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**PSYCHO-PEDAGOGICAL AND SOCIAL CONDITIONS FOR  
PREVENTING AND REDUCING BULLYING-TYPE  
AGGRESSIVENESS IN HIGH SCHOOL  
EDUCATIONAL INSTITUTIONS**

**SPECIALTY: 531.01 – GENERAL EDUCATION THEORY**

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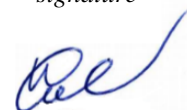
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## LIST OF ABBREVIATIONS

- CIDDC** – Center for Information and Documentation on Children’s Rights in Moldova  
**CNPAC** – National Center for Preventing Child Abuse  
**DfES** – Department of Education and Science  
**FCHP** – Fallon Community Health Plan  
**MPSFC** – Ministry of Social, Family and Child Protection  
**OMS** – World Health Organization  
**ONU** – United Nations  
**UNICEF** – United Nations International Children’s Emergency Fund

## CONCEPTUAL GUIDELINES OF RESEARCH

### Topicality and Importance of Topic Addressed

The 21<sup>st</sup> century is characterized by the increase in aggressiveness and violence at the global, regional, community, institutional levels, generated by the challenges of the contemporary world: crises, wars, propaganda, extremism, etc.

In this context, the issue of aggressiveness and violence has become a priority for several international organizations: the United Nations, the World Health Organization, UNICEF, the Council of Europe, etc.

The issue of aggressiveness and violence is broadly addressed in practically all European countries, including Romania and the Republic of Moldova. Here we can talk about the first national study „Violence in School”, conducted by the Institute of Education Sciences, Romania (2006). In 2007, the Romanian Ministry of Education developed the „Strategy on Reducing Phenomenon of Violence in Schools”. The second report developed by the Institute of Education Sciences in 2018 entitled the „Non-Violent Learning Environment for All Children”, which found that about 70% of all students have been subjected to violence or have been involved in a situation of violence.

In the Republic of Moldova, the problem of violence in schools is also in the sights of the government. In 2014, the Strategy for Child Protection 2014-2024 and the *„Instructions on Intersectoral Cooperation Mechanism for Identifying, Assessing, Referring, Assisting and Monitoring Child Victims and Potential Victims of Violence, Neglect, Exploitation and Trafficking”* were developed and approved (Government Decision no. 270 of April 8, 2014). In 2022, the *Methodology on Prevention and Combating of Bullying* was approved (Ministry of Education and Research (MER) Order No. 1024 of 13.10.2022). The analysis of these documents shows that about 75% of children have been subjected to various forms of violence: psychological, physical. And 60% of graduates have been involved in a violent situation.

In all policy documents referring to combating violence in school, but also in society in general, it is found that violence and aggressiveness undermine health, emotional well-being, the ability to learn and socialize. In other words, aggressiveness, violence and, first of all, bullying, have negative consequences on the development and socialization of the student. In this context, a contradiction is identified between the insistent promotion of policies to prevent and reduce aggressiveness and violence in school at all levels and the alarming increase of this phenomenon in educational institutions. This contradiction generates several problems, including scientific ones: *what are the theoretical and methodological approaches to preventing and reducing violence and aggressiveness, such as bullying, in educational institutions?*

## **Description of Situation in Research Field**

The existence of the problem of preventing and reducing bullying-type aggressiveness in educational institutions is also confirmed by the analysis of the situation and scientific approaches in this regard.

The problem of bullying became the subject of several researches only in the 1980s, at first in Norway and Sweden, then in Finland, Great Britain, Canada, Australia, USA. At the current stage, this problem is an important one in most countries of the world, including Romania and the Republic of Moldova. The first scientific works on the problem of bullying were written by D. Olwens [26], P. Stephenson and D. Smith [30], A. Charach [23].

In the last two to three decades, violence in educational institutions and, first of all, bullying, has been approached from different perspectives: sociological, pedagogical, psychological, etc., but also from the perspective of different aspects of manifestation of aggressiveness. Authors such as D. Dodge and T. Coie research the problem of aggressiveness, proactive and reactive, and A. Bandura, K. Kingsbury - have in mind instrumental aggressiveness and hostile aggressiveness, Meloy characterizes the manifestations of affective and possessive aggressiveness, etc.

Although in Romania the problem of aggressiveness and especially bullying as an object of investigation have appeared in recent years, nevertheless in the past there have been attempts to approach aggressiveness taking into account historical contexts: S. Radulescu, D. Bănciu [20], C. Paunescu [16], C. Neamțu [15], etc. And at the current stage the problem of preventing and reducing aggressiveness in school, including bullying, is addressed by several Romanian researchers: C. Gradinaru [10], C. Balan [1-6].

As C. Balan states, „The majority of research in Romania remains psychological, the sociological paradigm has been addressed in few studies and much fewer are in the field of pedagogy” [6]. The paper *Violence in School Environment*, written by D. Sălăvăstru [22] emphasizes that civic education can represent a form of education for tolerance, because it forms everyday skills of respecting human rights, harmonizes the individual in a group, encourages the assumption of responsibilities in the community, active tolerance oriented towards each other. In this paper, D. Sălăvăstru identified social factors of school violence: the economic situation, the weakness of control mechanisms, social inequalities, education, the lack of cooperation of institutions involved in education. The work *Violence in School*, carried out by M. Jigău and other authors [12], describes for the first time a faithful image of the size of this phenomenon at the level of the entire education system, indicating a high incidence of cases of school violence, in especially student-student, student-teacher, teacher-student violence, in the school space itself and in the

space close to educational units alike. The work *Violent Youth, Violent Categories of Schoolchildren or Violent Schools?*, highlights that victimization (bullying) is one of the ways in which social marginalization occurs among students, that the aggressor student often comes from a middle class environment.

In the Republic of Moldova, research on the issue of aggressiveness and school violence is linked to remarkable researchers, V. Bodrug-Lungu [7], A. Potâng & I. Botnari [17], E. Losîi [13], I. Racu [18], etc. Also important are the reports and articles edited within the framework of publications of institutions involved in the prevention of violence, in its various forms and manifestations: *Who protects me?*, 2007 (publication of the National Center for the Prevention of Child Abuse); *Opinions and Perceptions on Domestic Violence and Child Abuse. Ecological Study Within OMNIBUS Research Framework*, 2018; *Report on Children from Moldova for UN Committee on Child's Rights*, 2016; *Child Protection from Violence in Educational Institution. Collection of Normative Acts*, 2017.

Awareness of the intensity of the phenomenon of school violence and the consequences it produces has also generated concerns from non-governmental organizations that have tried to address the phenomenon. The approaches have been local, contextualized, and generally tangential to the problem of bullying in school.

It is worth mentioning that in recent years, more and more scientific works have appeared on the issue of bullying focused on concrete examples. Thus, R. Hayes and C. Herbert in 2011 published the work „Rising Above Bullying” [25] which contains a number of case studies of children who have suffered the experience of very serious bullying. Another book written by Diana and Victoria Webster „So Many Everests” [31], where they described the harassment of their daughter in school.

It should be noted that there is little research that addresses the problem of bullying in high school education, forms of manifestation, dimensions and determining factors, but also the absence of strategies and models for preventing and reducing this phenomenon.

Therefore, **the research problem** is that of bullying in school and the substantiation of theoretical and praxiological approaches to prevent and reduce this phenomenon, ensuring in this sense a favorable school/ psychological climate, inclusive for all students.

**Research object:** the process of preventing and reducing bullying-type aggressiveness in high school educational institutions.

The purpose of the research consists in the theoretical and praxiological substantiation of preventing and reducing bullying-type aggressiveness in high school educational institutions.

**Research objectives:**

1. Analysis of pedagogical, psychological and social approaches regarding bullying-type aggressiveness in educational institutions;
2. Establishing the psychopedagogical and social factors and conditions of preventing and reducing bullying-type aggressiveness in educational institutions;
3. Substantiation of a multidimensional concept of preventing and reducing bullying-type aggressiveness in high school educational institutions;
4. Development and substantiation of a Program for the prevention and reduction of bullying-type aggressiveness in high school educational institutions;
5. Development of a curriculum for continuous training of teachers for the prevention and reduction of bullying-type aggressiveness in high school educational institutions;
6. Experimental validation of the Program for the prevention and reduction of bullying-type aggressiveness in high school educational institutions.

**Research hypothesis:** The process of preventing and reducing bullying-type aggressiveness in high school institutions will be effective under the conditions of an inter-related approach (social, psychological and pedagogical) to the bullying phenomenon and a multidimensional approach to the process of preventing and reducing bullying-type aggressiveness in high school institutions (family - school - community).

**Epistemology of the scientific research**

The research focuses on theories, principles, laws, concepts regarding the bullying phenomenon and ways to prevent and reduce this phenomenon from a social, psychological and pedagogical perspective, but also on the provisions of educational policy documents at the international and national levels:

- Psychological theories: attachment theory (John Bowlby, Mary Ainsworth, Mary Main), instinctual theories of aggressiveness (K. Lorenz, R. Andreg), dispositional theory;
- Social/psychosocial theories: socialization theory (A. Bandura), Social justice theory (G. Turner);
- Pedagogical theories: theory of moral development (L. Kuhelberg); cognitive theories (J. Piaget, J. Bruner, D. Zilman and others);
- Biological theories (Z. Freud, K. Lorenz, R. Dawkins);
- Ecological model of U. Bronfenbrenner;
- Theory of school climate (R.A. Astur, J. Cohen);
- Comprehensive approach to bullying by D. Olweus.

### **Methods applied in the research:**

- Theoretical-analysis, synthesis, generalization and systematization, scientific documentation;
- Empirical-questioning, document analysis, pedagogical experiment;
- Statistical-mathematical data processing.

**The validation of scientific results** was ensured by the application of relevant methods, the objectivity of data recording and their statistical processing using SPSS programs.

