



**UNIVERSITI PUTRA MALAYSIA**

***ANTISOCIAL PERSONALITY AND AGGRESSIVE BEHAVIOUR  
INTENTION AMONG SECONDARY SCHOOL CHILDREN  
IN MALAYSIA***

**CHIDIEBERE KELECHI DURU**

**FEM 2015 10**



**ANTISOCIAL PERSONALITY AND AGGRESSIVE BEHAVIOUR  
INTENTION AMONG SECONDARY SCHOOL CHILDREN  
IN MALAYSIA**

**By**

**CHIDIEBERE KELECHI DURU**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirement for the Degree of Doctor of Philosophy**

**May 2015**

## **COPYRIGHT**

All material contained within the thesis, including without limitation text, logos, icons, photographs, and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright© Universiti Putra Malaysia



## DEDICATION

THE FUTURE BELONGS TO THOSE WHO BELIEVE IN THE BEAUTY OF THEIR DREAMS  
(ROOSEVELT)

THIS THESIS IS DEDICATED TO MY BELOVED PARENTS AND MY BELOVED BROTHERS WHO TRUALLY BELIEVES IN MY DREAM AND WELL-BEING. AND TO THE MEMORIES OF MY LATE FATHER, GABRIEL CHINAKA, AND MY LATE BROTHER EMMANUEL IKECHUKWU. MAY THEIR SOULS REST IN PERFECT PEACE, AMEN.

*THANK YOU ALL.*



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment  
of the requirement for the degree of Doctor of Philosophy

**ANTISOCIAL PERSONALITY AND AGGRESSIVE BEHAVIOUR  
INTENTION AMONGST SECONDARY SCHOOL CHILDREN IN  
MALAYSIA**

By

**CHIDIEBERE KELECHI DURU**

**May 2015**

**Chairman: Associate Professor Ma'rof Redzuan, PhD**  
**Faculty: Human Ecology**

Although there is a literature related to children aggressive behaviour and its effects on adjustment and self-development, relatively little attention has been paid to the relationship between the factors that contributes to the explanation of aggressive behaviour. In line with this, the study examined the relationship between peer attachment, teacher attachment, antisocial personality, attitude to aggressive behavior, subjective norms to aggressive behaviors, perceived behavioural control and intention of aggressive behaviour. In addition, the study examined the mediating effect of subjective norms to aggressive behaviors, perceived behavioural control on the relationship between antisocial personality and aggressive behaviour among secondary school children in Selangor state, Malaysia.

In this study, data was collected from 426 respondents, and a multistage random sampling techniques was applied to select the respondents from six secondary schools in four districts in Selangor, Malaysia. Data was collected using structured questionnaires. The descriptive analysis, paired sample t-test, Pearson correlation, multiple linear regression and Sobel mediation test were analyzed using SPSS version 20.

The results of this study shown that, there is moderate level of peer attachment, teacher attachment, antisocial personality, attitude towards aggressive behavior, subjective norms to aggressive behaviors, perceived behavioural control, and aggressive behavior among secondary school children studied. Similarly, the result from paired sample t-test shows no significant difference in aggressive behaviour by gender, location, parental status, and age. However, there is significance difference in aggressive behaviour based on race. The result from Pearson correlation indicates that, there is a significant positive correlation between peer attachment and aggressive behavior; and a significant positive correlation between antisocial personality and aggressive behaviour. There is also a significant positive correlation between attitude to aggressive behaviour and aggressive behaviour. There is also a

significant positive correlation between subjective norms to aggressive behaviour and aggressive behaviour. However, the analysis shows that, there is a significant negative correlation between teacher attachment, perceived behavioural control and aggressive behaviour;

Furthermore, the results of the multiple linear regression analysis as a whole (which includes peer attachment, teacher attachment, antisocial personality, attitude to aggressive behavior, subjective norms to aggressive behavior and perceived behavioral control) is significant ( $F(6,419) = 18.267, p = .000$ ). This indicated that the slope of the estimated linear regression model line is not equal to zero. The result generated by the SPSS showed that, about 20.7% variance in aggressive behaviour was explained by the all the predictor variables entered into the regression model. The analysis shows that, the four independent variables were significantly contributed to aggressive behaviour.

The Sobel mediation test furthermore indicates that subjective norms to aggressive behaviour, perceived behavioural control mediates the relationship between antisocial personality and aggressive behaviour. Based on this result, the researcher concluded that, environment, peers socialization and influence in the school has leads to the real aggressive behaviour among secondary school children in Selangor, Malaysia. This study is in line with the previous literature by indicating that, school environment, influence of peers and socialization has the highest significant contribution to children aggressive behaviour. Moreover, some recommendations are forwarded to help secondary schools and families keep their environment free of aggressive behaviour.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PERSONALITI ANTISOSIAL DAN AGRESIF TINGKAH LAKU DALAM  
KALANGAN KANAK-KANAK SEKOLAH MENENGAH DI NEGERI  
MALAYSIA**

Oleh

**CHIDIEBERE KELECHI DURU**

**Mei 2015**

**Pengerusi: Profesor Madya Ma'rof Redzuan, PhD**  
**Fakulti: Ekologi Manusia**

Walaupun terdapat literatur yang berkaitan dengan tingkah laku agresif dan kesannya ke atas penyesuaian dan pembangunan diri kanak-kanak, namun kurang perhatian telah diberikan kepada perhubungan antara faktor-faktor yang menyumbang kepada penjelasan mengenai tingkah laku agresif. Selaras dengan itu, kajian ini meneliti perapatan rakan sebaya, perapatan guru, personaliti antisosial, sikap terhadap tingkah laku agresif, norma subjektif pada tingkah laku agresif, kawalan tingkahlaku persepsi dan tingkahlaku agresif. Di samping itu, kajian ini juga cuba meneliti kesan pengantara norma subjektif kepada tingkahlaku agresif, kawalan tingkah laku yang dipersepsi ke atas hubungan antara personaliti antisosial dan tingkahlaku agresif dalam kalangan pelajar sekolah menengah di negeri Selangor, Malaysia.

Dalam kajian ini, data dikumpulkan daripada 426 responden dan teknik persampelan rawak pelbagai peringkat digunakan untuk memilih responden daripada enam buah sekolah menengah di empat daerah di negeri Selangor, Malaysia. Data dikumpulkan menggunakan kaedah soal selidik berstruktur. Analisis deskriptif, *paired sample t-test*, korelasi pearson, regresi, linear berganda, ujian pengantara Sobel diaplikasikan dengan menggunakan program SPSS versi 20

Keputusan kajian ini menunjukkan bahawa, terdapat tahap sederhana perapatan rakan sebaya, perapatan guru, personaliti antisosial, sikap terhadap tingkah laku agresif, norma subjektif kepada tingkah laku agresif, kawalan tingkah laku yang dipersepsi dan niat tingkah laku agresif dalam kalangan pelajar sekolah menengah yang dikaji. Begitu juga, hasil daripada *paired sample t-test* menunjukkan tiada perbezaan yang signifikan dalam tingkah laku agresif mengikut jantina, lokasi, status ibu bapa, dan umur. Walau bagaimanapun, terdapat perbezaan yang signifikan dalam niat kelakuan agresif berasaskan kaum.

Hasil daripada korelasi pearson menunjukkan bahawa terdapat hubungan positif yang signifikan antara perapatan rakan sebaya dengan niat tingkah laku agresif; dan korelasi positif yang signifikan antara personaliti antisosial dengan niat tingkah laku agresif. Terdapat juga korelasi positif yang signifikan antara sikap dengan niat sikap dengan tingkah laku agresif.

Terdapat juga korelasi positif yang signifikan antara norma subjektif kepada tingkah laku agresif dengan niat tingkah laku agresif. Walau bagaimanapun, analisis menunjukkan bahawa terdapat hubungan negatif yang signifikan antara perapatan guru, kawalan tingkah laku dipersepsi dengan niat tingkah laku agresif.

Tambahan pula, hasil analisis regresi linear berganda secara keseluruhan (termasuk perapatan rakan sebaya, perapatan guru, personaliti antisosial, sikap tingkah laku agresif, norma subjektif kepada tingkah laku agresif dan kawalan tingkah laku yang dilihat) adalah signifikan ( $F(6, 419) = 18,267, p = 0,000$ ). Ini menunjukkan bahawa model regresi linear yang dianggarkan tidak sama dengan sifar. Hasil analisis yang dihasilkan oleh SPSS menunjukkan, kira-kira 20.7 % varians dalam niat kelakuan agresif telah dijelaskan oleh semua pembolehubah peramal yang dimasukkan ke dalam model regresi. Analisis ini menunjukkan bahawa, keempat-empat pembolehubah bebas telah dengan ketara menyumbang kepada tingkah laku agresif.

Ujian Pengantara Sobel pula menunjukkan bahawa norma subjektif kepada tingkah laku agresif, kawalan tingkah laku yang dipersepsi menjadi pengantara hubungan antara personaliti antisosial dengan niat tingkah laku agresif. Berdasarkan keputusan ini, penyelidik membuat kesimpulan bahawa persekitaran, rakan sebaya dan pengaruh sosialisasi di sekolah mempunyai petunjuk kepada niat tingkah laku agresif dalam kalangan pelajar sekolah menengah di Selangor, Malaysia. Kajian ini adalah selaras dengan literatur sebelumnya dengan menunjukkan bahawa persekitaran sekolah, pengaruh rakan sebaya dan sosialisasi mempunyai sumbangan penting kepada kanak-kanak untuk mempunyai niat tingkah laku agresif. Selain itu, beberapa cadangan dikemukakan untuk membantu sekolah-sekolah menengah dan keluarga dalam menjaga persekitaran mereka bebas daripada tingkah laku agresif.

## ACKNOWLEDGEMENTS

I would first like to acknowledge the “Most High God” who guides my heart and soul. I recognize the blessings that I have received through the people that God has placed in my life. My mother and my late father have been the most influential people in my life; they have instilled in me a work ethic that has taken me to places only dreamed of. While there are many people who have influenced my academic career, my parents’ insistence on the importance of education is certainly the driving force behind my choices. Their provision of unwavering support and a wealth of intellectual resources is ever-appreciated.

