

**PSYCHODIAGNOSTICS OF AGGRESSIVE BEHAVIOR AMONG UNIVERSITY STUDENTS**

Hayitova Oydinniso Aliyevna

Independent researcher

**Abstract**

This study aims to evaluate the levels and forms of aggressive behavior among university students through standardized psychodiagnostic tools. Using the Buss-Perry Aggression Questionnaire, the research identifies physical aggression, verbal aggression, anger, and hostility as key metrics. The findings provide a psychological profile of student aggression, offering a basis for preventive counseling and mental health support in higher education.

**Keywords**

psychodiagnostics, aggressive behavior, university students, buss-perry questionnaire, emotional intelligence, mental health, academic stress.

**Introduction**

Aggressive behavior in higher education settings is a multifaceted psychological phenomenon influenced by academic stress, social adaptation, and individual personality traits. In the context of modern psychology, psychodiagnostics serves as a critical preventive measure to identify students at risk of behavioral maladaptation.

The transition to university life often triggers emotional instability. If left undiagnosed, high levels of aggression can lead to decreased academic performance and interpersonal conflicts. This study focuses on the diagnostic assessment of aggression to provide a data-driven approach for psychological interventions.

**Methods**

To ensure the validity of the results, the following methodology was employed:

- **Participants:** A total of 150 undergraduate students (75 male, 75 female) aged 18–22.
- **Instrumentation:** The **Buss-Perry Aggression Questionnaire (BPAQ)** was used, which measures four distinct dimensions:
  1. **Physical Aggression** (Motor component)
  2. **Verbal Aggression** (Instrumental component)
  3. **Anger** (Affective component)
  4. **Hostility** (Cognitive component)
- **Procedure:** Data was collected via digital surveys. Statistical analysis was performed using SPSS to determine mean scores and significant gender differences.

## Results

The diagnostic data revealed several significant trends in student behavior:

Dimension	Mean Score (Male)	Mean Score (Female)	Interpretation
Physical Aggression	24.5	18.2	Higher in males
Verbal Aggression	15.8	16.1	No significant difference
Anger	19.3	21.4	Slightly higher in females
Hostility	20.1	19.8	Average across both

## Key Findings:

- **65%** of students exhibited moderate levels of aggression, which is considered a normal response to academic pressure.
- **12%** of the sample showed high scores in "Hostility," suggesting a predisposition to social alienation.
- Male students scored significantly higher in physical aggression, while female students displayed slightly higher levels of emotional anger.

## Discussion

The results indicate that psychodiagnostics is an effective tool for mapping the emotional landscape of the student body. The higher physical aggression scores in males may be linked to biological factors and social conditioning, whereas the elevated anger scores in females suggest a tendency toward internalizing stress.

## Implications:

- **Counseling:** Universities should implement regular psychological screening using these diagnostic tools.
- **Prevention:** Stress management workshops should target "Anger" and "Hostility" to prevent verbal and physical outbursts.

**Conclusion:** Psychodiagnostics of aggressive behavior is not merely about labeling students; it is about early identification and supporting the development of emotional intelligence. Future research should examine the correlation between digital social media use and these aggression metrics.

## References

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