### **The novelty and originality of research** lies in:

- Addressing the problem of bullying-type aggressiveness in educational institutions as a determining phenomenon: a) pedagogical, psychological and social, b) contextual and individual.
- Defining bullying as an aggressive behavior that involves the desire to harm someone intentionally and repeatedly is a harmful action of unbalanced and incorrect use of power/force that brings satisfaction to the aggressor and a feeling of intimidation on the part of the victim, who cannot defend himself/herself.
- Developing a taxonomy of pedagogical, biological, psychological, social theories regarding the phenomenon of bullying and the ways of applying them in substantiating praxiological approaches to prevent and reduce bullying in school.
- Structuring the student profile: 1) aggressor (dominant, reactive, instrumental, passive), highlighting specific psychological, social and individual features; 2) the victim (passive, provocative, accidental), highlighting specific psychological, social and individual features.
- Generalization and development of strategies for the prevention and reduction of hierarchically ranked bullying-type aggressive behaviors (individual level, class level, school level, family level and community level), but also those generated by the expected purposes and individual and contextual needs for the prevention and reduction of this phenomenon.
- Substantiation of the multidimensional concept of prevention and reduction of bullying-type aggressive behaviors, focused on a system of general, pedagogical, psychological, social and contextual principles.
- Substantiation and development of a complex Program for the prevention and reduction of bullying-type aggressive behaviors in high school educational institutions, focused on pedagogical, psychological, social and managerial interventions, for the evaluation and monitoring of this process.

- Designing a Curriculum for the continuous training of teachers and school psychologists from the perspective of developing competences to prevent and reduce aggressive bullying behaviors in educational institutions.

**The important scientific problem solved in the research** is objectified by the results obtained regarding the efficiency of the prevention process and the reduction of bullying-type aggressiveness in high school educational institutions, based on theoretical and praxiological foundations relevant to the general approach of the research.

**The theoretical significance of the research** consists of:

- Development of theoretical approaches regarding bullying-type aggressiveness with new concepts and provisions specific to the manifestation of bullying in high school education: development of the definition of "bullying" in the general structure of the phenomenon of aggressiveness; specification and expansion of aggressive behaviors specific to bullying; interpretation of the conditions and interconnected factors that generate the emergence of the phenomenon of bullying in educational institutions.
- Development of theoretical approaches (conceptualization) regarding the prevention and reduction of bullying-type aggressiveness in high school education institutions: a) interconnection of pedagogical, psychological and social approaches; b) contextual and individual approach to the phenomenon; c) three-dimensional approach: family-school-community;
- Conceptualization of praxiological approaches to prevent and reduce bullying-type aggressiveness in high school education institutions;
- Correlation of strategies for preventing and reducing bullying in school with forms and severity of the manifestation of bullying-type aggressiveness by high school students;
- Defining and training the competences of bullying prevention and reduction for teachers;
- Transferring bullying prevention and reduction competences in schools in different contexts, including new contexts related to information technologies, etc.

**The applied value of research:**

- The theoretical results of the research can be applied in the development of various institutional strategies and programs to reduce and prevent bullying-type aggressiveness at all levels of the education system;
- The practical results can be applied in practice in the process of preventing and reducing bullying-type aggressiveness in high schools in Romania and the Republic of Moldova, but also in other countries through contextualized transfer;
- The theoretical and practical results can be applied in the initial and continuous training of teachers, managers and educational psychologists/counselors.

### **Approval of results**

The scientific and practical value of the research results was confirmed at national and international conferences, workshops and continuing professional training activities for teachers, managers and psychologists. At the same time, the approval of the results was confirmed by the publication of scientific articles in specialized journals.

**The implementation of results** was carried out in high schools in Romania: Industrial High School of Construction and Machinery, Astra Theoretical High School, Cantacuzino Theoretical High School, Arges County.

**Publications on topic:** The research results are reflected in **11** publications, including: **5** scientific articles published in specialized journals: „STUDIA UNIVERSITATIS MOLDAVIAE” Journal, *Education Sciences* Series, Category B and the „Didactica Pro...” Educational Theory and Practice Journal and **6** scientific articles published following communications at national and international conferences, as follows: International Scientific Conference „Perspectives and Problems of Integration in the European Research and Education Area”, Partea 2 Ed., June 3, 2022, „Bogdan Petriceicu Haşdeu” State University of Cahul; National Scientific Conference with International Participation „Integration Through Research and Innovation”, dedicated to the International Day of Science for Peace and Development, November 10-11, 2022, Moldova State University; National Scientific Conference with International Participation „Integration Through Research and Innovation”, dedicated to the International Day of Science for Peace and Development, November 9-10, 2023, Moldova State University; The Sixth International Conference on Adult Education „Education for Peace and Sustainable Development”, November 9-11, 2023, Moldova State University; National Scientific Conference with International Participation „Integration Through Research and Innovation”, dedicated to the International Day of Science for Peace and Development, November 7-8, 2024, Moldova State University and National Scientific Conference with International Participation „Integration Through Research and Innovation”, dedicated to the International Day of Science for Peace and Development, November 6-7, 2025, Moldova State University.

### **Thesis volume and structure**

The thesis content includes an introduction, three chapters, general conclusions, recommendations, bibliographies **137** titles and **3** appendices. The thesis volume includes **145** pages, basic text, **24** figures and **43** tables.

**Keywords:** aggressiveness, bullying, violence, deviance, bullying prevention, bullying reduction, pedagogical, psychological and social conditions.

## THESIS CONTENTS

The **Introduction** describes the topicality, relevance and importance of the research problem, as well as the purpose of the research, the objectives, the novelty and originality of the research, the theoretical and practical value of the investigation. At the same time, the research hypothesis is formulated, the problem solved and the research methods, the implementation and approval of the research results are established.

In **Chapter 1 *Theoretical Framework: Prevention and Reduction of Bullying-Type Aggressiveness in Educational Institutions***, the theoretical approaches to aggressiveness, the pedagogical, psychological and social approaches to bullying-type aggressiveness, as well as the theoretical and experiential coordinates for the prevention and reduction of bullying-type aggressiveness in educational institutions are analyzed.

In the specialized literature, we find a number of notions/terms that in one way or another reflect the meaning of aggressiveness: deviant behavior, school violence, bullying. Most authors believe that the difficulty of formulating a unitary definition of aggressiveness is related to the complexity of the manifestation of this phenomenon. It is obvious that the delimitation of the concept of these notions will create more objective premises to build a more efficient mechanism for preventing and reducing the phenomenon of violence/aggressiveness, including bullying. It is known that both violence and aggressiveness and bullying are deviations from the norms established in the given society. This deviation from social norms/ rules characterizes deviant behavior. Deviance has acquired dominant social and legal meanings.

S. Radulescu defines violence as “any social conduct and any social act that is different from the general behaviors and actions of the members of a society and that risks, through this difference, provoking hostile reactions or sanctions from the community. Deviance is a concept that encompasses multiple behaviors of the individual categorized as deviances in relation to the social norm” [20].

Aggressiveness is still a deviation from social, moral, behavioral norms, but similar to other human traits, it is a dynamic and complex behavior, which is based on biological mechanisms and the social environment. In this context, N. Mitrofan defines aggressiveness as „any form of conduct intentionally directed towards objects, persons or oneself, in order to cause prejudice, injury, destruction and damage” [14].

Research on the issue of violence and aggressiveness has highlighted a specific form of manifestation of aggressiveness – bullying. This concept was first introduced into psychopedagogical theory and practice by D. Olwens in 1978. He wrote that a student is bullied when he/she is repeatedly and over time exposed to negative actions from one or more students.

Bullying is one of the most complex forms of aggressive behavior and violence. It is characterized as that aggressive, intentional behavior, intended to cause suffering and which

always involves an imbalance of power and strength between the aggressor and the victim and manifests itself repetitively, regularly, in a group of children [2].

In the literature, bullying is defined as: a form of aggressiveness [27]; a form of violence [29]; a form of oppression [28; 24] or a group process in which students are involved in initiating, exacerbating, maintaining and, sometimes, reconciling aggressive behavior. We recall the definition formulated by W.M. Craig and D.J. Pepler (2007), bullying is „a repeated form of aggressiveness, physical or verbal, directed at a person or group of people, in which there is a difference in power” [24].

**Table 1.1. Definitions of Bullying Concept [9]**

<b>Authors</b>	<b>Aggressiveness-Definitions</b>
Dan Olweus [OLWEUS, D. Bullying at school: What we know and what we can do.	Bullying is intentional, repeated aggressive behavior that imposes an imbalance of power and creates an atmosphere of fear, intimidation, and emotional distress.
National Center for Bullying Prevention	Bullying is the repeated use of verbal, physical, or other forms of power or force by one or more people to intimidate, hurt, discredit, or execute someone else.
World Health Organization	Bullying is intentional and repeated negative behavior that causes emotional, physical or social harm to a person or group of people who cannot adequately defend themselves against this behavior.
American Psychological Association	Bullying is deliberate, intentional, and repeated negative behavior that involves power over another more vulnerable person and causes emotional or physical distress.
The US Government's Platform for Combating Bullying Stop.Bullying.gov	Bullying is aggressive and repeated behavior that involves an imbalance of power and creates a hostile and intimidating environment for the person targeted.
American Academy of Pediatrics stgove@aap.org	Bullying is aggressive, unwanted behavior among school-aged children that involves a real or perceived power imbalance.
Centers for Disease Control and Prevention (USA)	Bullying is any aggressive behavior(s) by a young person or group of young people who are not siblings or are not in a romantic relationship and that involves an observed or perceived power imbalance and is repeated multiple times, or is likely to be repeated.
Department for Education, London (2017)	Bullying is the behavior of an individual or group, repeated over time, that intentionally harms another individual or group, physically or emotionally... Many experts argue that bullying involves an imbalance of power between the aggressor and the victim.
Dankmeijer/ European Anti-Bullying Network (2017)	People are bullied when they are regularly exposed to acts of aggressiveness, with the implicit or explicit motivation to increase/decrease social status and when they find it difficult to defend themselves, for individual, social or cultural reasons.

Bullying is a complex and destructive social phenomenon, with devastating consequences for students in high school. It is defined as aggressive, intentional and repeated behavior, which involves an imbalance of power between the aggressor and the victim. This behavior can manifest itself in the form of intimidation, harassment, social exclusion or physical or verbal violence [9].

A comprehensive approach to bullying and ways to prevent and reduce this phenomenon involves the analysis and exploitation of several theories in this regard.

The etymology of bullying is studied from different perspectives: psychological, social, pedagogical, etc., generating the emergence of several theories and concepts on this phenomenon. Conventionally, these theories and concepts can be structured into psychological, social, pedagogical, etc. Although the concepts and techniques that will be analyzed are very difficult to place in a category, because they substantiate „bullying” from different points of view, in the complex of different factors. The predominantly psychological theories include: attachment theory, behavior modeling theory, frustration-aggressiveness theory, impulse control theory, dispositional theory, instinctual theory of bullying.