I would also like to thank the rest of my family who encouraged me to achieve my goals and were always there for me when I thought I could not finish. Specifically, I owe much appreciation to my father (Gabriel Duru, late) and brothers, Mr. Emmanuel Ikechukwu (Dee Emma, late) Mr. Kenneth, Mr. Uchechukwu, Mr. Chikamnele, Mr. Ezechinyere Duru, Mrs Eunice Duru and my beloved Mother (Mrs. Benadeth Duru) who always believed in me and often more than I believed in myself and pushed me toward excellence. I am thankful to the friends I have made in graduate school who have helped me through difficult and tiring times. I owe special gratitude to my classmates who have been with me every step of the way and my reading mates who became my friends and colleagues. I am also sincerely appreciative of my friends away from school, who often provided me with much-needed balance and perspective.

I would like to express my greatest gratitude to my chairman supervisory committee: Assoc. Prof .Dr. Ma’rof Redzuan. As my mentor, he provided advice, wisdom, and continues to be an excellent role model and Co-supervisors: Dr. Hanina Hamsan and Dr. Ibrani Shahrinin whose assistance in my program of research has improved my capabilities as a student. I would also like to thank all for their patience, guidance and wisdom during my PhD years in the department of Social and development Science, Faculty of Human Ecology, University Putra Malaysia. In addition, I cannot begin to express the extreme gratitude I have for them all. It was through the work of Asso. Prof. Dr. Ma’rof Redzuan, that my interest in Social Psychology was first realized almost from the faculty of human Ecology. His patience with me throughout my scholastic journey for doctoral candidate gains my most sincere appreciation. His encouragement, assistance, support, and feedback have enhanced my abilities more than I ever imagined. I know that I can never thank him enough for the numerous opportunities he has given me.

I would like to thank my entire thesis committee for their guidance and suggestions, and my family and friends who always provided encouragement and love. I am eternally grateful for all that I have been given. With a full heart of Joy, a special word of thanks should also go to my parents who have supported me throughout my life and without whose endless support I would not have been able to achieve what I have in my life. I remain forever grateful.

Finally, I rejoice today in Christ Jesus, who is my sanctifier. I thank you for presenting me holy and unblameable before you, and make life beautiful. And I walk in strength, health and victory today because I live by your word. Thank you God and thank you all once again.  
(Chidiebere Kelechi Duru)



This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Ma'rof Redzuan., PhD**

Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Hanina Halimatusaadiah Hamsan., PhD**

Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

**Mohamad Ibrani Shahrinin., PhD**

Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

...

---

**BUJANG BIN KIM HUAT, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

## Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Matric No.: Chidiebere Kelechi Duru GS26800

## TABLE OF CONTENTS

	<b>Page</b>
<b>ABSTRACT</b>	i
<b>ABSTRAK</b>	iii
<b>ACKNOWLEDGEMENTS</b>	v
<b>APPROVAL</b>	vii
<b>DECLARATION</b>	ix
<b>LIST OF TABLES</b>	xiv
<b>LIST OF FIGURES</b>	xv
<b>LIST OF ABBREVIATIONS</b>	xvi
 <b>CHAPTER</b>	
<b>1. INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Statement of the Problem	4
1.3 Research Questions	7
1.4 Objectives of the Study	8
1.5 Research Hypotheses	8
1.6 Significance of the Study	9
1.7 Limitation of the Study	10
1.8 Theoretical Framework of the Study	10
1.8.1 Theory of Planned behaviour	11
1.8.2 Cognitive dissonance theory	12
1.8.3 Social Learning Theory	13
1.9 Conceptual and Operational Definitions of Variables	16
1.9.1 Antisocial Personality	16
1.9.2 Aggressive behaviour	16
1.9.3 Peer Attachment	17
1.9.4 Teacher Attachment	17
1.9.5 Attitude to aggressive behaviour	17
1.9.6 Subjective norms to aggressive behaviour	18
1.9.7 Perceived Behavioural Control	18
1.10 Organization of the Study	18
 <b>2. LITERATURE REVIEW</b>	 <b>20</b>
2.1 Introduction	20
2.2 The Concept of Aggressive Behaviour	20
2.3 Intention of Aggressive Behaviour	22
2.4 Factors that Contribute to Aggressive Behaviour	25
2.4.1 Gender and Aggressive Behaviour	25
2.4.2 Age and Aggressive Behaviour	28
2.4.3 Race and Aggressive Behaviour	29
2.4.4 Peer Attachment and Aggressive Behaviour	31
2.4.5 Teacher Attachment and Aggressive Behaviour	34
2.4.6 Attitude to Aggressive Behaviour and Aggressive Behaviour	36

2.4.7	Subjective norms to Aggressive Behaviour and Aggressive Behaviour	38
2.4.8	Perceived Behavioral Control and Aggressive Behaviour	40
2.4.9	Antisocial Personality and Aggressive Behaviour	41
2.4.10	Urban and Rural Areas and Aggressive Behaviour	45
2.5	Summary	48
<b>3</b>	<b>RESEARCH METHODOLOGY</b>	<b>50</b>
3.1	Introduction	50
3.2	Research design	50
3.3	Location of the Study area	52
3.4	Population of the Study	52
3.5	Research sampling size	53
3.6	Determining the Sample size of the study	53
3.7	Sampling Technique Used	54
3.8	Instrumentation	56
3.8.1	Aggression behaviour Questionnaire (BPAQ; Buss & Perry, 1992)	56
3.8.2	Inventory of Peer Attachment	56
3.8.3	Inventory of Teacher Attachment	57
3.8.4	Hare Psychopathy Checklist: Youth Version (PCL: YV)	57
3.8.5	Attitude to Aggressive Behaviour	58
3.8.6	Norms for Aggressive Behavior and Alternatives:	58
3.8.7	Perceived Behavioural Control developed by the Researcher	59
3.9	Validity and Reliability of the Research Instruments	59
3.10	Pilot Study	61
3.11	Data Collection Procedure	62
3.12	Data Analysis	63
3.12.1	Differences of aggressive behavior (DV) based on respondents background.	64
3.12.2	Relationships between independent and dependent variables of the study	65
3.12.3	The relationship between a set of different independent variables (peer attachment, teacher attachment, antisocial personality, attitude to aggressive behavior, subjective norms to aggressive behavior and perceived behavioral control) and a dependent variable (aggressive behaviour).	65
3.12.4	The Role of Mediating Variables and Aggressive Behaviour	66
3.13	Summary	66
<b>4</b>	<b>FINDINGS AND DISCUSSION OF THE RESULTS</b>	<b>67</b>
4.1	Introduction	67
4.2	Demographic Profiles of the Respondents	67
4.3	Descriptive based on the levels of variables of the study	69
4.4	Significant Difference in Aggressive Behavior based on Gender, Location, Parental status, Race and Age	71

4.5	Relationships between peer attachments, teacher attachment, subjective norms to aggressive behaviour, perceived behavioral control, attitude to aggressive behaviour, antisocial personality and aggressive behaviour amongst secondary school children.	76
4.6	Factors Contributing to Intention of Aggressive Behaviour	83
4.7	Mediating effect of subjective norms to aggressive behaviour, perceived behavioral control on the relationship between antisocial personality and aggressive behaviour.	92
4.7.1	Model 1. Mediation effect of subjective norms to aggressive behaviour on the relationship between antisocial personality and aggressive behaviour.	93
4.7.2	Model 2. Mediation effect of perceived behavioral control on the relationship between antisocial personality and aggressive behaviour.	95
4.8	Summary	98
<b>5</b>	<b>SUMMARY, CONCLUSION, IMPLICATIONS AND SUGGESTIONS</b>	<b>99</b>
5.1	Introduction	99
5.2	Summary of Research Findings	99
5.3	Conclusion	102
5.4	Implications from Research Findings	103
5.4.1	Policy Maker Implications	105
5.4.2	Theoretical Implications	105
5.4.3	Individuals and Societal Implications	106
5.4.4	Suggestions for Future Research	107
5.4.5	Contribution of the Study to Knowledge	108
5.5	Conclusion	109
	<b>REFERENCES</b>	<b>110</b>
	<b>APPENDICES</b>	<b>190</b>
	<b>BIODATA OF STUDENT</b>	<b>203</b>
	<b>LISTS OF PUBLICATIONS</b>	<b>204</b>

## LIST OF TABLES

Table	Page
3.1 Summary of population and sampling procedures of the study	54
3.2 Reliability Coefficients for Pre-test and Final Test	61
3.3 The strength of relation of effect size expressed in term of 'r	64
3.4 The types of Analysis and the Main Statistical Test Used	64
4.1 Frequency and Percentage Distribution of Respondent's Demographic Profiles	68
4.2 Summary of levels of aggressive xivehavior	69
4.3 Significant difference in aggressive xivehavior based on Gender, Location, Parental status, Race and Age groups	72
4.4 Pearson product moment correlation between peer attachment, teacher attachment, antisocial personality, attitude to aggressive xivehavior, subjective norms to aggressive xivehavior, xivehaviorxiv behavioural control and aggressive xivehavior	72
4.5 Result of Coefficients of the regression analysis between aggressive xivehavior and peer attachment, teacher attachment, antisocial personality, attitude to aggressive xivehavior, subjective norms to aggressive xivehavior, perceived behavioural control.	83
4.6 Mediation effect of independent variable (antisocial personality) on aggressive behaviour through subjective norms to aggressive behavior and perceived behavioural control (Mediators)	98

## LIST OF FIGURES

Figure	Page
1.1 Theoretical Framework of the study	11
1.2 Conceptual framework of the study	15
3.1 illustrates the process and procedure of collection of data in this Study	55
4.1 Result of Mediation effect of independent variable (antisocial personality) on aggressive behaviour through subjective norms to aggressive behaviour (Mediators)	93
4.2 Result of Mediation effect of independent variable (antisocial personality) on aggressive behaviour through perceived behavioural control (Mediators)	96

## LIST OF ABBREVIATIONS

AGB	Aggressive Behaviour
ASP	Antisocial Personality
AAB	Attitudes to Aggressive Behaviour
CD T	Cognitive Dissonance theory
IAB	Intention of Aggressive Behaviour
PBC	Perceived Behavioural Control
PA	Peer Attachment
SC	School Children
SNAB	Subjective Norms to Aggressive Behaviour
SMT	Sobel Mediation Test
SSC	Secondary School Children
SPSS	Statistical Package for the Social Sciences
SLT	Social Learning Theories
TA	Teacher Attachment
TPB	Theory of Planned Behaviour

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Social psychology is a scientific field that seeks to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual presence of other human beings (Allport, 1985). Social psychology study the manner in which the personality, attitudes, motivations, and behaviour of the individual influence and are influenced by social groups (McLeod, Wood & Weisz, 2007). Moreover, aggressive behaviour is a topic that has made a vital contribution in social psychology through the development of theories which are now tested with human behavioural and psychological information (Smith, Mulder & Hill, 2001).

