Normative beliefs have both a descriptive component in terms of conveying how common a behavior is, and a disincentive component in terms of evaluating and approving the behavior (Krahé, 2013).

To explain the processes underlying the impact of group norms on individual beliefs and behavior T. Dishion and J. Tipsord consider that a process of peer contagion occurs, through which aggression is promoted in adolescent friendship groups by strengthening deviant attitudes and norm-violating behavior (Dishion & Tipsord, 2011). Shared norms provide opportunities for learning and acquisition of deviant attitudes and behaviors, referred to as "deviance learning," which can entrench aggression more

firmly in the attitudes and behavioral repertoire of individual group members. This finding may be explained by the expected outcome associated with aggressive behavior (Fontaine & Dodge, 2009). In classes supporting aggression and rewarding negative actions, an increase in aggressive behavior is observed due to the social approval of group members (Dimitrova, 2011).

The stronger influence of girls' normative beliefs can be explained both as a socio-psychological phenomenon and as a developmental phenomenon. Social psychological research has repeatedly shown that subgroups influence the superordinate group if they act consistently within their subgroup (Moscovici et al., 1969). A study of intraclass norms showed higher agreement about normative beliefs among girls than among boys. This suggests that girls may be more influential because, as a group, they are more consistent in their normative beliefs.

#### *Tretchery as part of popularity*

Tretchery creates networks and maintains boundaries among girls through acts of teasing, insults, backstabbing, gossip, and silent exclusion. Tretchery has "physical" effects because it regulates membership in the hierarchical cliques of friends. In other words, the power of tretchery comes from the fact that it is productive as much as it is regulative. Within school culture, the regulation of group membership shapes girls' social identity. The sociocultural dimensions of meanness become apparent in cases involving popular girls. Popularity is an expression and source of a higher hierarchical position in the group. Moreover, popularity can be transformed into power, which is also hierarchical. Like popularity, tretchery can also be transformed into power. There is a common denominator between popularity and tretchery. According to D. Merten, tretchery is "hierarchical position, popularity and invulnerability" (Merten, 1997:188). When the desire for something highly valued (such as social power) cannot be expressed openly, alternative forms of expression are often resorted to. Tretchery provides a way for girls to covertly express and experience a sense of personal power and invulnerability that make popularity valuable. The work of D. Merten is significant in this respect because she situates girls' freedom of action within the dynamics of school hierarchies that regulate adolescent status. In this context, he draws attention to the competitive nature of the girls' behavior. As P. Bettis and N. Adams (2003) point out, in the absence of economic or political power in the school environment, the only kind of power that ad-

olescents possess is the ability to form status groups among peers. This, "it is no accident that teenagers become obsessed with status systems" (Bettis & Adams, 2003:129).

#### *Friendships between girls and aggression*

Additional findings regarding girls' same-sex conflict indicate that behaviors such as social exclusion and alienation, as well as elements of relational aggression, increase in prevalence with age. M. Underwood (2003) advocates the normative development thesis and writes that acts of relational aggression may even serve positive developmental functions, such as helping adolescents resolve issues of identity and social norms, helping them experience a sense of belonging and protects the integrity of their social group at school. Some theorists place relational aggression in the context of friendships and social abilities. They argue that relational aggression is more prevalent among girls because they place a high value on friendships and mutually shared qualities (Brown, 2003). They describe girls' same-sex friendships as requiring a collectively agreed-upon moral order that includes care, trust, and loyalty. Girls who do not exhibit such qualities are at risk of exclusion from the group. In most cases, girls view their friendships as stronger than boys. They are also more likely to rate their friendship with their best friend as interpersonally rewarding. However, girls were found to report more tension in their relationship with their best friend than boys. The high importance placed on close relationships, in addition to the desire to be included in a high-status same-sex peer group, largely explains why relational aggression is so effective in harming other girls (Owens et al., 2000).

Researchers N. Chesler and M. Chesler argue that: "girls are social beings who need to belong" (Chesler & Chesler, 2001:80), and C. Gilligan (2003) discusses the important role that girls' friendships play in overcoming the difficulties of adolescence – developing a sense of identity and emerging from this stage psychologically intact. Yet, despite the beneficial aspects of girls' relationships, many researchers are interested in the negative aspects of female friendships. Adolescent girls could rely on: primarily on friendships or peer support, but female dyads and peer circles can become unstable or fragile due to various social dynamics. Additionally, friendships between adolescent girls often require a great deal of energy, self-monitoring, and interpersonal conformity due to emotional intensity, high expectations of loyalty, and often a sense of ownership (Crothers et al., 2005).

Friendships of relatively aggressive girls appear to be marked by relatively high levels of intimacy, exclusiveness/jealousy, and relational aggression within the dyad (Crick & Grotpeter, 1995), making them restrictive and controlling. Extreme closeness, emotional dependence, and jealousy are indicative of female relationships that want friends to fill emotional voids resulting from their inability to rely on adult support.

## **Influence of television and social networks**

### *Television and aggression among girls*

A. Bandura (1973) suggests that watching television violence leads adolescents to several main effects: it teaches aggressive behavior; reduces the individual's sensitivity to violence while increasing their propensity to react aggressively; helps them perceive TV violence as realistic and associate it with real life violence.