The social/ psychosocial theories include: socialization theory, social learning theory, social justice theory, ecological theory.

The pedagogical theories include: moral development theory, cognitive and learning theories, attitude formation theories, etc. In our presentation of theories referring to bullying, we will focus on the most complex ones and on the possible ways of transferring them to the methodological and praxiological area. Although it should be noted that the complexity and diversity of theories, on the one hand, provide a reference framework for researching the problem of bullying, on the other hand, makes this process difficult.

The manifestation of aggressiveness, including bullying, depends largely on the personality of the student, in this case, the high school student, and social, pedagogical, psychological, biological factors.

D. Sălăvăstru (2004) focuses his approach to the phenomenon of bullying on the analysis of social factors that include: the economic situation, social inequality, the crisis of social values, low educational results, lack of cooperation of institutions involved in education [21].

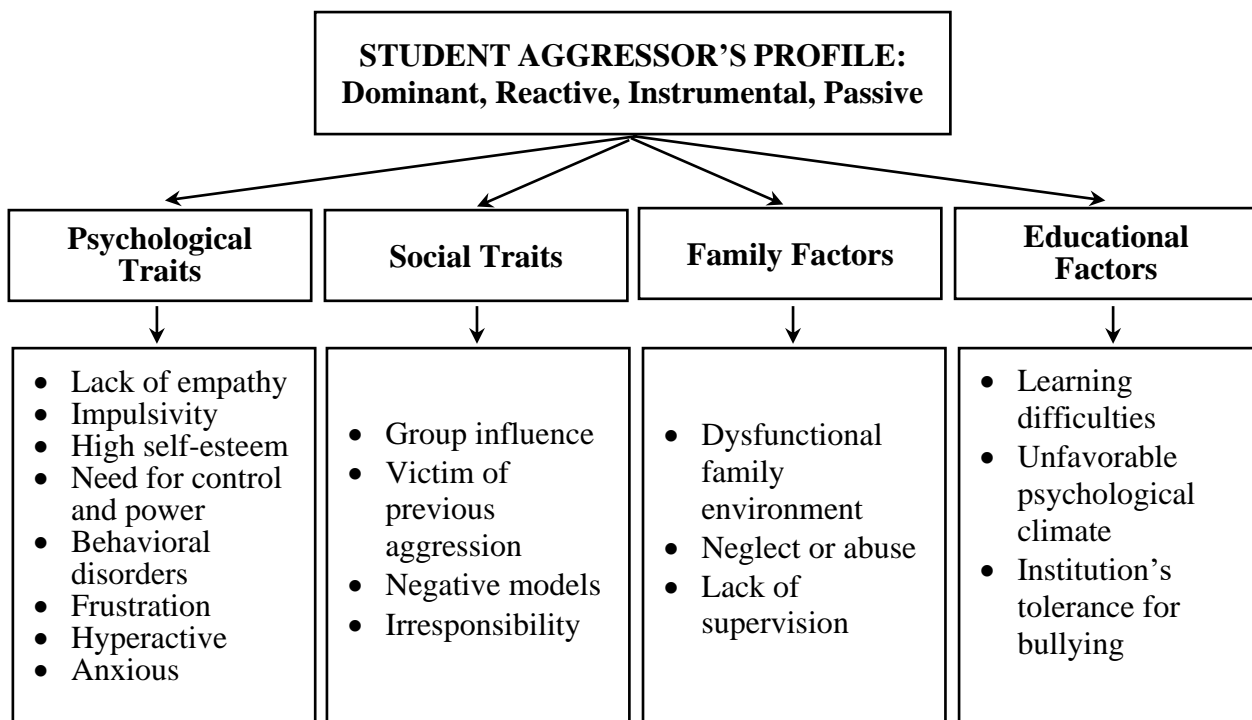
I. Radu [19] highlights factors such as the lack of democratic exercise, the weakening of the authority of the state and of structures committed to respecting the law, freedom of the media, etc.

A similar view is held by E. Debarbieux, who includes in the set of factors that cause bullying - lower status and poverty, community disorganization, the presence of drugs, students' exposure to violence and racism. He emphasizes factors related to other students (involved in various criminal groups) and community environmental factors and the structure of school groups: demographic and community contextual structure [8].

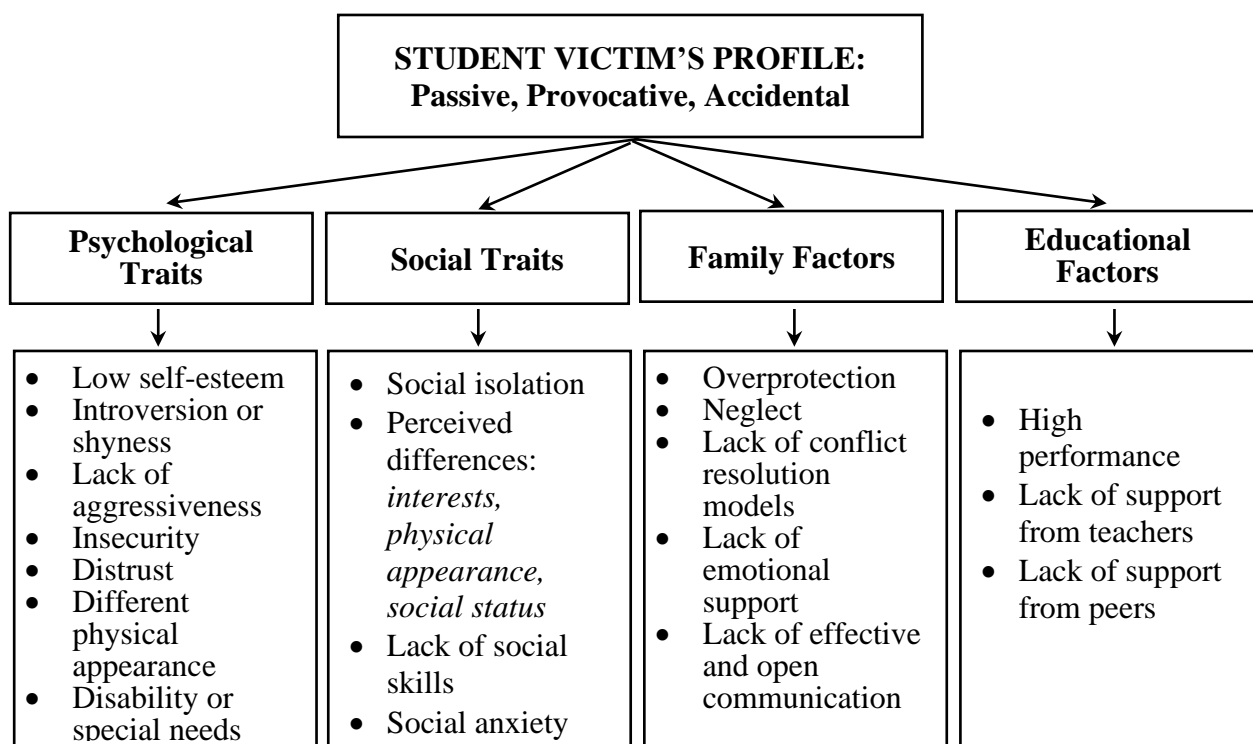
Based on the factors that cause aggressiveness and the characteristics of the aggressor and the victim, we structured the profile of the aggressor and the victim.

Therefore, the profile of the student aggressor may vary depending on the context, but there are certain traits and factors that frequently appear in the case of students involved in aggressive

behaviors, including bullying. These can be grouped into several categories, including psychological, social and family aspects. It is from these perspectives that we can structure the profile of the student aggressor (see Figure 1.1).



**Figure 1.1. Student Aggressor's Profile** (source: elaborated by the author)



**Figure 1.2. Student Victim's Profile** (source: elaborated by the author)

The profile of the student victim may include certain traits and factors that make some students more vulnerable to acts of aggressiveness. It is important to note that no personal or contextual trait justifies aggressiveness, and the blame belongs exclusively to the aggressor. However, understanding the common characteristics of victims can become an important landmark in developing a concept for preventing and reducing aggressive bullying behavior in educational institutions (*see* Figure 1.2).

The factors that cause student aggressiveness largely also generate different forms of aggressiveness, including bullying.

**Table 1.2. Bullying Aggressiveness Forms** (*source:* elaborated by the author)

	<b>Direct</b>	<b>Indirect</b>
<i>Physical</i>	Physical assault, hitting, spitting, kicking, slapping, tripping, throwing stones, destroying personal property, stealing personal belongings, threatening with a weapon, touching or attempting to rape	Inducing a person to assault another person
<i>Verbal</i>	Insulting, name-calling, insulting, humiliating, threatening, sarcasm	Convincing another person to insult someone, slander, racial slurs, spreading false rumors, gossiping, manipulating friendships
<i>Non-Physical</i>	Obscene gestures, teasing, humiliating, grimacing, teasing, sticking out tongue, winking.	Moving and hiding personal belongings, intentional exclusion from group or activities, rejection, social marginalization, discrimination, ostracization.
<i>Non-Verbal</i>		

This analysis of the types and forms of manifestation of bullying-type aggressiveness is not exhaustive and leaves room for further study. At the same time, the diversity of the forms and types of bullying-type aggressiveness characterized offers opportunities to establish mechanisms for preventing, reducing and managing this phenomenon.

In **Chapter 2, *Conceptual and Methodological Framework for Preventing and Reducing Bullying-Type Aggressive Behavior in High School***, the multi-aspect concept of preventing and reducing bullying-type aggressive behavior in high school is theoretically substantiated and the methodological approach to achieving this process is presented.

The conceptualization of preventing and reducing aggressiveness and violence in educational institutions focuses on three dimensions: international and national policies for preventing and reducing bullying-type aggressiveness; current approaches to the concept of bullying and ways to prevent and reduce this phenomenon; international and national experiences

in the field, which at the same time constitute psychopedagogical and social conditions for this process.