The word aggressive behaviour has roots in the Latin ad “to” and gradus which simply means “a step” and intention of aggressive behaviour is typically framed or perceive in negative term, as an unwanted facet of human behaviour that represent assertiveness (Hawley & Vaugh, 2003; Smith, 2007). Aggressive behaviour was introduced in the early 1920s and 1930s (Frodi, Macaulay & Thome, 1977). Intention of aggressive behaviour in social phenomenon is to hurt someone by harming their self-esteem, self-control, self standing in order to achieve specific goal (Bright, 2005). It has been posited that intention of aggressive behaviour is children’s tendency which involve destruction and killing another person (Buss, 2005). Intention to involve in aggressive behaviour is described as both social and physical behaviour that may arise in many ways and which contributes alone with negative behaviours experienced by school children (Wang, Iannotti & Luk, 2010; Teicher, Samson, Polcari & McGreenery, 2006). Aggressive behavior is generally seen as a behavioral act that results from school children in harming or hurting others (Werner & Crick, 2004).

Further, intention is vital because it is a cognitive aspect whereas aggressive behaviour is an actual behaviour as a result of intention (Ajzen, 1985). Of note, intent and harm is an element that must be present in order for the behaviour to be considered aggressive act (Bartol & Bartol, 2005). Moreover, as Denzler, Forster & Liberman (2009) put it, the goal to aggress increases accessibility of children’s aggressive thoughts and that goal always plays a vital role in any forms of aggressive behaviour. Children’s intention to involve in aggressive behaviour is a negative act that results in harming and hurting people. In addition, intention to act aggressively depends on the situation that encouraged real aggressive behaviour because aggressive behaviour differs seriously based on the situations that surround children in the environment (Werner & Crick, 2004; Meloy, 2006).

Intention to involve in aggressive behaviour both in ultimate and proximate point view intention to harm as necessary in classifying types of aggressive behaviour and proximate goal with regard to their ultimate goal (Anderson & Bushman, 2002). Intention of acting in a harmful way have causal link in children's mental state and to act aggressively (Astington, 2001; Schult, 2002; Peets, Hodges & Salmivalli, 2008). This is because the outcome of acting-out is a belief or process by which children have tendency that takes place to act aggressively (Smith & Handler, 2006). Clearly, real aggressive behaviour is an intention to hurt, harm, or injure another person, to cause damage, hitting, kicking, biting, shoving, making threats, hurling insults, and name-calling (Murray-Close et al, 2010; Zimmer-Gembeck et al., 2005; Naicker, 2009; Sadock, 2007; Du Plessis, 2010; Passer & Smith, 2007). Real aggressive behaviour is an emotional response made on purpose for the sake of damaging or destroying other things or persons (Kim & Kim, 2007). Aggressive behaviour is a destructive form of behaviour which children are always touch less safe and fewer connected to their environment (O'Brennan, Bradshaw & Sawyer, 2009).

Children's intention to involve in aggressive behaviour always shows intimidation and coercion that cause harmful psychological effects on individuals. This negative behavior could not be ignored because they affect individual's social status, self-esteem and happiness in a negative way (Sadock & Sadock, 2007). Similarly, Myburgh & Poggenpoel (2009) added that it is not essentially observable behavior or actions that should be tag as aggressive behavior, but the intention or motivation behind aggressive acts that particularly determines if behavior is aggressive or not, in that sense intention of aggressive behaviour is any kind of action that is seen as harmful and destructive. In fact, intention to involve in aggressive behaviour among boys and girls is certainly not a new issue because inquiries made from Archaeologist show indication of aggressive behaviour from the original ancient eras stressing that intention to involve in aggressive behavior is a basic part of human behaviour (DeWall & Anderson, 2011). Though, there are numerous types of aggression, depending on the intentions of the aggressor and the situation that stimulated the aggressive behavior. This is because, aggressive behavior, and the treatment of aggression, varies greatly according to the intentions surrounding the aggressive behaviour

To Ajzen (2010) intention of aggressive behaviour is based on attitude to behavior, subjective norm to behaviour, and perceived behavioral control, with each predictor weighted for its importance in relation to the aggressive behavior and population of interest of children's well-being. And children's intention predicts aggressive behaviour because the relation between intentions and behaviour are seen as causal (Webb & Sheeran, 2006; Haynes, Bootzin, Smith, Cousins & Stevens, 2006). Intention of aggressive behaviour involves damage, shooting and stabbing, intended to hurt, or kill someone with physical force that has relationship between children. In addition, intention to engage in aggressive behaviour has important implications to harm another boy or girl physically or psychologically (Kynoch, Wu & Chang, 2009; Irwin 2006; Greenwood, 2005; Pich, Hazelton, Sundin & Kable, 2011) and attack on personal attribute such as race, gender, general outlook, and sexual orientation explain how individual involve in aggressive behaviour (Whelan, 2008). Intention to

act negatively is related to real aggressive behaviour which ranges from more moderate to more severe (Ajzen, 2001).

Nowadays, children use various intention cues to predict aggressive behaviour and when trials are shocking or unsatisfactory, children may particularly expected to consider others' intentions, because accepting of goal takes the abilities that may be developed to influence social interactions in future about blame and penalty, and the ideas of children about aims may change when children faced with behaviour that was unreliable with their expectations (Kalish, 2006; Amsterlaw & Wellman, 2006; Boseovski & Lee, 2006). Meanwhile, intention to involve in aggressive behaviour is a difficult social behaviour that is been planned by social factors and these factors likely to work together as part of a joined system (Siever, 2008; Struber, Luck & Roth, 2008; Bufkin & Luttrell, 2005). Similarly, factors such as negative peer groups, teacher's inconsistent, low levels of monitoring from teachers seems quite meaningful in explaining intention to involve in aggressive behaviour among school children (Adam & Berzonzky 2006; Mash Barkley, 2007; Aldao, Nolen-Hoeksema & Schweizer, 2010; Kring & Sloan, 2010). Of note, single parent's homes, high crime, unemployment, vandalism, gender and environment links to aggressive behaviour (Ozmen, 2006; Bradley, Wright & Wesley, 2009). Moreso, children with negative intention in the school are more likely to react aggressively themselves, dislike their school, and skip coming to school (Janosz, Archambault, Pagani, Pascal, Morin & Bowen, 2008). In addition, the belief and actions of peers directly and indirectly influence children's intention to involve in aggressive behaviour, this is because of the connection between peers socialization and how children feel about their school environment may contribute to real aggressive behaviour (Syvertsen, Flanagan & Stout, 2009).

In other hand, popular children and those with antisocial personality have great social influence to their friend's intention to involve in aggressive behaviour (Senn, 2008; Young, Boye & Nelson, 2006; Rose & Swenson, 2009; Tremblay & Nagin 2005; Lahey et al, 2008), because antisocial personality specifies disrespectful, deceitful, and unlawful values, like stealing and lying which influence children's intention to involve in aggressive behaviour (Kempes, Matthys, deVries & van Engeland, 2005; Farrington, 2005; Broidy, Daday, Crandall, Sklar & Jost, 2006; Cote' et al., 2006). Of note, attitudes to both teachers and the police have been related in turn to aggressive act in schools as well as to more general antisocial personality patterns in adolescent (Tarry & Emler, 2007). Moreover, children's aggressive behaviour has serious negative effects on social functioning, physical, mental health, and lack of good grade in the school (Janosz et al., 2008; Orpinas & Horne, 2006). Clearly, understanding children intention to involve in aggressive behaviour as an issue that develop gradually, means that it does not imply that school children are unhappy to continued aggressive behaviour, but due to influence of the environment (Wrangham & Glowacki, 2012).

In Malaysia, school children aggressive behaviour could appear in the practice of rule violation like; consumption of cigarrate, alcohol, shoplifting, and truancy (Abd Wahad, 2006). Moreover, number of children that are involved in aggressive

behaviour, particularly school children is increasing which leads to various social ills and aggressive behaviour as one knows today is a serious crime (*Utusan Malaysia*, 2011). Similarly, Zaman & Nadchatran (2007), and Tee (2009) argued also that most aggressive behaviour among school children in Malaysia are related to experienced taunt and name calling from other children and feeling frustrated, stealing, truancy, rudeness, fighting with friends, or other children (*Utusan Malaysia*, 2011).

It is also vital to know that problems such as rape, robbery, taking drugs, substance abuse, molest, carrying of weapons, and destruction contribute to children's aggressive behaviour in secondary schools in Selangor (Hammim, 2010; Letchumanan, 2010). In addition, all these would damage the future generation in leading the country backwards. Moreover, secondary schools today are known to be safe place for children and notwithstanding, children's aggressive behaviour has added to the awareness that environment in the school and outside school are not safe again. Intention of aggressive behaviour in the school can have significant impact on the children, and which also will affect their mental health, overall socialization and adaptation (Agnes, Asagwara & Julie, 2009). Relatively, the reason why researcher tests the theory in Malaysia was that none or very little study has done that in Malaysia; mostly their study is focusing only aggressive behaviour and not intention to involve in aggressive behaviour.