Authors such as J. Moise and L. Huesmann (1996) found a relationship between watching violent television, physical aggression, and fantasies of applying physical aggression in girls. Girls often identify with the aggressive character on TV, but it turns out that the correlation is even stronger when that character is female. Today, the image of the bad girl prevails in the press, in advertisements aimed at teenage girls, including in movies (Brown, 2003).

According to L. Brown (2003), some films portray acts of physical aggression between girls as normal and funny. The bad girl is also an integral part of many films made for teenage audiences. While movies usually portray teenage aggression as a serious moral issue, the bad girl is usually portrayed in a comedic way (Cecil, 2008). Despite the mostly comedic look at mean girls and their victims, the film industry and entertainment media in general send specific messages about this type of aggression. Representing relational aggression as less significant and even preferable to physical and verbal aggression has the potential not only to influence the perception of this behavior, but also to negatively influence the actual behavior of viewers – especially female viewers. For example, S. Coyne et al. (2004) found that viewing media images of relational aggression influenced subsequent aggressive acts by women and girls.

### *Social networks and aggression among girls*

Increasingly, research shows that online aggression among adolescents occurs in social networks (Young et al., 2017). Online aggression is also a way for aggressors to gain status through a public dis-

play of social power. Aggressive acts are more likely to occur among individuals who are closely related or socially close. In one network analysis, 21% of aggressive acts occurred between friends and 25% among friends of friends (Felmlee & Faris, 2016). Friendships and romantic relationships were also described by adolescents as frequent targets for cyberbullying. Thus, aggression becomes an effective means of establishing, maintaining, and enforcing the norms that are shared in social groups (Felmlee & Faris, 2016).

By demonstrating power over others in their networks on public social media sites, aggressors can gain access to social or sexual resources by attracting the attention of bystanders or impressing potential romantic partners. According to this perspective, adolescent aggression online or offline persists because it works to “increase the social perspectives of aggressors and marginalize victims” (Felmlee & Faris, 2016:5). In interviews, cyberbullying was defined by adolescents as a way of obtaining social benefits or social capital, defined as a means “to strengthen friendship and status ties both online and offline” (Nilan et al., 2015:1).

Adolescent girls report using more social media than boys (Lenhart, 2015). They are also more likely than boys to use social media to maintain friendships. Furthermore, risk factors for online aggression may vary by gender. Study finds that more intense online social activities predict both perpetration of online aggression and victimization among girls. Aggression that focuses on relationships and social interactions is perceived by adolescents as more feminine behavior. They also identified bullying in real-life situations as more masculine and online bullying as more feminine. Indirect aggression among girls, such as spreading rumors or social exclusion, is directed at romantic rivals, and indirect aggression is associated with both increased romantic activities among the aggressors and decreased willingness to compete for romantic partners among victims (Festl & Quandt, 2016).

In addition, the functionalities of social media platforms, such as anonymity, asynchrony, and diffusion, may enable aggression or amplify the negative effects of aggression or bullying among adolescents. Adolescents report that cyberbullying is more harmful than live bullying because it is more intrusive, has a greater public reach, is more threatening, and mean comments are harsher (Nilan et al., 2015).

A summary of the presented theoretical formulations and main factors that influence girls towards aggressive behavior, is illustrated.



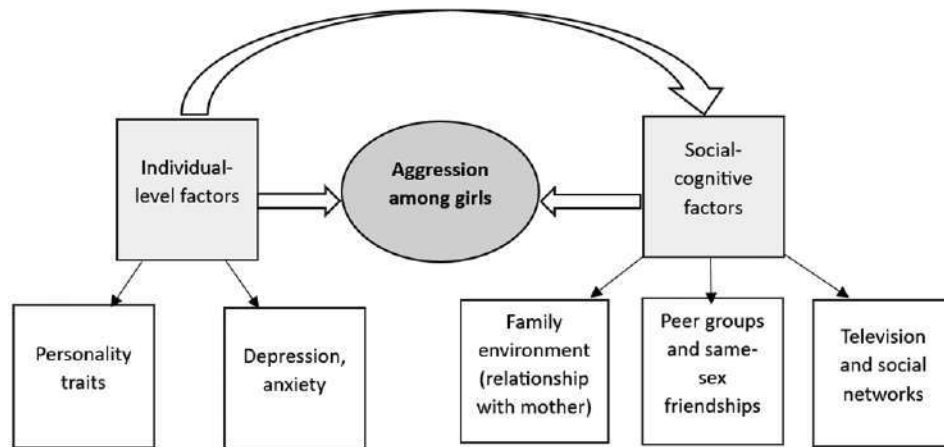


Figure 1. Graphic representation of the factors that cause aggression among girls

## CONCLUSION

The study of aggression among girls in a school environment is a subject of interest not only for psychological science, but it is also a problem that is becoming more and more relevant for modern school practice. An in-depth understanding of the factors that cause aggression among girls will help to properly manage not only the individual cases of aggressive girls, but also the different hierarchical female groups that bully others. Based on structured knowledge in this direction, it is necessary to provide specific prevention/intervention, through which to minimize the root causes of deviant behavior in girls and thus to form safer student communities.

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