Based on the provisions of international and national policies, we explored the concepts and guidelines regarding the prevention and reduction of school aggressiveness, in this case, bullying. From this perspective, we deduced a set of ***principles regarding the conceptualization of the prevention and reduction of bullying-type aggressiveness:***

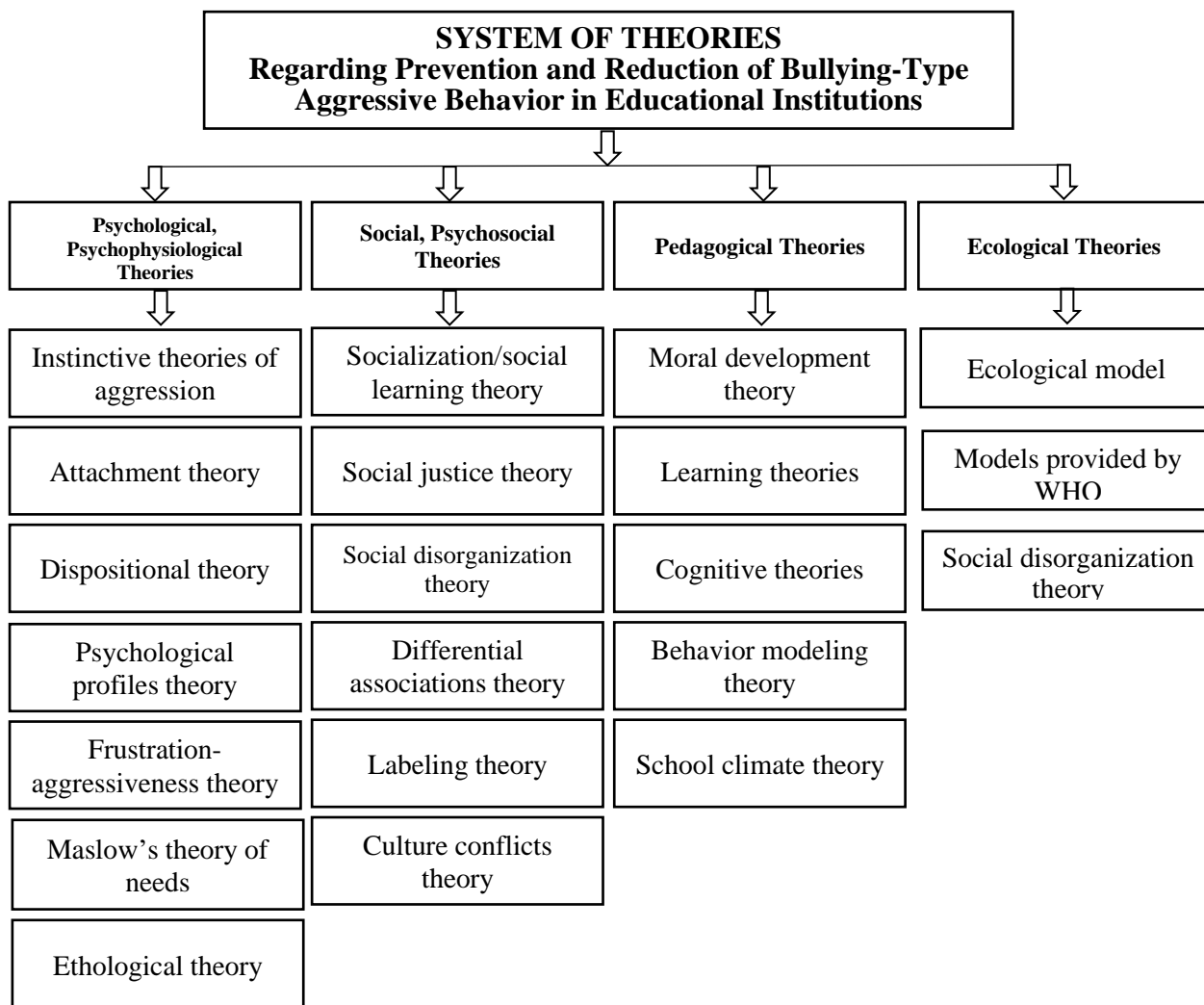
- *the principle of focusing on the prevention of bullying-type aggressiveness;*
- *the principle of consensus and partnership between structures involved in the design of strategies for the prevention and reduction of bullying-type aggressiveness;*
- *the principle of humanistic orientation in the prevention and reduction of bullying-type aggressiveness;*
- *the principle of integrating the attention given to victims in the design and implementation of strategies for the prevention and reduction of bullying-type aggressiveness;*
- *the principle of creating a psychological climate within the educational institution, within the classroom as an important factor in the prevention and reduction of school bullying-type aggressiveness;*
- *the scientific principle regarding the approach to the problem of the prevention and reduction of school bullying-type aggressiveness.*

From the perspective of the last principle, bullying is approached as a social, psychological, pedagogical, economic, etc. phenomenon. There are a large number of definitions of bullying, which emphasize one or more characteristics of this phenomenon (*see Chapter I*).

In the research we try to generalize different definitions of bullying and to formulate our own definition as an important element of our concept of prevention and reduction of bullying-type aggressiveness in educational institutions.

*Bullying is an aggressive behavior that involves the desire to harm someone repeatedly, it is a harmful action of unbalanced and incorrect use of power/ force that brings satisfaction to the aggressor and a feeling of oppression on the part of the victim, who cannot defend himself/herself [9].*

The concept of prevention and reduction of bullying-type aggressive behavior is based on a system of theories that directly or indirectly determine the efficiency of this process.



**Fig.2.1. Taxonomy of Theories Regarding Prevention and Reduction of Bullying in School**  
(source: elaborated by the author)

These relevant theories and opinions emphasize the importance of school involvement in addressing bullying and in creating a safe and respectful environment for all students. By implementing appropriate strategies and programs, schools can play a crucial role in preventing and reducing the incidence of bullying and in promoting healthy relationships between students.

The phenomenon of aggressiveness and bullying-type aggressiveness is viewed as destructive and violent behavior directed at people, behavior that aims to harm or offend others. Aggressiveness as mentioned above is viewed from several perspectives: *ethological, psychological, social, pedagogical*.

*The ethological framework* approaches aggressiveness as a characteristic of the animal world. In animals, aggressiveness usually manifests itself in situations of danger. It is found that within human beings aggressiveness has evolved from an innate trait to destructive and violent behavior formed.

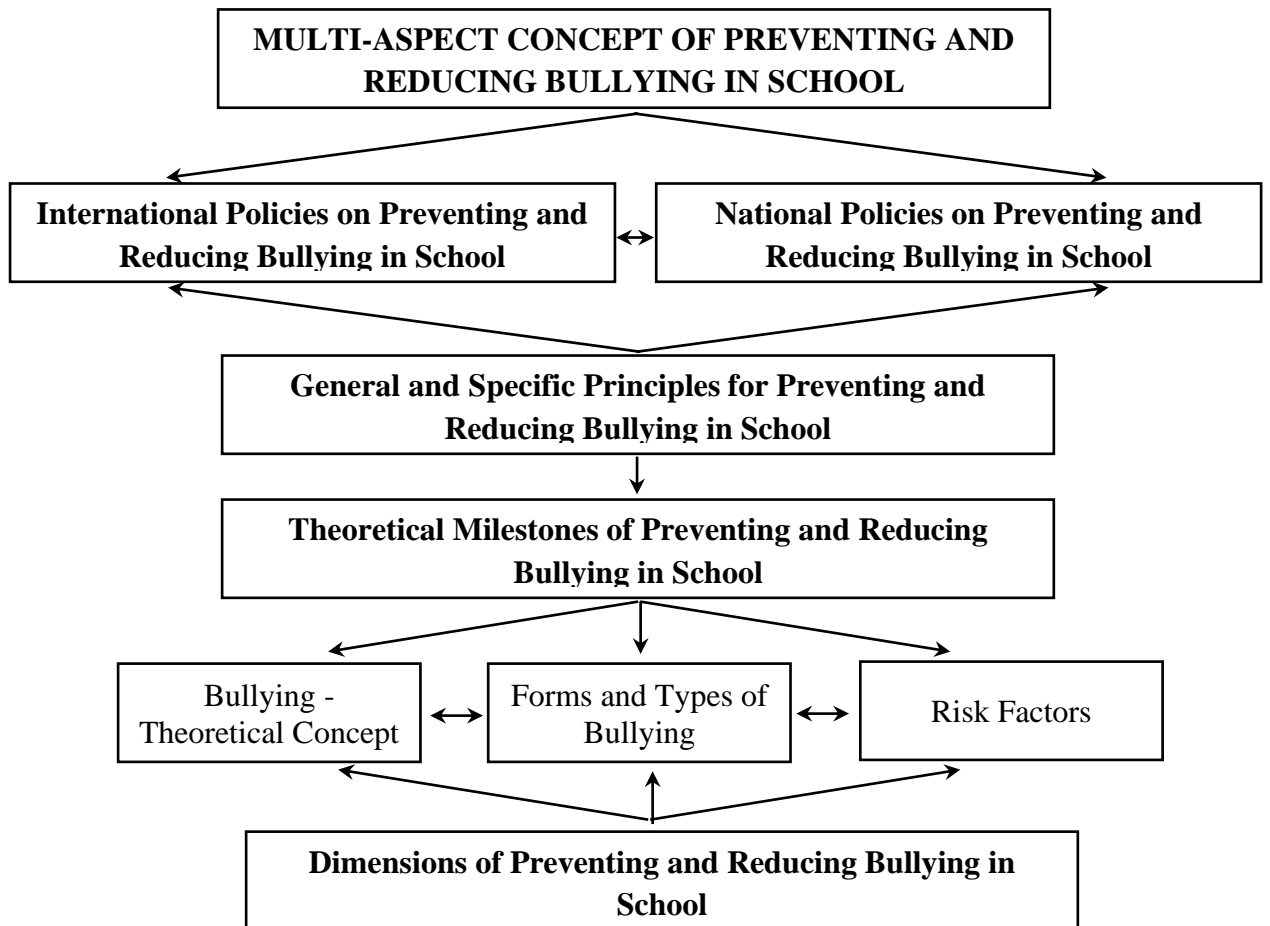
***The psychological framework*** approaches the problem of aggressiveness as a response to frustration. Aggressiveness cannot occur that does not have frustration as a motivational motive. Aggressive behavior can be generated motivationally by forming states of anger in people. Aggressiveness manifests itself in different forms; verbal; physical, emotional, social.

***The social framework*** approaches aggressiveness as a situation of interaction and an action through which prejudices are brought to others (physical, moral, social). A. Bandura founded the theory of learning aggressiveness, according to which aggressive behavior is learned in different contexts and through different ways, the class of students and the unhealthy psychological climate can be sources that promote aggressiveness in students.