## **1.2 Statement of the Problem**

In this modern era, several factors contribute to aggressive behaviour, such as attitude to aggressive behaviour, peer attachment, antisocial personality, perceived behavioural control, coupled with teachers insecure attachment and subjective norms to aggressive behaviour in today's world (Calvete & Orue, 2011, Haynes, 2006). Aggressive behaviour has posed a serious challenge to relevant authorities and society at large under the social changing situation (Patchin & Hinduja 2006; Aluede, 2006). Nowadays, many boys and girls while in school have being threatened by so called gangs, seeing others slapped, hit, punched, beaten in school, or even outside school environment, age, friends influence related to aggressive behaviour among school children (Lee, Chen & Kaur, 2007; Tee, 2009). Based on statistics, children's fighting with (6.6%) as well as stealing money with (18.5%) and stolen of vital things from friend (55.0%). and weapon carrying influence their involvement in aggressive behaviour. In addition, peer pressure, dissatisfaction with the school system and poor school attachment is related to aggressive act (The star online, 2014). Also, problems like hitting, hurting, stealing, and vandalism at school environment increase aggressive behaviour (Lee et al, 2007). Statistics shows that school children aggressive behaviour significantly increased from 630 in 2000 to 1,206 in 2007, explaining also that 603 were repeated crimes. Then, in 2009, 6,048 school children criminal cases were recorded compared to 2007, amounting to 5,114 cases respectively (Malaysia Department of Statistics; 2009, 2013; Letchumanan, 2011). Moreover, school children intimidations have added to the reason of involving in aggressive behaviour with age group of 12 -18 years old (MDS, 2010).

Worse still, the consequence expectations are a main inspiring issue in children's aggressive behaviour since children always like to involve in aggressive act they expect to result in rewarding outcomes (Ajzen & Fishbein, 1980; Bandura, 1997, 2001). Notably, intention is expected to capture the motivational causes that influence children's aggressive behaviour and to show how tough children are eager to try or how much energy they would use to accomplish aggressive behaviour (Ajzen, 1991). Intention predicts aggressive behaviour than desires, and attitudes which has been widely applied in social psychology that met certain criteria for inclusion (Bagozzi's, 1992). A vital point in the planned behaviour theory is that behaviours other than, attitudes, social pressure, beliefs and goal should act through these variables (Ajzen & Fishbein, 1980; Wicker, 1969). Girls express their aggressive behaviour differently than adolescent boys due to they show less physically aggressive behaviour than boys (Ringrose, 2006; Tremblay, Hartup & Archer, 2005). Today, socialization and school environment has been a global problem that influences children's intention of aggressive behaviour (Koth, Bradsshaw & Leaf, 2008, Webb & Sheeran, 2006; Co'te et al, 2007). The truth is that aggressive behaviour is a negative behavior that leads to negative outcomes (Horn, 2004; Geiger & Fischer, 2006).

Writing on antisocial personality, de Barros & de Padua (2008); and Latalova & Prasko, (2010) argues, antisocial personality is the act that predicts aggressive behaviour. Tremblay & Nagin (2005) and Lahey, et al, (2008); has described the serious effect of most school children difficult temperament and their antisocial personality which leads to aggressive behaviour in the society today. To them, children's temper can lead to intention on an early continuation of real aggressive behaviour. Antisocial personality is a mental illness that children of today are facing which have been considered by a reckless disregard for social norms, an inability to experience guilt, and which leads to aggressive behavior (Mendez, 2009). Though, there is relationship between antisocial personality and aggressive behaviour among male and female children who are in contact with each other (Meier, Slutskec, Arndt & Cadoret, 2008).

Evidence have shown that peer attachment is critical important issues to aggressive behaviour, this is due to the fact that children's aggressive behaviour is as a result of peer influence and most school children involve in aggressive behaviour because of negative peer influence and gangsterism which are strong in schools (The Star online, 2014; Utusan Malaysia, 2011). Statistics have shown that cases of aggressive crime went up from 368 in 2012 to 542 last year among school children. School children intimidations have added to the reason of involving in aggressive behaviour with age group of 12 -18 years old. In addition, in 2011, there are 5547 adolescent cases in Malaysia where males involved in 5270 cases while females involved in 277 cases (Department of Social Welfare, 2010, 2013). But relationship between peer socialization effect and aggressive behaviour especially remain essential in the context (Fryer & Torelli, 2005). Moreover, friendship influence and high association with delinquent peers encouraged adolescents to engage in aggressive behaviour. In addition, the worth of relationship in children's experiences and imitation can turn to aggressive behaviour (Phaik, Maria, Habibah & Jegak, 2010).

According to Nooshin, Siti Nor & Rumaya, (2013) poor teacher and children attachment contributes to higher crime among adolescents from divorced family; family structure like single-parent status was also found to be related with physical fighting among the adolescents, lack of parental control is known to be the key contributing factor (Lee et al,2007). Statistics shows that 10.7% of school children had been involved in a physical fight with other people, theft (4.3%), vandalism (2.7%) and had carried a weapon (2.4%) (Nor Afiah, Hejar, Kulanthayan & Law,2006).Moreover, inappropriate teacher's behaviour, physical punishment, lack of monitoring/supervision, lack of encouragement affects children's learning and makes classroom uncomfortable which contributes to aggressive behaviour (Bekiari, Heropoupou & Sakellarion, 2005; Buluc, 2006; Nebbitt, Lombe & Williams, 2008). Similarly, teacher's negative attitudes like disliking a student or their groups would have effect on their intention to involve in aggressive behaviour in the school (Goldweber, et al, 2011). School environment is related to aggressive behaviour (Azizi et.al 2009b) Negative teacher badly affect student's psychosocial and behavioural change in schools (Reinke & Herman, 2002). This means that attitudes to teachers have been found to be a stronger predictor to misbehaviours in schools among school children.

Attitude to aggressive behaviour seems also difficult. Hence, one of the most important problems within today's children is attitude to aggressive behavior (Ajzen, 2001; Crano & Prislin, 2006). In social psychology, attitude always influence aggressive behaviour, because attitude helps children to choose or know if aggressive behaviour is suitable or relevant (Fazio, 2007). In addition, attitude to aggressive behaviour is related to aggressive behaviour because children's attitude to aggressive behaviour determines their real aggressive behaviour. This condition is caused to formed interactions with friends which may in turn contribute to aggressive behaviour, and also these problems make children' to have negative perception to their school environment (Bohner, 2001; Fabrigar, MacDonald& Wegener 2005).

The feel of perceived behavioral control also contributes to real aggressive behaviour among children; this is because perceived behavioural control reflects the beliefs of a person about the actual or possible readiness to involve in aggressive behaviour or with others in any situation in the school environment. Moreover, this issue could vary from the actual situation within child's environment. In addition, this issue has effect on aggressive behaviour because it is when children perceived it ease or difficult in performing a particular behaviour, then it might contribute to aggressive behaviour (Ajzens, 2002; 2005).

Additional issue towards explanation of aggressive behaviour in children is subjective norms to aggressive behavior like spreading the rumor (Bartol, 2005).This condition is caused to have children to accept what important friends want them to do which in turn related to aggressive behaviour. In addition, individual normative beliefs and social influences act to influence children's aggressive behaviour (Rivis, Amanda, Sheeran & Paschal, 2003). The problem here is that if group members would positively support rumor spreading and if the social aggressor holds their positive support in high regard, then he/she will be motivated to act in accordance

with the group norms and will spread the rumor which may in turn link to aggressive behaviour (Ajzen, 2006; Etcheverry & Agnew, 2004).

Generally in Malaysia, children aggressive behaviour often occur during physical education sessions, recess, bathrooms, hallways, on waiting for school buses, school activities and classes that require group work (Wee & Siong, 2011). This issue is a concern to both teachers and school children in the school environment that may require a solution to the problem (Yahaya & Ahmad, 2006). Though, lack of teacher's control, denial of love; peer rejection is related to aggressive behaviour (Chen et al, 2005). In other words, teachers monitoring is vital rather than being busy with their work. Similarly, vandalism, truancy, experienced insult and name calling from other school children is also related to aggressive behaviour (Zaman & Nadchatran, 2007; Tee, 2009; Wahad, 2006). Of note, teacher's inability to function well influence children's aggressive behaviour because when teachers cannot maintain effective teacher management skills in the face of unpleasant situation, it would certainly have effect on children's aggressive behavior (Wim et al, 2009; Haines & Case, 2005; Wim, 2009). Moreover, despite few studies on aggressive behaviour in Malaysia, the researcher may see it that people are not interested or they give less focus on the issue. Thus, there is no specific studies which attempt to focus on the levels of peer attachment, teacher attachment, antisocial personality, attitude to aggressive behaviour, subjective norms to aggressive behaviour, and perceived behavioural control which influence aggressive behaviour. As well as showing the mediating effect subjective norms to aggressive behavior, perceived behavioral control on the relationship between antisocial personality and aggressive behaviour amongst school children. Hence this research is to fill the gap and be able to really examine and understand factors that contribute to real aggressive behaviour. Consequently, empirical research evidence is still needed to support the proposed link between peer attachment, teacher attachment, antisocial personality, attitude to aggressive behaviour, subjective norms to aggressive behavior, and perceived behavioural control that contributes in explaining aggressive behaviour. These problems are too numerous and this study has decided to focus on some research questions relating to intention to involve in aggressive behaviour under study.

### **1.3 Research Questions**

The following research questions are as follows:

1. What are the levels aggressive behaviour, peer attachment, teacher attachment, antisocial personality, subjective norms, perceived control, and attitude to aggressive behaviour among school children?
2. What are the relationships between peer attachment, teacher attachment, subjective norms, perceived behavioral control, attitude to aggressive behavior, antisocial personality and aggressive behaviour amongst secondary school children?
3. What is the mediating effect of subjective norms to aggressive behaviour, perceived behavioral control on the relationship between antisocial personality and aggressive behaviour?

## **1.4 Objectives of the Study**

The main objective of this study was to examine the role peer attachment, teacher attachment, subjective norms to aggressive behaviour, perceived behavioral control, attitude to aggressive behaviour, and antisocial personality and aggressive behaviour.

The study has the following research objectives:

1. To describe the levels of aggressive behavior, peer attachment, teacher attachment, antisocial personality, subjective norms, perceived behavioral control, attitude to aggressive behaviour among school children.
2. To determine the relationship between (peer attachment, teacher attachment, subjective norms, perceived behavioral control, attitude to aggressive behaviour, antisocial personality) and aggressive behaviour amongst secondary school children.
3. To examine the mediating effect of subjective norms to aggressive behaviour, perceived behavioral control on the relationship between antisocial personality and aggressive behaviour.

## **1.5 Research Hypotheses**

In this research, the hypotheses are as follows:

- H<sub>1</sub>. There is no significant difference between Male and Females on aggressive behaviour.
- H<sub>2</sub>. There is no significant difference between age on aggressive behaviour.
- H<sub>3</sub>. There is no significant difference between race on aggressive behaviour.
- H<sub>4</sub>. There is no significant relationship between peer attachment and aggressive behaviour.
- H<sub>5</sub>. There is no significant relationship between teacher attachment and aggressive behaviour.
- H<sub>6</sub>. There is no significant relationship between antisocial personality and aggressive behaviour.
- H<sub>7</sub>. There is no significant relationship between attitude to aggressive behavior and aggressive behaviour.
- H<sub>8</sub>. There is no significant relationship between subjective norms to aggressive behavior and aggressive behaviour.
- H<sub>9</sub>. There is no significant relationship between perceived behavioral control and aggressive behaviour.
- H<sub>10</sub>. The regression coefficients for all the independent variables are significant when regressed against the aggressive behaviour.
- H<sub>11</sub>: There is no mediation effect of subjective norms on the relationship between antisocial personality and aggressive behaviour.
- H<sub>12</sub>: There is no mediation effect of perceived behavioral control on the relationship between antisocial personality and aggressive behaviour.

## **1.6 Significance of the Study**

The significant of this study was good due to it provide additional information to existing body of knowledge in real aggressive behaviour which also describe the level of peer attachment, teacher attachment, attitude to aggressive behaviour, antisocial personality, subjective norms to aggressive behaviour, perceived behavioural control and aggressive behaviour among school children which is not many in the existing literature. Findings from this study will benefit relevant authorities such as the Ministry of Education, policy makers, secondary schools teachers, religions leaders and future researchers in this field of studies. For the policy makers the results of study will guide them towards making sustainable way to solve intention to involve in aggressive behaviour among school children.

For the secondary school teachers study findings can provide them with useful guide to organize and coordinate training needs for teachers in the secondary schools in order to boost their competence, confidence, and try to know how they can create time to resolve issues related to children's aggressive behaviour in the school and as well as address the issue of some teachers negative attitude and behaviour that may led children to get involve in aggressive behaviour. While for the Ministry of Education in the country as this finding would serves as useful reality check for them to know how they are doing in government daily secondary schools. Findings also act as a wakeup call to the Ministry of Education to take appropriate actions such as interventions and increase their knowledge on how to make school children to feel safe while in school and outside school environment and as well as making teaching and learning conducive.

In the same vein, findings will provide direction for future researchers to study more on other aspects of this field or expand the scope to include more variables that might influence aggressive behaviour among school children. The results of this study would be useful in helping members of all the districts to improve their knowledge on how best to solve this aggressive behaviour among school children which children are always engage in, and also provide new ways in making school children have sense of belonging that will show unity and peace with other peers. Moreover, the lessons learned and outcomes could be used as guidelines for policy makers and religious leaders to improve the best possible strategies to make teachers and school children to understand the need of monitoring and steady communication to children in order to be safe from all dangers both in and outside school environment, and as well allowing teachers to have a conducive learning and teaching environment that would be benefited from school children and their teachers. In conclusion, the results the researcher derived from this research will help students of social psychology, economics, and community development to understand another strategies that could be of help to everyone.

## **1.7 Limitation of the Study**

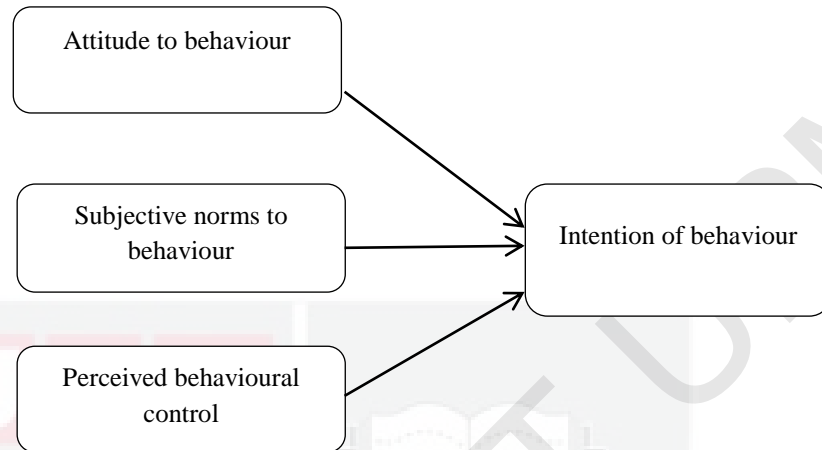
This study was only limited to Selangor only without taking other states into consideration because of lack of funds and problem with time. Secondly, in terms of response biases, instruments used in data collection were self-reported measures. Thus the results are depended greatly on the accuracy, truthfulness, and perception of the respondents. In addition, the instruments required minutes to complete, which might have affected some responses. Another limitation is that there is no study done to examine antisocial personality and intention to involve in aggressive behaviour of school children in the country. Thirdly, the study is only limited to Pertaling Perdana, Hulu langkat, Klang and Gombak districts and the generalization of the findings to other local districts and other cities may not be appropriate. The findings are only true to the children and the schools studied. Moreover, this study explores the factors such as antisocial personality, peer attachment, teacher attachment, attitude to aggressive behaviour, subjective norms to aggressive behaviour and perceived behavioral control and did not include other factors that may have contributed to real aggressive behaviour.

## **1.8 Theoretical Framework of the Study**

Theoretical frame work is always essential in the sense that it helps the researcher to understand how hypothesis of a research and its approaches could be answered (Ocholla & Roux, 2011). Consequently, theoretical framework represents a strong holds which guide the theories that related to research work and as well as clarify or describe the basis behind justification of the research study (Khan, 2010). Based on this study, theoretical framework is used to explain the research question that the researcher established to investigate. Also findings based on justification would be on the methods and ideas related to the recommended theories for the study (Ziedler, 2007). In spite of this argument, it has shown that for any research work to be vital should also require logical and systematic end, though understanding of the phenomenon of this study should as well embrace the establishment of model, concepts and theories that is important (Collis & Hussey, 2003).

There are theories that attempt to explain the phenomenon of real aggressive behaviour among school children. It is clear to note that theory is an idea about how research works. In psychology, a theory is an idea about why people acts in a certain way and theories are important because they explain certain phenomena (Silong, 2009). It is true that each of these theories will have its own weakness and strength and be open to criticism. Over time the theories will be refined, removed, and new ones will emerge. But some theories, due to their strength and usefulness will remains for a long period of time. Meanwhile, this section provides a historical review of the theories used as well as a summary of the theoretical linkage between them. These theoretical summaries assist to balance a theoretical diagram for illustration linkage between theories and show the gaps for future research. Figure 1.1 shows a linkage between using theories in this study. Therefore, theories using in this study are as follows:

- a. Theory of Planned behaviour (Ajzen & Fishbein, 1980)
- b. Social Learning theory (Bandura, 1977)
- c. Cognitive Dissonance (Leon Festinger, 1957)



Source: Ajzen & Fishbein, (1991)

**Figure 1.1 Theory of Planned behavior**

### 1.8.1 Theory of Planned behaviour

The guiding theoretical framework for this study was the Planned Behaviour theory by (Ajzen & Fishbein, 1980; Ajzen, 2002). In psychology, planned behavior theory is a theory concerning the link between attitudes and behaviour; this planned behaviour theory model postulates that children's intention is the most next determinant of aggressive behaviour. Moreover, constructs of attitude to behaviour, subjective norms to behaviour, and perceived behavioral control are postulated to independently effect children's intention of behaviour. The model seeks to explain that subjective norms or the perceived expectations of others or of peer groups who approve or disapprove of a particular behaviour, along with attitudes toward the behavior are determinants of that behaviour. Subjective norms refer to codes of behavior that have been instilled in the individual, and may be the weakest predictor of intention of behaviour. Subjective norms that come from incorrect assessment of what others do will influence social behaviour (Armitage & Connor, 2001).

In addition, perceived behavioral control is an element that was added to the model, and it accounts for whether a person has control over performing certain behaviour. It is a unique element of the model because it influences not only the intention to perform a behaviour, but also the behaviour itself because even if an individual has the intent to act, they may not have the means to follow through. Perceived behavioral control is composed of two elements: control beliefs and perceived power.

Whereas attitudes are well-established in the field of social psychology, and attitudes are formed by evaluating the response to motivations and subsequent support. This model was established to explain behaviour in different domains. Indeed, it has been successfully used to explain intention of behaviour in many environments (Ajzen, 2002). Of note, children's attitudes act as mediating variables influencing behaviour to the extent that they influence intentions of behaviour (Fishbein & Ajzen, 1975). Further, this model helps the researcher to know that intention predict aggressive behaviour straight away because the stronger the intention to perform a behavior, the more likely it becomes that the aggressive behaviour will occur. Moreover, researcher's finding is similar and he confirms that planned behaviour theory can explain the phenomenon of intention to involve in aggressive behaviour in secondary schools in Selangor state.

### **1.8.2 Cognitive dissonance theory**

This theory was developed by Leon Festinger (1957). He argued that school children hold a large number of cognitions at the same time, and these perceptions form inappropriate, in agreement with or unsuitable relationships with one another. He claim also that, the connection between a person's attitudes and aggressive behaviour is derive by the goal of bringing down dislike or hatred in psychological state, called dissonance, that arises when two cognitions are inconsistence. Moreover, dissonance in a manner of clashing is an aversive motivational state that results when children's aggressive behaviour is inconsistent with their attitudes. Dissonance creates psychological tension that children are motivated to reduce. It is clear to note that this theory is concerned with the relationships among cognitions. Cognition, for the purpose of this theory, may be thought of as a piece of knowledge and the knowledge may be about an attitude, an emotion, and behaviour. Thus, theory of cognitive dissonance was used to explained antisocial personality.

One good thing in linking these theories to my research work is that the roots of it lie in its concern with the risk factors through environment that increases the likelihood that allows children experience emotion like anger which motivates fitness-enhancing to involve in aggressive behaviour, and that is surely true for humans. Moreover, children's interaction in the environment is unique because they react differently to these issues and therefore, the manifestation of antisocial personality and intention of aggressive behaviour is certain. Though, peers could influence one another in any environment to which environment always influence children more strongly based on their view of the environment than according to its actual situations.