***The pedagogical framework*** approaches the problem of aggressiveness from the perspective of prevention, reduction in the case of the existence of this phenomenon. Most researchers of aggressiveness and violence in school emphasize the prevention of aggressiveness and violence which can be achieved in three forms:

- *primary prevention*: the teaching framework emphasizes the functions of the class of students, the formation of a positive attitude towards each student, the formation of self-confidence. In general, creating psychological balance in the classroom is the most effective way to prevent aggressiveness and violence in students.
- *secondary prevention*: school psychologists, social workers, and competent authorities are involved in resolving cases of aggressiveness by specific students and eliminating the causes that led the student(s) to engage in that behavior.
- *tertiary prevention*: direct support offered to students who exhibit aggressive behavior, including bullying.

Therefore, the multifaceted approach to bullying and the prevention and reduction of this phenomenon allowed us to identify and present in an interconnected manner constitutive components (*see* Figure 2.2).

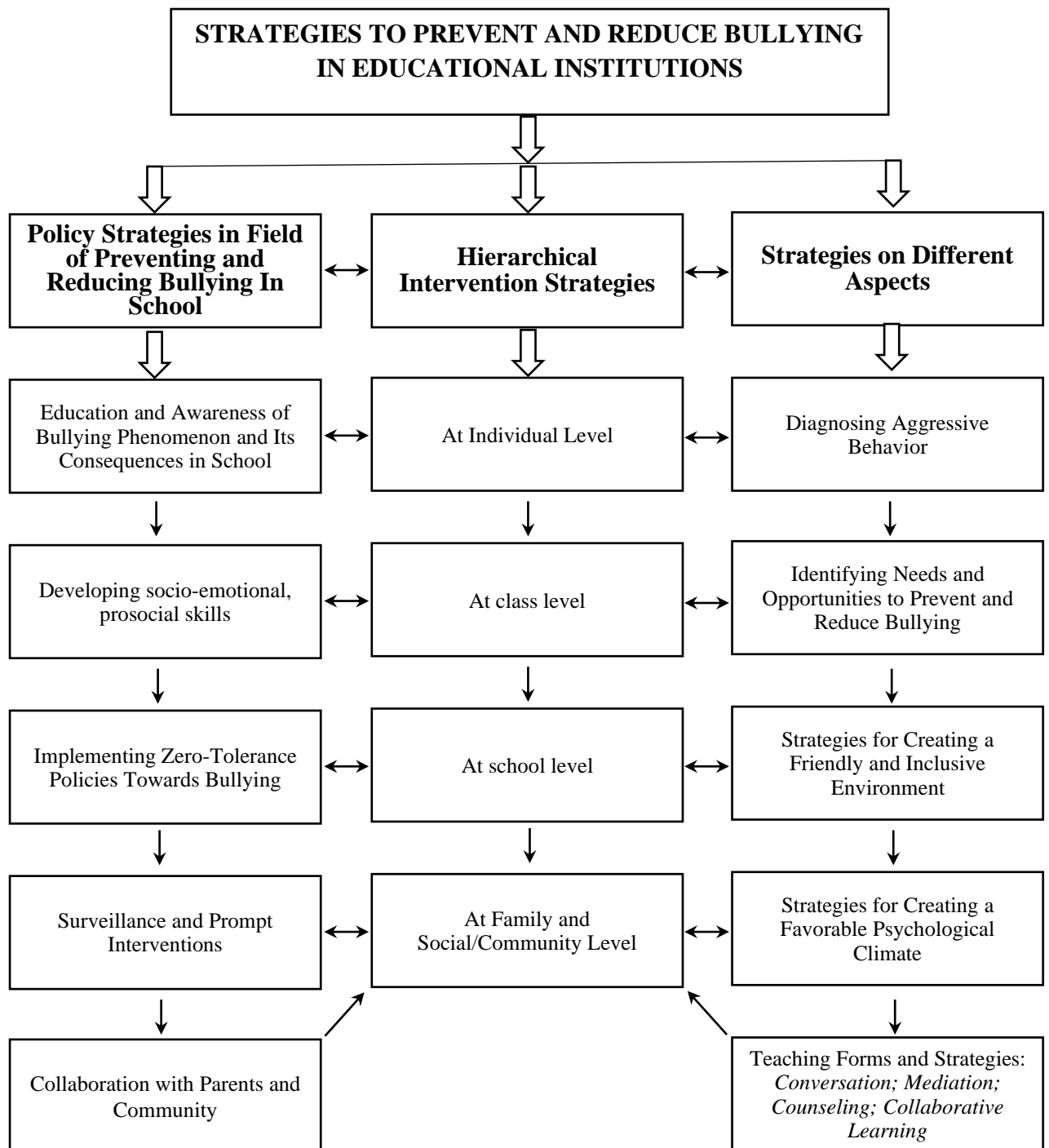


**Fig.2.2. Constituent Components of Multi-Aspect Concept of Preventing and Reducing Bullying-Type Aggressive Behavior in Educational Institutions**

*(source: developed by the author)*

Each component in the given structure has its function and is in correlation with the other components. The components International Policies and National Policies have generated a system of general principles regarding the prevention and reduction of bullying in school, which in turn have generated a system of theoretical benchmarks regarding bullying and the prevention and reduction of this phenomenon: the definition of bullying as a specific form of manifestation of aggressiveness; forms and types of bullying, risk factors. The component dimensions of the prevention and reduction of bullying in school - family, school, community appear in two guises as factors that cause student aggressiveness and as a factor for preventing and reducing this phenomenon.

The praxiological component of the prevention and reduction of aggressive bullying behavior involves a system of strategies, presented in Figure 2.3.



**Fig.2.3. System of Strategies for Preventing and Reducing Bullying in School**

(source: developed by the author)

These action strategies can be structured in two directions:

- *The informative-formative and preventive direction* at the level of the educational institution and at the class level, which has as its object of intervention students, teachers, parents and aims to raise awareness of the consequences of acts of aggressiveness such as bullying.

*The direction of identifying* students at risk and applying the respective intervention strategies.

In **Chapter 3, *Experimental Approach Regarding Prevention and Reduction of Aggressive Bullying Behavior in High School Educational Institutions***, the design of the pedagogical experiment is presented, the stages and content of the pedagogical experiment are described in detail, and the results obtained within the pedagogical experiment are analyzed.

The pedagogical experiment was carried out in: high schools in Romania: 1) Industrial High School of Machine Construction, Pitesti, Arges County; 2) Theoretical High School „Ion Cantacuzino”, Pitesti, Arges County; 3) Theoretical High School „ASTRA”, Pitesti, Arges County.

The experiment was attended by: 120 students and 32 teachers.

The initial diagnosis of the level of manifestation of bullying-type aggressiveness in high school educational institutions, but also of the perception of this phenomenon by the subjects involved in the research took place in accordance with the following variables:

1. variables regarding the teachers' perception of the severity of bullying-type aggressiveness and the reaction towards aggressors and victims;
2. variables regarding the manifestation of violent behaviors in the school environment (students' perception);
3. variables regarding the frequency of acts of violence in the school environment (teachers' perception);
4. variables regarding the influence of the psychological climate of the school/class on bullying-type aggressiveness in high school educational institutions;
5. variables regarding the efficiency of methods and techniques for preventing and reducing bullying-type aggressiveness in educational institutions.

The organization of the formative experiment on preventing and reducing bullying-type aggressiveness involves the achievement of two general objectives:

1. Continuous training of teachers and school psychologists from experimental high schools from the perspective of preventing and reducing bullying-type aggressive behavior of high school students, with the aim of developing specific mediation and counseling competences for students involved and not involved in acts of aggressiveness.
2. Training students in prosocial behaviors within the classroom, school and outside of school.

The continuing professional training program on preventing and reducing bullying-type aggressiveness includes the following topics: the concept and specifics of bullying-type aggressive behavior, the characteristics of the aggressor and victims, the factors that generate aggressive behavior in high school students, the consequences of bullying, the competences necessary for

teachers and psychologists to prevent and reduce bullying, strategies for preventing and reducing bullying-type aggressiveness in high school educational institutions with reference to aggressors and victims.

The student training program includes a set of activities regarding: initiation into the issue of bullying among students, self-knowledge and personal development, training of prosocial skills of knowledge and self-esteem, conflict resolution, etc.

Below we present some results obtained at *the pre-experimental* and *post-experimental* stages according to some variables.

**Table 3.1. Perception of Aggressiveness Gravity by Teachers and Psychologists**

Type of Aggressiveness	Pre-Experiment			Post-Experiment		
	<i>very serious</i>	<i>serious</i>	<i>somewhat serious</i>	<i>very serious</i>	<i>serious</i>	<i>somewhat serious</i>
Physical aggressiveness	65.62%	28.13%	6.25%	74.25%	20.25%	5.50%
Verbal aggressiveness	73.75%	13.12%	9.12%	89.75%	7.25%	3.00%
Relational aggressiveness	75%	18.75%	6.25%	76.50%	20.25%	3.25%

The comparative analysis of the data obtained from the application of the respective questionnaire – the item perception of the seriousness of acts of aggressiveness at the pre-experiment and post-experiment stages allows us to observe:

1. The number of teachers who perceive physical aggressiveness as very serious has increased from 65.62% to 74.25%, and the number of teachers who perceive physical aggressiveness as somewhat serious has decreased from 6.50% to 5.50%.
2. The number of teachers who perceive verbal aggressiveness as very serious has also increased from 73.75% to 89.75%, and the number of teachers who perceive verbal aggressiveness as „somewhat serious” has decreased from 7.25% to 3%.
3. The number of teachers who perceive relational aggressiveness as very serious has increased insignificantly from 75% to 76.50%. At the same time, the number of teachers who perceive relational aggressiveness as „somewhat serious” decreased, from 6.25% to 3.25%. It should be noted that the number of teachers who perceive aggressiveness as „serious” did not deviate significantly from the pre-experimental and post-experimental stages. The exception is their perception of verbal aggressiveness as „serious”, from 13.12% to 7.25%. Most teachers moved from this group of respondents to the group that assessed verbal aggressiveness as very serious, noting the psychological impact of the act of aggressiveness on the victim.