Thus, in this study, the researcher believes that environment influences antisocial personality and intention of aggressive behaviour to which environment provides the chance for children to get involve in aggressive behaviour they must have learned or observed somewhere such as observation of another persons who behave aggressively and through the observation of models in the environment. Above all, the uniqueness and theoretical contribution of this study lie within the application of

a situational and interactional approach to analyze aggressive behaviour, according to which, the intention to involve in aggressive behaviour is not merely an isolated event, but rather a part of a dynamic interaction of conflict in our environment undergoing increase processes. This approach allows for a fuller, more realistic understanding of this phenomenon, within the social context in which it takes place. Also the important of social learning theory to my research work suggest children imitate intention of aggressive acts through experiences they must see in the environment.

### **1.8.3 Social Learning Theory**

Social learning theory emphasizes the importance to which children imitate and observe intention of aggressive behaviours, attitudes, and angry reactions of people as its focus on learning, observation and modeling. This theory maintains that children can learn behaviors by observing other individuals with a tendency. Thus, learning can be used to explain many factors that contribute to intention to involve in aggressive behaviours among school children (Bandura, 1977). Author claim that children intention of aggressive behaviour is learned and observes through people around the children which form the basis of a new behaviour to be established; as a result it will serve as a guide for their action. He describes children's intention of aggressive behaviour in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences, and this theory has been applied widely to the understanding of aggressive behaviour (Bandura, 1973), and the processes of social learning depend on the child's forming mental representations of events in the environment. Thus, rewards and punishments for intention of aggressive behavior is represented in the form of expectancies of future intention to involve in aggressive behaviour and the value intention of aggressive behaviour has for the individual (Bandura, 1986). Social learning theory states that children are not born with preformed repertoires of aggressive behaviour; rather children learn them in one way or the other.

Children learn specific behaviours like intention to involve in aggressive behaviour through imitation and reinforcement. Studies also confirmed the role of social learning processes in the development of children's intention to involve in aggressive behaviour, as well as the treatment and prevention of real aggressive behaviour (Webster-Stratton, Reid & Hammond, 2004). Understanding of social learning theory in intention of aggressive behaviour explains how environmental situations influence school children to be aggressive.

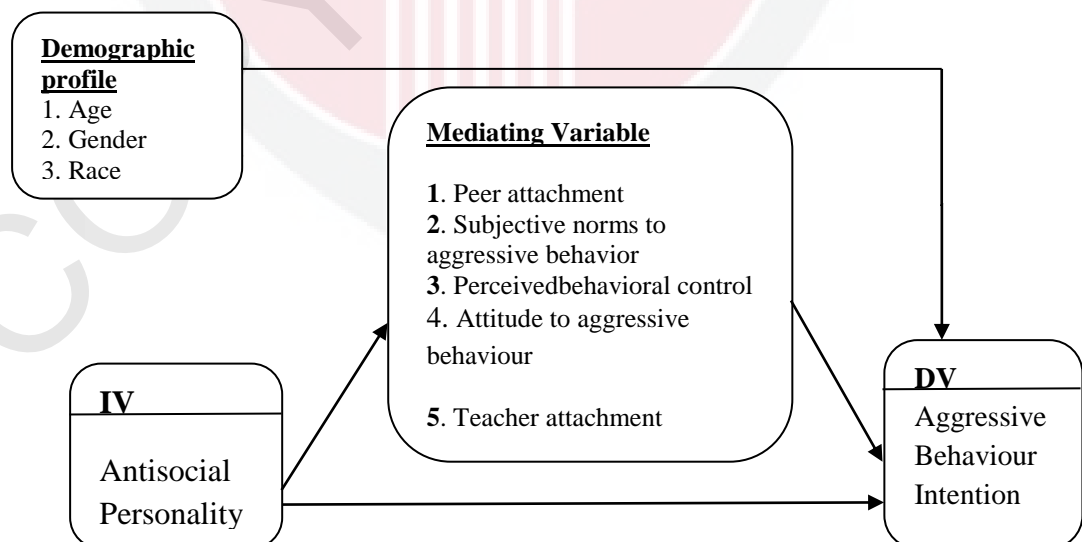
Children's aggressive behaviour is cause by environmental situation which make them to be aggressive in nature. With this perspective, social learning theory seeks to answer the question as to why children involve in aggressive behaviour. School children involve in aggressive behaviour primarily because of socially associating with others. Group of children influence one another to believe that engaging in real aggressive behaviour is favourable for their own survival. According to Bandura's social learning theory, intention to engage in aggressive behaviour among children is

a learning process just like in any other behaviour that is developed through association and interaction with peers. The peer group and the school environment are the main source of impact on what children learn. This theory contributes to the understanding regarding the role of environment in influencing intention to involve in aggressive behaviour among school children. Importantly, most studies that based on social learning theory have focused on school-aged children (Alink, 2006). Social learning towards aggressive behaviour is where school children observe those around them and their actions and learn from them. It suggests that all that behaviour is learned, whether it comes from family, friends, and people around. Moreover, school children view intention to involve in aggressive behaviour as a learning process just like in any other behaviour that is developed through association and interaction with peers (Bandura, 1971). Social learning theory argued that school children acquire real aggressive behaviour the same way they acquire other complex forms of social behaviour either by direct experience or by observing others (Bandura 1983, 2001).

In this study, conceptual framework is a clarify concept which propose relationships among the variables in a study. As suggested by Shields, Patricia & Rangarjan (2013) that “conceptual framework is the way ideas are organized to achieved a research project’s purpose”. Similarly, as according to Colander (2013) conceptual framework is defined as an analytical tool with several contexts and variations that are used to make distinctions of concepts and organize idea which is used to capture something real and do this in a way that is easy to remember and apply. As a result, the researcher try to show the link between age, gender, race, antisocial personality, peer attachment, teacher attachment, attitude to aggressive behavior, subjective norms to aggressive behaviour, perceived behavioural control and intention of aggressive behavior. This conceptual framework is aided by several explanations of various aspects surrounding intention of aggressive behaviour of school children and it is used as a guide for the study from the literature that are conceptually mapped and used to set boundaries for the study (Conkin, 2005; Miles and Huberman, 1994). Moreover, antisocial personality is coldly calloused children that often involve in impulsive and aggressive behaviors. Thus, children with antisocial personality tend to engage in cold, calculated, unemotional, and aggressive behavior (Nouvion, Cherek, Lane, Tcheremissine & Lieving, 2007). More so, children with antisocial personality impact peers ability to relate to others socially, but the environmental effects of antisocial personality on one’s social life include damaging relationships with loved ones due to manipulation that may influence others to have intention to involve in aggressive behaviors (Black, 2006). Clearly, antisocial personality is strongly related to intention of aggressive behaviour and it is also associated with substance use, suicide, poor quality of life and self-injurious behavior (Black et al., 2010; Fountoulakis, Leucht & Kaprinis, 2008). Similarly, school children with antisocial personality always like to interact with peers in ways that maintain and support the intention to involve in aggressive behaviour (Farmer and Cadwallader, 2000).

In addition, school children association with antisocial peer groups go through a process of negative training that may influence one to have intention to involve in aggressive behaviour. As a result, these affiliations become stronger and more reinforcing over some years and the antisocial patterns and beliefs become more

resistant to change, and school children who are poorly attached to school, influence of friends may contribute to aggressive behaviour than children who are well attached to school (Henry, 2008). Of note, antisocial personality significantly has relationship to peer attachment which contributes to the mediating link to real aggressive behaviour (Larsen & Dehle, 2007). Similarly, Meier, Slutske, Arndt & Cadoret, (2008) argues, antisocial personality is related to aggressive behaviors of male and female children who are in contact with each other. To Hartup (2005) peer attachment influence children's intention to engage in aggressive behaviour, and that quality of peers reflects in children experience and in the outcomes of their friendships. Connor (2002) found that children with antisocial personality may find that their beliefs and attitudes are different from those of most other people, and others may find their attitude unusual, unexpected or perhaps offensive and this attitude is often criminal, and aggressive act (NICE, 2009). Moreover, researcher believes that environment contributes to real aggressive behaviour and the relationships can reward and encourage school children's intention to involve in aggressive behaviour. Figure 1.2 below show that antisocial personality is the independent variable, aggressive behaviour as dependent variable and finally, peer attachment, teacher attachment, attitude to aggressive behaviour; subjective norms to aggressive behaviour and perceived behavioral control serve as the mediator variable of the study. This study supports Howard et al, (2008) who found that children with antisocial personality were more likely to possess higher anger and impulsivity that link to intention to involve in aggressive behaviour. They claim that children with this attitude were quite likely to have been convicted of aggressive crime. Similarly, Lahey et al, (2005) and Buelga, Ravernna, Musitu & Lila, (2006) argues, antisocial personality is related to a major number of false positive predictions, and peers who have desire for popularity, and control influence others the chance to construct the social reputation they always wants which may in turn related to aggressive behaviour.



**Figure 1.2: Conceptual Framework of the Study**

## 1.9 Conceptual and Operational Definitions of Variables

The study defined the following term in their conceptual meaning as well as gives their definition in the form they have been applied in this study that is their operational definition. These concepts is been explored to orientate the readers and provide a foundation for the study. These concepts are as follows;

### 1.9.1 Antisocial Personality

**Conceptual definition:** Antisocial personality is characterized by a history of continuous behavior in which the rights of others are violated. Antisocial personality is seen as unimportance attitude to other individuals that violate the rights of human being and has a negative impact towards other people surrounding the person (Alloy, Riskind & Manos, 2005; Bartol & Bartol, 2008; Fals-Stewart, Leonard & Birchler, 2005; Hofvander, Ossowski, Lundstrom & Anckarsater, 2009).

**Operational definition:** Antisocial personality in this study was measured using self-report items developed by Andershed, Kerr & Station, (2002) and Forth, Kosson & Hare, (2003). This instrument was used to measure antisocial personality among school children. The scale is composed of 18 items which measured frequency of participation in antisocial personality. The higher the score, the more antisocial personality is committed.