**Table 3.2. Probability of Reaction to Aggressor Involved in Acts of Aggressiveness**

Type of Aggressiveness	Pre-Experiment					Post-Experiment				
	<i>very serious</i>	<i>likely</i>	<i>somewhat likely</i>	<i>undecided</i>	<i>unlikely</i>	<i>very serious</i>	<i>likely</i>	<i>somewhat likely</i>	<i>undecided</i>	<i>unlikely</i>
<b>Physical aggressiveness</b>	35.25%	28.13%	6.25%	18.75%	15.62%	45%	34.25%	8.25%	12.75%	0%
<b>Verbal aggressiveness</b>	56.25%	9.37%	28.12%	6.25%	0%	67.27%	15.25%	6.50%	1.0%	0%
<b>Relational aggressiveness</b>	37.5%	28.12%	25%	9.37%	0%	55.7%	35%	6.50%	1.0%	0%

**Table 3.3. Probability of Reaction to Victim Involved in Acts of Aggressiveness**

Type of Aggressiveness	Pre-Experiment					Post-Experiment				
	<i>very serious</i>	<i>likely</i>	<i>somewhat likely</i>	<i>undecided</i>	<i>unlikely</i>	<i>very serious</i>	<i>likely</i>	<i>somewhat likely</i>	<i>undecided</i>	<i>unlikely</i>
<b>Physical aggressiveness</b>	28.12%	15.62%	6.25%	53.12%	3.12%	54%	15.75%	8.25%	30.25%	0%
<b>Verbal aggressiveness</b>	84.37%	6.25%	6.25%	0%	6.25%	86.30%	6.0%	6.30%	0%	4.0%
<b>Relational aggressiveness</b>	68.75%	6.25%	9.37%	15.62%	0%	79.75%	8.25%	12%	0%	0%

The comparative analysis of the data obtained from the application of the respective questionnaire – the item reaction towards the aggressor involved in the act of aggressiveness and the item – reaction towards the victim involved in the act of aggressiveness allowed us to observe and formulate the following:

1. The number of teachers and psychologists who noted that they would very likely get involved in the act of aggressiveness with reference to the aggressor increased from 31.25 – pre-experimental stage to 45 – post-experimental stage (physical aggressiveness), from 56.25% to 67.25% (verbal aggressiveness), from 37.5% to 57.5% (relational aggressiveness). The number of teachers who stated that they would probably get involved in the act of aggressiveness: physical, verbal and relational in different forms also increased. The number of undecided teachers and those who would not get involved in the act of aggressiveness significantly decreased.
2. The number of teachers who will be involved in the act of aggressiveness with reference to the victim has also increased, very likely – from 28.12% to 54% (physical aggressiveness), from 84.37% to 86.30% (verbal aggressiveness), from 68.75% to 79.75% (relational aggressiveness).

And the last presentation of the results of the student and teacher survey is related to identifying the influence of the psychological climate of the class/school on the prevention and reduction of aggressive bullying behavior in high school educational institutions.

Statistical analysis performed based on Wilcoxon Signed Ranks. The test results are presented in the following Tables 3.4 and 3.5.

**Table 3.4. Psychological Climate in Classroom Vs. Prevention and Reduction of Aggressive Behavior in High Schools** (questionnaire for students)

	How do you think the psychological climate of the classroom ensures your safety and emotional support, post	Do you feel comfortable communicating with colleagues, post	How do you think cohesion and collaboration between students ensure positive behavior, post	How do you think the psychological climate of the classroom favors interpersonal relationships, post	How do you think the psychological climate is inclusive for all students, post	How do you think the psychological climate of the classroom can positively influence the aggressive behavior of students, post	How do you think the aggressive behavior of some students in the classroom negatively influences the psychological climate, post
Z	-,365 <sup>b</sup>	-,816 <sup>b</sup>	0,748	0,844	0,484	-,365 <sup>b</sup>	-,447 <sup>b</sup>
p	0,017	0,041	0,031	0,028	0,022	0,047	0,025

**Table 3.5. Psychological Climate in Classroom Vs. Prevention and Reduction of Aggressive Behavior in High Schools** (questionnaire for teachers)

	How do you think the psychological climate of the classroom ensures the safety of students, post	How do you think the students in that class feel comfortable communicating with each other, post	How do you think cohesion and collaboration between students ensure positive behavior, post	How do you think the psychological climate of the classroom favors interpersonal relationships, post	How do you think the psychological climate is inclusive for all students, post	Apply for mechanisms to improve the psychological climate regarding the prevention and reduction of student aggressiveness, post	The aggressive behavior of some students negatively influences the psychological climate of the class, post
Z	-0,489 <sup>b</sup>	-,577 <sup>c</sup>	-0,576 <sup>b</sup>	-,272 <sup>c</sup>	1,433 <sup>b</sup>	-1,342 <sup>d</sup>	-1,244 <sup>b</sup>
p	0,031	0,048	0,028	0,049	0,028	0,018	0,038

It is worth mentioning that at the post-experimental stage, both students and teachers changed their views on the role of the psychological climate in preventing and reducing aggressive behaviors in high schools. Statistical data show that the changes are significant.

The comparative analysis and generalization of the results obtained in the two stages of the pedagogical experiment (pre-experiment and formative post-experiment) show that the manifestations of aggressive behaviors in experimental high schools considerably reduce their frequency, and the Program for the Prevention and Reduction of Aggressive Behaviors, including Bullying, has positive effects on high school students, teachers involved in this process, but also on the psychological climate in the respective classes.

With reference to students, the manifestations of aggressive behaviors in the school environment have reduced in relation to various indicators; With reference to teachers, their aggressive behavior towards students decreased from 5.83% to 3.5%, the number of teachers who perceive physical and verbal aggressiveness as serious and very serious increased, which generated their more active involvement in the process of preventing and reducing aggressive behavior in experimental high schools. With reference to the psychological climate of the high school class, following the training of prosocial and psychosocial behaviors of students, as well as psychopedagogical counseling of students involved in acts of aggressiveness, and following the continuous training of teachers involved in the experiment, the psychological climate of high school classes improved, became friendlier, more inclusive, safer, more favorable for communication and relationships.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

1. The logic of the given research generated the need to define and achieve a correct classification of the notion of bullying in the diversity of meanings related to this concept: violence, aggressiveness, deviant behavior, it is found difficult to formulate a unanimously accepted definition due to the complexity of this type of aggressive behavior and the numerous forms of manifestation. We now start from the analysis of several approaches and definitions of bullying-type aggressive behavior and have proposed our own definition that contains a basic characteristic - repeated harassment. Bullying is an interaction in which the aggressor repeatedly manifests aggressive behavior with the initiative to cause suffering to the victim.
2. Analysis of different theories regarding aggressive behavior from different perspectives: 1) linguistic (constitutional theories, biochemical theories, ethological theories); 2) psychosocial (personality theory, frustration-aggressiveness theory, social learning theory); 3) sociological (ecological theories, theory of associations of differences, theory of conflict of cultures, theory of ethnicities), led to the identification of the benchmarks that formed the basis of our concept of prevention and reduction of bullying-type aggressiveness in high school educational institutions.

3. Starting from the theories presented according to which students are in permanent interactions in different contexts and at different levels, we identified risk factors generating aggressive behaviors: Individual characteristics of the aggressor and the victim, family, school, society. Knowledge of the interaction of these factors creates premises for establishing mechanisms for preventing and reducing aggressive behaviors and bullying.
4. The analysis of the research problem in the context of the respective theories and as a risk factor allowed us to establish that aggressiveness in general and that of bullying represent the result of the interconditioning of risk factors with the particularities of manifestation of bullying-type aggressiveness in high school students, but also the result of internal (school) and external (family, community) influences.
5. The analytical framework of the phenomenon of bullying-type aggressiveness and the ways to prevent and reduce this phenomenon has become a benchmark for the conceptualization of combating bullying in school: the definition of bullying, principles of preventing and reducing bullying in school, the factors and conditions that determine the prevention and reduction of the phenomenon. The concept of preventing and reducing bullying is a multi-aspect and multidisciplinary theoretical construct that includes the school, the family, the community and is open to development and adaptation in relation to constantly changing contexts.
6. The praxiological approach to combating bullying-type aggressiveness in high school educational institutions represents the applicative coordinate of the theoretical concept achieved through the development and experimental implementation of the Program for preventing and reducing bullying-type aggressiveness in high school educational institutions. The content of the Program can be extrapolated to other contexts of the education system in Romania and the Republic of Moldova, as well as other countries.
7. The pedagogical experiment in the research represents a dimension and a way (method) of validating the concept and the Program for preventing and reducing bullying-type aggressiveness in high school educational institutions. The experiment evaluated: the level of manifestation of aggressiveness in high school students; the attitude of teachers towards aggressors and victims; the intervention reactions of teachers in acts of aggressiveness, etc. The participation of teachers in continuous training brought about positive changes in several aspects: the perception of the seriousness of physical, verbal and relational aggressiveness; a deeper understanding of the phenomenon of bullying; the identification of strategies for preventing and reducing aggressive behaviors in the form of bullying relevant to the contexts and individual characteristics of the aggressor and the victim. And the participation of students in special training led to the prevention and reduction of acts of aggressiveness in experimental high schools.
8. Therefore, the way in which the theoretical/ conceptual component was presented, the value of the references used, the praxiological approach of the research will contribute to increasing the awareness and involvement of teachers, parents, and decision-makers in the educational system regarding the seriousness and consequences of acts of aggressiveness.

9. Through the prism of the results obtained and based on the theoretical and praxiological values produced in the research, **the important scientific problem** that resides in identifying ways to prevent and reduce bullying in high school educational institutions is solved by approaching analytical, conceptual, methodological, and experimental approaches.

**10. Personal contributions:**

- (1) The originality of the research lies in the multi-aspect and multi-factorial approach to the problem of bullying-type aggressiveness in high school educational institutions and in the redefinition of this phenomenon from a biological, psychological, social and educational perspective, in the conceptual framing of the term bullying in the set of related notions and their clear determination, thus eliminating the terminological confusions used in educational practice.
- (2) It falls within the personal contribution and the comparative analysis of current research in the field of bullying, reflecting the aspects: risk factors, theories of aggressiveness, forms of manifestation of bullying-type aggressiveness, diagnosing bullying-type aggressive behavior.
- (3) A personal contribution is the substantiation of the multi-aspect concept of preventing and reducing aggressive behavior of high school students: conditions, factors, principles, strategies. The respective concept represents a value framework that develops the theory of preventing and reducing bullying-type aggressiveness in educational institutions.
- (4) Another personal contribution concerns the identification of empirically tested research instruments in high schools in Romania. This instrument measures not only the perceived severity and teacher relationships towards the aggressor and the victims of aggressiveness, but also searches for the frequency of acts of aggressiveness in high school educational institutions.
- (5) We consider that a major contribution, along with the concept approached and substantiated, concerns the development of the Program for the prevention and reduction of aggressive bullying-type behaviors in high school educational institutions. The program is developed in accordance with the conceptual and methodological provisions for the prevention and reduction of aggressive bullying-type behavior in high school educational institutions and is aimed at training teachers, students and parents from the perspective of preventing bullying in school.
- (6) We consider as a personal contribution the concept of selecting and applying strategies to prevent and reduce bullying in school in relation to the individual characteristics of the subjects involved in the act of aggressiveness, risk factors and real contexts in which another act of aggressiveness occurs.
- (7) Elaboration of the Curriculum on the prevention and reduction of bullying in school of a new generation for teachers and trainers.

## 11. Research Limitations

Some limitations were also outlined in the research:

- The complexity of the problem reduced the possibility of more effectively involving parents and the community in the research, as they are important factors in preventing and reducing bullying in school.
- High school teachers are not directly responsible for preventing and reducing aggressive behavior among students.
- High schools in rural areas were not included in the research.

12. The research results generate the following **recommendations** and **research directions** for future.

✓ ***Recommendations at the level of educational policies:***

- Introduction of the objective of preventing and reducing aggressiveness in school as a priority objective in educational policy documents.
- Organization of scientific research at the national level regarding the state and reduction of aggressiveness in educational institutions.

✓ ***Recommendations for teachers, psychologists and school counselors:***

- Highlighting the systemic professional training of teachers, counselors and school psychologists on the prevention and reduction of aggressive behaviors in educational institutions.
- Involving teachers, psychologists and school counselors in the development and implementation of strategies and Programs to combat aggressiveness in school.
- Stimulating teachers, psychologists and school counselors on active participation in combating the phenomenon of aggressiveness in school.

✓ ***Recommendations for high school students:***

- Requesting counseling in risky situations;
- Active participation in activities related to the issue of bullying;
- Including students in various personal development projects and training in prosocial competences.

✓ ***Recommendations for parents:***

- Participation in achieving the family-school partnership, including in the dimension of preventing and reducing aggressive behaviors of students.
- Including parents in various trainings on preventing and reducing aggressive behaviors in school.
- Involving parents in the development of Programs for preventing and reducing aggressiveness in school.

13. **Further research directions** on the issue of bullying are multiple:

- examining students' perceptions and reactions towards aggressors and victims;
- the role of high school students in causing the prevention and reduction of acts of aggressiveness;
- the role of sports in preventing and reducing acts of aggressiveness;
- diversifying educational forms and strategies for preventing and reducing acts of aggressiveness;
- interpersonal communication as a factor in preventing and reducing aggressiveness, etc.

These recommendations and research directions for the future come to support policies for preventing and reducing aggressive behaviors such as bullying in educational institutions.

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## ADNOTARE

Georgescu Ioana-Corina „*Condiții pedagogice și sociale de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal*”.

Teză de doctor în științe ale educației, Chișinău, 2026

**Structura tezei:** adnotări în două limbi, introducere, trei capitole, concluzii generale și recomandări, bibliografie 137 surse, 3 anexe, 145 pagini, 24 figuri, 43 tabele. Rezultatele au fost publicate în 11 articole.

**Cuvinte-cheie:** agresivitate, bullying, violență, devianță, prevenirea bullying-ului, diminuare a bullying-ului, condiții pedagogice și sociale.

**Obiectul cercetării:** procesul de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal.

**Scopul cercetării** constă în fundamentarea teoretică și praxiologică a prevenirii și diminuării agresivității de tip bullying în instituțiile de învățământ liceal.

**Obiectivele cercetării:** analiza abordărilor pedagogice, psihologice și sociale privind agresivitatea de tip bullying în instituțiile de învățământ; stabilirea factorilor și condițiilor psihopedagogice și sociale ale prevenirii și diminuării agresivității de tip bullying în instituțiile de învățământ; fundamentarea unui concept tridimensional de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal; elaborarea și fundamentarea unui program de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal; elaborarea unui planning formativ în vederea pregătirii cadrelor didactice și manageriale pentru prevenirea și diminuarea agresivității de tip bullying în instituțiile de învățământ liceal; validarea experimentală a Programului de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal.

**Ipoteza cercetării:** Procesul de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal va fi eficient în condițiile abordării inter-conexe (sociale, psihologice și pedagogice) a fenomenului de bullying și abordării tridimensionale a metodologiei de prevenire și diminuare a agresivității de tip bullying în instituțiile de învățământ liceal (familie – școală – comunitate).

**Noutatea și originalitatea cercetării** rezidă în: abordarea problemei de agresivitate de tip bullying în instituțiile de învățământ ca fenomen determinant: a) pedagogic, psihologic și social, b) contextual și individual; definirea bullyingului ca un comportament agresiv care implică dorința de a face rău cuiva în mod intenționat și repetat, este o acțiune vătămătoare de utilizare dezzechilibrată și incorectă a puterii/ forței care aduce satisfacție agresorului și sentimentul de exprimare din partea victimei, care nu poate să se apere; elaborarea unei taxonomii ale teoriilor pedagogice, psihologice, biologice, sociale, privind fenomenul bullyingului și a modalităților de aplicare ale acestora în fundamentarea demersurilor praxiologice de prevenire și diminuare a bullyingului în școală; structurarea profilului elevului: a) agresor (dominant, reactiv, instrumental, pasiv), evidențiind trăsături specifice psihologice, sociale și individuale; b) victima (pasivă, provocatoare, accidentală), evidențiind trăsături specifice psihologice, sociale și individuale; generalizarea și dezvoltarea unor strategii de prevenire și diminuare a comportamentelor agresive de tip bullying ierarhizate (nivel individual, nivel al clasei, nivel al școlii, nivel familial și al comunității), dar și cele generate de finalitățile preconizate și nevoile individuale și contextuale de prevenire și diminuare a acestui fenomen; fundamentarea conceptului multidimensional de prevenire și diminuare a comportamentelor agresive de tip bullying, axat pe un sistem de principii generale, pedagogice, psihologice, sociale și contextuale; fundamentarea și elaborarea unui Program complex privind prevenirea și diminuarea comportamentelor agresive de tip bullying în instituțiile de învățământ liceal, axat pe intervenții pedagogice, psihologice, sociale și manageriale, de evaluare și monitorizare a acestui proces; conceperea unui Curriculum pentru formarea continuă a cadrelor didactice și a psihologilor școlari din perspectiva formării competențelor de prevenire și diminuare a comportamentelor agresive de tip bullying în instituțiile de învățământ.

**Problema științifică importantă soluționată** în cercetare este obiectivitatea de rezultatele obținute privind eficientizarea procesului de prevenire și diminuarea a agresivității de tip bullying în instituțiile de învățământ liceal, având la bază fundamente teoretice și praxiologice relevante demersului general al cercetării.

**Semnificația teoretică a cercetării** constă în: dezvoltarea demersurilor teoretice privind agresivitatea de tip bullying cu noi concepte și prevederi specifice manifestării bullyingului în învățământul liceal: dezvoltarea definiției de „bullying” în structura generală a fenomenului de agresivitate; precizarea și extinderea comportamentelor agresive specifice bullyingului; interpretarea condițiilor și a factorilor în interconexiune care generează apariția fenomenului de bullying în instituțiile de învățământ; dezvoltarea demersurilor teoretice (conceptualizarea) privind prevenirea și diminuarea agresivității de tip bullying în instituțiile de învățământ liceal: a) interconexiunea abordărilor pedagogice, psihologice și sociale; b) abordare contextuală și individuală a fenomenului; c) abordare tridimensională: familie-școală-comunitate; conceptualizarea demersurilor praxiologice de prevenire și diminuarea a agresivității de tip bullying în instituțiile de învățământ liceal; corelarea strategiilor de prevenire și diminuarea a bullyingului în școală cu forme și gravitatea manifestării agresivității de către elevi-liceeni; definirea și formarea competențelor de prevenire și diminuare a bullyingului la manageri și cadrele didactice; transferul competențelor de prevenire și diminuare a bullyingului în școală în diferite contexte, inclusiv în contexte noi, legate de tehnologii informaționale etc.

**Valoarea aplicativă a cercetării:** rezultatele teoretice ale cercetării pot fi aplicate în elaborarea diferitor strategii și programe instituționale de diminuare și prevenire a agresivității de tip bullying la toate nivelurile sistemului de învățământ; rezultatele practice în mod real pot fi aplicate în procesul de prevenire și diminuare a agresivității de tip bullying în licee din România și Republica Moldova, dar și în alte țări prin transfer contextualizat; rezultatele teoretice și practice pot fi aplicate în formarea inițială și continuă a cadrelor didactice, manageriale și a psihologilor educaționali.

**Aprobarea rezultatelor:** Valoarea științifică și practică a rezultatelor cercetării a fost confirmată în cadrul conferințelor naționale și internaționale în cadrul lucrului în ateliere, în cadrul workshopurilor și activităților de formare profesională continuă a cadrelor didactice, a managerilor și a psihologilor. Totodată, aprobarea rezultatelor s-a confirmat prin publicarea articolelor științifice în reviste de specialitate.

**Implementarea rezultatelor** s-a realizat în liceele din România: Liceul industrial de Construcții și Mașini, Liceul teoretic Astra, Liceul Teoretic Cantacuzino, județul Argeș, România.

## ANNOTATION

### Georgescu Ioana-Corina “*Psycho-Pedagogical and Social Conditions for Preventing and Reducing Bullying-Type Aggressiveness in High School Educational Institutions*”.

PhD Thesis in Education Sciences, Chisinau, 2026

**Thesis Structure:** annotations in two languages, introduction, three chapters, general conclusions and recommendations, bibliography with 137 sources, 3 appendices, 145 pages, 24 figures, 43 tables. The results were published in 11 articles.

**Keywords:** aggressiveness, bullying, violence, deviance, bullying prevention, bullying reduction, pedagogical, psychological and social conditions.

**Research Object:** the process of preventing and reducing bullying-type aggressiveness in high school education institutions.

The **research purpose** is to provide a theoretical and praxiological foundation for preventing and reducing bullying-type aggressiveness in high school educational institutions.

**Research Objectives:** analysis of pedagogical, psychological and social approaches to bullying-type aggressiveness in education institutions; establishment of psychopedagogical and social factors and conditions for preventing and reducing bullying-type aggressiveness in education institutions; substantiation of a three-dimensional concept for preventing and reducing bullying-type aggressiveness in high school education institutions; development and substantiation of a program for preventing and reducing bullying-type aggressiveness in high school education institutions; development of a training plan for training teaching and management staff to prevent and reduce bullying-type aggressiveness in high school education institutions; experimental validation of the Program for preventing and reducing bullying-type aggressiveness in high school education institutions.

**Research Hypothesis:** The process of preventing and reducing bullying-type aggressiveness in high school education institutions will be effective under the conditions of an inter-related approach (social, psychological and pedagogical) to the bullying phenomenon and a three-dimensional approach to the methodology for preventing and reducing bullying-type aggressiveness in high school education institutions (family - school - community).

**The novelty and originality of the research** lies in: addressing the problem of bullying-type aggressiveness in educational institutions as a determining phenomenon: a) pedagogical, psychological and social, b) contextual and individual; defining bullying as an aggressive behavior that involves the desire to harm someone intentionally and repeatedly, is a harmful action of unbalanced and incorrect use of power/force that brings satisfaction to the aggressor and a sense of expression on the part of the victim, who cannot defend himself/herself; developing a taxonomy of pedagogical, psychological, biological, social theories regarding the phenomenon of bullying and the ways of applying them in substantiating praxiological approaches to prevent and reduce bullying in school; structuring the student profile: a) aggressor (dominant, reactive, instrumental, passive), highlighting specific psychological, social and individual traits; b) victim (passive, provocative, accidental), highlighting specific psychological, social and individual traits; generalization and development of strategies for the prevention and reduction of hierarchically ranked aggressive bullying behaviors (individual level, class level, school level, family level and community level), but also those generated by the expected purposes and individual and contextual needs for the prevention and reduction of this phenomenon; substantiation of the multidimensional concept of the prevention and reduction of aggressive bullying behaviors, focused on a system of general, pedagogical, psychological, social and contextual principles; substantiation and development of a complex Program for the prevention and reduction of aggressive bullying behaviors in high school educational institutions, focused on pedagogical, psychological, social and managerial interventions, for the evaluation and monitoring of this process; design of a Curriculum for the continuous training of teachers and school psychologists from the perspective of developing competences for the prevention and reduction of aggressive bullying behaviors in educational institutions.

**The important scientific problem** solved in the research is the objectivity of results obtained regarding the efficiency of process for preventing and reducing bullying-type aggressiveness in high school education institutions, based on theoretical and praxeological foundations relevant to the general approach of research.

**The theoretical significance of research** consists of the following: the development of theoretical approaches regarding bullying-type aggressiveness with new concepts and provisions specific to the manifestation of bullying in high school education: development of the definition of "bullying" in the general structure of aggressiveness phenomenon; specification and expansion of aggressive behaviors specific to bullying; interpretation of the conditions and interconnected factors that generate the occurrence of the phenomenon of bullying in education institutions; the development of theoretical approaches (conceptualization) regarding the prevention and reduction of bullying-type aggressiveness in high school education institutions: a) interconnection of pedagogical, psychological and social approaches; b) contextual and individual approach to the phenomenon; c) three-dimensional approach: family-school-community; the conceptualization of praxiological approaches to prevent and reduce bullying-type aggressiveness in high school education institutions; the correlation of strategies to prevent and reduce bullying in school with the forms and severity of aggressiveness by high school students; the definition and training of bullying prevention and reduction competences for managers and teachers; the transfer of bullying prevention and reduction competences in school in different contexts, including new contexts related to information technologies, etc.

**Applicative Value of Research:** the theoretical results of research can be applied in the development of different institutional strategies and programs to reduce and prevent bullying-type aggressiveness at all levels of the education system; the practical results can be applied in a real way in the process of preventing and reducing bullying-type aggressiveness in high schools in Romania and the Republic of Moldova, but also in other countries through contextualized transfer; the theoretical and practical results can be applied in the initial and continuous training of teachers, managers and educational psychologists.

**Approval of Results:** The scientific and practical value of research results was confirmed at national and international conferences during the work in workshops and activities of continuous professional training of teachers, managers and psychologists. At the same time, the approval of results was confirmed by the publication of scientific articles in specialized journals.

**The implementation of results** was carried out in high schools in Romania: Industrial High School of Construction and Machinery, Astra Theoretical High School, Cantacuzino Theoretical High School, Argeş County, Romania.

## АННОТАЦИЯ

### **Жеоржеску Иоана-Корина, «Педагогические и социальные условия профилактики и снижения агрессии типа буллинг в учебных заведениях».**

**Диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2026**

**Объем и структура работы:** аннотации на двух языках, введение, три главы, общие выводы и рекомендации, библиография 137 источников, 3 приложения, 145 страниц, 24 рисунка, 43 таблица. Результаты были опубликованы в 11 статьях.

**Ключевые слова:** агрессия, буллинг, насилие, девиантное поведение, профилактика агрессии, снижение агрессии, педагогические, психологические и социальные условия.

**Объект исследования:** процесс профилактики и снижения агрессии типа буллинг в образовательных учреждениях - лицеях.

**Целью исследования:** разработка теоретических и праксиологических основ профилактики и снижения агрессии типа буллинг в лицейских образовательных учреждениях.

**Задачи исследования:** анализ педагогических, психологических и социальных подходов к противодействию агрессии в образовательных учреждениях; установление психолого-педагогических и социальных факторов и условий профилактики и снижения агрессии буллингового типа в образовательных учреждениях; создание трехмерной концепции предотвращения и снижения агрессии типа буллинга в средних учебных заведениях; разработка и обоснование программы по предупреждению и снижению агрессии типа буллинг в образовательных учреждениях; разработка плана обучения преподавательского состава и руководства по предотвращению и снижению агрессии, связанной с травлей, в средних учебных заведениях; экспериментальная проверка Программы профилактики и снижения агрессии типа буллинг в общеобразовательных учреждениях.

**Гипотеза исследования:** Процесс профилактики и снижения агрессии типа буллинг в лицеях будет эффективным при условии взаимосвязанного подхода (социального, психолого-педагогического) к феномену буллинга и трехмерного подхода к методологии профилактики и снижения агрессии типа буллинг в образовательных учреждениях (семья – школа – сообщество).

**Новизна и оригинальность исследования** заключается в: рассмотрении проблемы агрессии буллингового типа в образовательных учреждениях как детерминирующего явления: а) педагогического, психологического и социального, б) контекстуально-индивидуального; определяя травлю как агрессивное поведение, которое подразумевает намеренное и неоднократное желание причинить кому-либо вред; это вредоносное действие, заключающееся в неуравновешенном и неправильном использовании власти/силы, которое приносит удовлетворение агрессору и чувство самовыражения со стороны жертвы, которая не может защитить себя; разработка таксономии педагогических, психологических, биологических и социальных теорий относительно феномена травли и методов их применения при обосновании праксиологических подходов к предупреждению и снижению травли в школе; структурирование профиля учащегося: а) агрессор (доминирующий, реактивный, инструментальный, пассивный), выделение конкретных психологических, социальных и индивидуальных черт; б) жертва (пассивная, провокационная, случайная), выделяющая определенные психологические, социальные и индивидуальные особенности; обобщение и разработка стратегий по предотвращению и сокращению иерархически агрессивного буллингового поведения (на индивидуальном уровне, уровне класса, школы, семьи и сообщества), а также тех, которые порождаются ожидаемыми целями и индивидуальными и контекстуальными потребностями по предотвращению и сокращению этого явления; обоснование многомерной концепции профилактики и снижения агрессивного буллингового поведения, ориентированной на систему общих, педагогических, психологических, социальных и контекстуальных принципов; обоснование и разработка комплексной Программы профилактики и снижения агрессивного буллингового поведения в образовательных организациях старшей школы, ориентированной на педагогическое, психологическое, социальное и управленческое воздействие, оценку и мониторинг этого процесса; разработка учебной программы для непрерывного обучения учителей и школьных психологов с точки зрения развития навыков по предупреждению и снижению агрессивного буллинга в образовательных учреждениях.

**Важной научной проблемой,** решаемой в ходе исследования, является объективность полученных результатов относительно эффективности процесса профилактики и снижения агрессии типа буллинг в лицеях, основанная на теоретических и праксиологических основах, соответствующих общему подходу исследования.

**Теоретическая значимость исследования** состоит в: разработке теоретических подходов к изучению агрессии типа буллинг с учетом новых понятий и положений, характерных для проявления буллинга в условиях лицея: разработка определения понятия «буллинг» в общей структуре феномена агрессии; конкретизация и расширение агрессивного поведения, характерного для буллинга; интерпретация условий и взаимосвязанных факторов, обуславливающих возникновение феномена буллинга в образовательных учреждениях; разработка теоретических подходов (концептуализация) относительно профилактики и снижения агрессии типа буллинг в образовательных учреждениях: а) взаимосвязь педагогических, психологических и социальных подходов; б) контекстуальный и индивидуальный подход к явлению; в) трехмерный подход: семья-школа-сообщество; концептуализация праксиологических подходов к предотвращению и снижению агрессии типа буллинг в учебных заведениях; соотнесение стратегий профилактики и снижения уровня буллинга в лицее с формами и тяжестью агрессии, проявляемой старшеклассниками; определение и обучение навыкам предотвращения и снижения уровня буллинга для менеджеров и учителей; передача навыков по предотвращению и сокращению случаев буллинга в лицее в различных контекстах, включая новые контексты, связанные с информационными технологиями и т. д.

**Практическая ценность исследования:** теоретические результаты исследования могут быть применены при разработке различных институциональных стратегий и программ по снижению и предотвращению агрессии типа буллинга на всех уровнях системы образования; практические результаты могут быть применены в реальном процессе предотвращения и снижения агрессии типа буллинга в средних школах Румынии и Республики Молдова, а также в других странах посредством контекстуализированного переноса; теоретические и практические результаты могут быть использованы в начальной и непрерывной подготовке учителей, менеджеров и педагогов-психологов.

**Апробация результатов:** Научная и практическая ценность результатов исследования подтверждена на национальных и международных конференциях на семинарах, на тренингах и в рамках мероприятий по повышению квалификации педагогов, менеджеров и психологов. В то же время опробирование результатов было подтверждено публикациями научных статей в специализированных журналах.

**Внедрение результатов** проводилось в лицеях Румынии: Промышленный Лицей Строительства и Машиностроения, Теоретический Лицей Астра, Теоретический Лицей Кантакузино, уезд Арджеш, Румыния.

**GEORGESCU IOANA-CORINA**

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