### 1.9.2 Aggressive behaviour

**Conceptual definition:** aggressive behaviour is defined as a situation where a child's acting out is thought to be the ability of his or her effort which predicts aggressive act (Smith & Handler, 2006). Aggressive behaviour is defined as a repeated and systematic kind of hostility relating to children (Marini, Dane & Bosacki, 2006) and it is an intentional process of hostility that uses unequal power to inflict harm or gain material for social profits (Frey, Hirschstein, Edstron & Snell, 2009).

**Operational definition:** In this study, aggressive behaviour was measured using aggressive questionnaire developed by (Buss & Perry, 1992). This instrument assesses some aspects of aggressive behaviour among the children respectively. The scale is composed of 34 items which measured frequency of involving in aggressive behaviour. The higher the score, the more often exact aggressive behaviour is committed.

### 1.9.3 Peer Attachment

**Conceptual definition:** Peer attachment is defined as a helpful care from the children that inspire friends to face challenges better (Hoeve et al, 2012). In contrast, poor attachment with friends leads to aggressive behaviour (Elgar, Knight, Worrall & Sherman, 2003).

Peer attachment is the degree to which a child or children is socially accepted by peers. It includes the level of peer popularity and the ease with which a child or children can initiate and maintain satisfactory peer relationships (Schneider, 2001).

**Operational definition:** In this study, peer attachment is measured using inventory of peer attachment developed by (Armsden & Greenberg, 1987) which researcher used to assess children's perceptions of the positive and negative affective/cognitive dimension of relationships with their friends.

### 1.9.4 Teacher Attachment

**Conceptual definition:** Teacher attachment is defined as mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation (Good & Brophy, 2000; Krause, Bochner, & Duchesne, 2006). Attachment with teachers is related to low levels of intention of aggressive behaviour among school children (Bogels & Brechman-Toussaint, 2006).

**Operational definition:** In this study, teacher attachment was measured using inventory of teacher attachment developed by (Armsden & Greenberg, 1987) which researcher used to assess children's views of the relationships with their teachers.

### 1.9.5 Attitude to aggressive behaviour

**Conceptual definition:** Attitude to aggressive behaviour is the degree to which children has a positive or negative assessment of intention of aggressive behaviour. Attitude to aggressive behaviour is the intents to think, feel, or act positively or negatively in the environment (Ajzen, 2001). Attitude to aggressive behaviour is when a person is known with negative and positive attitudes throughout his or her life (Ajzen & Cote, 2008). Attitude was defined as an evaluation of many beliefs concerning intention to involve in aggressive behaviour (Miller (2005).

**Operational definition:** In this study, attitude to aggressive behavior is measured using self-report items developed by Bosworth & Espelage (1995). This instrument was used to measures attitudes to aggressive behaviour. The scale is composed of 6

items which measured fight that influence children's intention to involve in aggressive behaviour. The higher the score is, the more often the actual attitude like fighting is committed.

#### **1.9.6 Subjective norms to aggressive behaviour**

**Conceptual definition:** Subjective norms to aggressive behaviour are defined as an individual's perception of social pressures in the school to have intention to involve in aggressive behaviour (Ajzen, 1998). Subjective norm to aggressive behaviour is a function of individuals' belief and motivation to obey with the people to have intention to involve in aggressive behaviour (Fishbein & Ajzen, 1975).

**Operational definition:** In this study, subjective norms to aggressive behaviour are used to measure the guidelines provided by Jackson, (1966). This measures school children's observations of what other children in their school would think if children engaged in intention of aggressive behaviour or alternatives to aggressive behaviour (school norms) and children's own evaluations of the aggressive behaviour (individual norms). The higher the score, the more often the exact aggressive behaviour like rumor is committed.

#### **1.9.7 Perceived Behavioural Control**

**Conceptual definition:** Perceived behavioral control is defined as a person's belief as to know how easy or hard to involve in aggressive behaviour (Ajzen & Madden, 1986; Ajzen, 1998). It is defined as the extent to which a person trusts that he or she is able to perform or carry out aggressive behaviour (Baron & Byrne, 1991).

**Operational definition:** In the current study, perceived behavioral control was developed by the researcher. This perception is to know if children will like or will not like to engage in aggressive behaviour in their daily life. The scale is composed of 5 items which measured their intention to involve or not involve in aggressive behaviour. The higher the score in each category, the more often the real aggressive act is committed.

#### **1.10 Organization of the Study**

This research is organized into five chapters. Chapter one comprises of background of study, statement of the problem, research questions and objective of study, significance of study, scope and limitations of study, conceptual and operational definitions of terms and organization of study. Chapter two is the literature review which explains various literatures relevant to the study. Chapter three contains the research methodology which is the research design, population and the sampling of

study, location of study, data collection and data analysis. Chapter four consists of data analysis, results and findings. Chapter five consists of summary, conclusion and recommendation for further study, bibliography and appendix of the research.



## REFERENCES

- Abecassis, M., Hartup, W. W., Haselager, G. J. T., Scholte, R. H. J., & Van Lieshout, C. F. M. (2002). Mutual antipathies and their developmental significance *Child Development*, 73, 1543-1556.
- Aboud, F.E. (1988). *Children and prejudice*. New York: Blackwell.
- Abd Wahad, K. (2006). *Juveniles on remand: Trends and practices in Malaysia*. United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders (pp. 196- 208). Fuchu: Tokyo.
- Abram, K.M., L.A. Teplin, G.M. McClelland, and M.K. Dulcan. (2003). Comorbid psychiatric disorders in youth in juvenile detention. *Archives of General Psychiatry* 60:1097-1108.
- Abrams, D., & Hogg, M. A. (2001). Collective identity: Group membership and self-conception. In M. A. Hogg & R. S. Tindale (Eds.), *Blackwell handbook of social psychology: Group processes* (pp. 425-460).
- Abu Bakar, M. A. (2007). *Perkaitan antara hubungan keluarga, pengaruh rakan sebaya, dan kecerdasan emosi dengan tingkah laku delinkuen pelajar*. Kuala Lumpur: Universiti Teknologi Malaysia.
- Allport, G. W (1985). "The historical background of social psychology". In Lindzey G; Aronson, E. *The Handbook of Social Psychology*. New York: McGrawHill.p.5.
- Ackerman, B.P., Brown, E., & Izard, C.E. (2003). Continuity and change in levels of externalizing behaviour in school of children from economically disadvantaged families. *Child Development*, 74, 694-709.
- Adam, G. R., & Berzonsky, M. D. (2006). *Blackwell handbook of adolescence*. UK: Blackwell Publishing.
- Adamczyk A. (2009). Socialization and Selection in the Link between Friends' Religiosity and the Transition to Sexual Intercourse. *Sociology of Religion*. 2009;70(1):5-27.
- Adults matter: Protecting children from the negative impacts of bullying. *Psychology in the Schools*, 46, 593-604. doi: 10.1002/pits.20400.
- Agnes E. M. Asagwara C. G, & Julie E. Ibu, (2009). *Bullying Problems among School Children*. Department of Educational Foundations, Faculty of Education, Niger Delta University, Bayelsa State, Nigeria. Pp 1-3.
- Agnew. R. (2006). *Pressured into crime: An overview of general strain theory*. Los Angeles: Roxbury Publishing.

- Ajzen, I. & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood, NJ: Prentice Hall.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhi & J. Beckmann (Eds.), *Action control: From cognition to behavior* (pp. 11-39). Heidelberg: Springer.
- Ajzen, I. (1991) The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. (1998). Models of human social behavior and their application to health psychology. *Psychology and health*, 13, 735 – 740.
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology*, 5, 27– 58.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32, 665-683.
- Ajzen, I. (2005), *Attitudes, Personality, and Behavior*, Edisi kedua, New York: Open University Press.
- Ajzen, I. (2006). Constructing a TpB questionnaire: Conceptual and methodological considerations. Retrieved September 4, 2006, from <http://people.umass.edu/aizen/tpb.html>.
- Ajzen, I. (2010) The theory of planned behavior: A bibliography. Retrieved from <http://people.umass.edu/aizen/tpbrefs.html>
- Ajzen, I., & Cote, N. (2008). Attitudes and the prediction of behavior. In W. D. Crano, & R. Prislin (Eds.), *Attitudes and attitude change* (pp. 289-311). New York: Psychology Press.
- Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: Prentice.Hall.
- Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behavior relation: Reasoned and automatic processes. In W. Stroebe & M. Hewstone (Eds.), *European Review of Social Psychology* (pp. 1-33). New York, NY: John Wiley & Sons.
- Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *Handbook of attitudes and attitude change: Basic principles* (pp. 173-221). Mahwah, NJ: Lawrence Erlbaum.
- Ajzen, I., & Gilbert Cote, N. (2008). Attitudes and the prediction of behavior. In W. D. Crano & R. Prislin (Eds.), *Attitudes and attitude change* (pp. 289-311). New York: Psychology Press.

- Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioural control. *Journal of Experimental Social Psychology*, 22, 453-474.
- Ajzen, Icek. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior<sup>1</sup>. *Journal of Applied Social Psychology*, 32(4), 665–683. doi:10.1111/j.1559-
- Ajzen, I. (1988). *Attitude, personality, and behaviour*. Chikago: Dorsey Press.
- Ajzen, I. (2005). *Attitudes, Personality and Behavior 2e*. McGraw-Hill International
- Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion– regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review*, 30, 217–237.
- Alink, L.R.A., Mesman, J., Van Zeijl, J., Stolk, M.N., Juffer, F., Koot, H.M., Bakermans-Kranenburg, M.,J., & Van IJzendoorn, M.H.(2006). The early childhood aggression curve: Development of physical aggression in 10- to 50-month-old children. *Child Development*, 77, 954-966.
- Allen J. P., Porter, M., MacFarland, C., McElhaney, K. B., & Marsh, P. (2007). The relation of attachment security to adolescents’ paternal and peer relationships, depression, and externalizing behavior. *Child Development*, 78, 1222-1239.
- Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005). *Abnormal Psychology*. (9th ed.). New York: The McGraw-Hill Companies, Inc.
- Aluede, O. (2006) Bullying in schools: A form of child abuse in schools. *Educated Research Quarterly*, 30(1), 37-49.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*, fifth edition. Washington, DC: American Psychiatric Association.
- Amjad, N. & Wood, A.M. (2009). Identifying and changing the normative beliefs about aggression which lead young Muslim adults to join extremist anti-Semitic groups in Pakistan. *Aggressive Behavior*, 35, 514–519.
- Amone-P’olak K, Burger H, Ormel J, et al. (2009).Socioeconomic position and mental health problems in pre- and early-adolescents: The TRAILS study. *Soc Psychiatry Psychiatr Epidemiol* 2009;44:231–8.
- Amsterlaw, J., & Wellman, H. M. (2006). Theories of mind in transition: A microgenetic study of the development of false belief understanding. *Journal of Cognition and Development*, 7, Q3 139–172.

- Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. *Psychological Science*, 12, 353–359.
- Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51.
- Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., & Sakamoto, A., Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic review. *Psychological Bulletin*, 136, 151–173.
- Anderson, D., MacLellan-Wright, M., & Barber, S. (2007). *Analysing Data Collected from the Community Capacity Building Tool: A Manual for Users*: Public Health Agency of Canada.
- Andrew, E. S; Selwyn, B. J; & Steven H . K, (2006) A descriptive study of youth risk behavior in urban and rural secondary school students in El Salvador. *International Health and Human Rights* 2006 pg 9-10.
- Andrews, D.A; & Bonta, J. (2010). *The psychology of criminal conduct* (5th ed.). New Providence, NJ: Matthew Bender & Company.
- Anthony, D. (2011). *Statistics for Health, Life and social Sciences*. London: Business.
- Archer, J; Coyne, S.M. (2005). An integrated review of indirect, relational, and social aggression. *Pers Soc Psychol Rev* 9:212–230.
- Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analytic review. *Review of General Psychology*, 8, 291–322.
- Ardila-Rey, A., Killen, M., & Brenick, A. (2009). Moral reasoning in violent contexts: Displaced and non-displaced Colombian children's evaluations of moral transgressions, retaliation, and reconciliation. *Social Development*, 18, 181–209.
- Armitage, C. J., & Conner, M. (1999a). The theory of planned behaviour: Assessment of predictive validity and 'perceived control'. *British Journal of Social Psychology*, 38, 35–54.
- Armitage, C. J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta analytic review. *British Journal of Social Psychology*, 40, 471-499.
- Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16, 427–454.
- Armstrong, J. S. (2012). "Illusions in Regression Analysis". *International Journal of Forecasting* (forthcoming) 28 (3): 689.

- Arsenio, W., Adams, E., & Gold, J. (2009). Social information processing, moral reasoning and emotion attributions: Relations with adolescents' reactive and proactive aggression. *Child Development*, 80, 1739–1755.
- Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: *The communities that care youth survey*. *Evaluation Review*, 26, 575-601.
- Ary, D., Jacobs, L., Razavich, A., & Sorensen, C.K. (2009). Introduction to research in education (8th ed.). Fort Worth, TX: Holt, Rinehart.
- A.S.A. (American Statistical Association), 2005 what is a survey? [Online] Available: <http://www.amstat.org/sections/srms/brochures/surwhat.html>. Accessed 23 July 2005.
- Astington, J. W. (2001). The paradox of intention: Assessing children's metarepresentational understanding. In B. F. Malle, L. J. Moses, & D. A. Baldwin (Eds.), *Intentions and intentionality: Foundations of social cognition* (pp. 85–103). Cambridge, MA: MIT Press
- Atav, S & Gale A. S. (2002). "Health Risk Behaviors among Adolescents Attending Rural, Suburban, and Urban Schools: A Comparative Study." *Family and Community Health* 25:53-64.
- Australian Bureau of Statistics [ABS]. (2008). Australian Social Trends 2008 (reissue) (Catalogue No. 4102.0). Retrieved from [http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/DE5DE30C9CF6E5E3CA25748E00126A25/\\$File/41020\\_2008.pdf](http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/DE5DE30C9CF6E5E3CA25748E00126A25/$File/41020_2008.pdf)
- Australian Government. (2005). Bullying and mental health. Retrieved August 5, 2009, from [http://www.responsibility.org/client\\_images/778682.pdf](http://www.responsibility.org/client_images/778682.pdf).
- Australian Institute of Health and Welfare [AIHW], Australian Government. (2008). Making progress: the health, development and wellbeing of Australia's children and young people. (Catalogue No. PHE 104). Retrieved from <http://www.aihw.gov.au/publications/phe/mp-thdowoacayp/mp-thdowoacayp.pdf>.
- Azizi, Y; Jamaludin, R; Hamdan, K;& Noordin, Y. (2009a), Discipline Problems Among Secondary School Students in Johor Bahru, *European Journal of Social Science* ISSN: 1450-2267 Volume 11, Number 4.
- Babara, M; Newman, P; Newman, R. (2008) *Development Through Life; A psychosocial approach*. Tenth Edition, United states of America, p.138-139. Wadsworth, Cengage Learning.
- Babbie, E. (2010). *The Practice of Social Research*, Twelfth Edition United States of America. Social science.

- Bagozzi, R. P. (1992). The self-regulation of attitudes, intentions and behavior. *Social Psychology Quarterly*, 55, 178–204.
- Bagwell, C. L., & Schmidt, M. E. (2011). The friendship quality of overtly and relationally victimized children. *Merrill-Palmer Quarterly*, 57, 158-185. doi:10.1353/mpq.2011.0009
- Bahr, S. J; Hoffmann, J. P; Yang, X. (2005). Parental and Peer Influences on the Risk of Adolescent Drug Use. *J Prim Prev*. 2005; 26(6): 529-51.
- Baillargeon, R., Zoccolillo, M., Keenan, K., Cote, S., Perusse, D., Wu, H., Boivin, M., & Tremblay, R. (2007). Gender differences in physical aggression: A prospective population-based survey of children before and after. two years of age. *The American Psychological Association*, 43(1), 13–26.
- Baler, R. D., & Volkow, N. D. (2011). Addiction as a systems failure: Focus on adolescence and smoking. *Journal of the American Academy of Child and Adolescent Psychiatry*, 50, 329–339.
- Balsa, A. I., Homer, J. F., French, M. T., & Norton, E. C. (2011). Alcohol use and popularity: Social payoffs from conforming to peers' behavior. *Journal of Research on Adolescence*, 21(3), 559-568.
- Bandura, A. (1983). Psychological mechanisms of aggression. See Geen & Donnerstein 1983, pp. 11–40.
- Bandura, A. (2001). Social cognitive theory: an agentic perspective. *Annu. Rev. Psychol.* 52:1–26.
- Bandura, A. (1971). Social learning theory of aggression. In J.G. Knutson (Ed.), *Control of aggression: Implications from basic research* (pp. 201–250). Chicago: Aldine-Atherton.
- Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, New Jersey: Prentice Hall.
- Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ. Prantice Hall. in O'Connel, P., Pepler, D., and Craig, W. (1999). Peer involvement in bullying: insight and challenges for intervention. *Journal of Adolescence*. 22, 0238. Retrieved September 10, 2009, from <http://www.idealibrary.com>.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248-287.
- Bandura, A.(1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996a). Mechanisms of moral disengagement in the exercise of moral agency. *Journal of Personality and Social Psychology*, 71, 364—374.
- Banerjee R. (2002). Audience effects on self-presentation in childhood. *Soc Dev* 11:487–507.
- Banyard, V. L., Cross, C., & Modecki, K. L. (2006). Interpersonal violence in adolescence: Ecological correlates of self-reported perpetration. *Journal of Interpersonal Violence*, 21(10), 1314–1332.
- Barboza, G. E., Schiamberg, L. B., Oehmke, J., Korzeniewski, S. J., Post, L. A., & Heraux, C. G. (2009). Individual characteristics and the multiple contexts of adolescent bullying: An ecological perspective. *Journal of Youth and Adolescence*, 38, 101–121.
- Barlow, D. H., Durand, V. M., (2009) *Abnormal Psychology; An Integrative Approach* (5th Ed.) Belmont. Wadsworth/Cengage Learning.
- Barnes, G.M; Welte,J.W; Hoffman, J..H; Tidwell, M..C.(2009). Gambling, alcohol, and other substances use among youth in the United States. *Journal of Studies on Alcohol and Drugs*. 70:134-142.
- Barnes, G. M., Welte, J. W., Hoff man, J. H., & Dintcheff , B. A. (2005). Shared predictors of youthful gambling, substance use, and delinquency. *Psychology of Addictive Behaviors*, 19(2), 165-174.
- Barnes, J; Belsky, J., Broomfield, K. A., Melhuish, E., & National Evaluation of Sure Start (NESS). (2006). Neighbourhood deprivation, school disorder and academic achievement in primary schools in deprived communities in England. *International Journal of Behavioral Development*, 30(2), 127–136.
- Barnow, S., Lucht, M., & Freyberger, H.-J. (2005). Correlates of aggressive and delinquent conduct problems in adolescence. *Aggressive Behavior*, 31, 24-39.
- Baron, R., & Byrne, D. (1991). *Social Psychology: Understanding Human Interaction* (6th ed.). Needham Heights, MA: Allyn & Bacon.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical consideration. *Journal of Personality & Social Psychology*, 51, 1173-1182
- Baron, R. A;& Byrne, D (2006).*Social Psychology*, New Delhi, Prentice Hall of India.
- Bartol, C.R; & Bartol, A.M. (2005). *Criminal Behavior: A Psychosocial Approach*, 7th edition. Upper Saddle River, NJ: Pearson Prentice Hall.
- Bartol, C.R., & Bartol, A. M. (2008). *Criminal behavior: a psychological approach*. (8th ed.). Upper Saddle River, NJ: Pearson Education.

- Barusch, A. S., & Wilby, F. (2010). Coping with symptoms of depression: A descriptive survey of community-dwelling elders. *Clinical Gerontologist*, 33, 210–222.
- Batchelor, S. (2005). Prove me the bam: Victimisation and agency in the lives of young women who commit violent offences. *Probation Journal*, 52(4): 358–375.
- Baumeister, R. F., Vohs, K. D., DeWall, C. N., & Zhang, L. (2007). How emotion shapes behavior: Feedback, anticipation, and reflection, rather than direct causation. *Personality and Social Psychology Review*, 11, 167–203.
- Baumgartner, A., & Alsaker, F.D. (2008). Bullying among children and adolescents: the role of individual and social completeness, group processes, and social relationships. In T. Malti & S. Perren (Eds.), *Entwicklung und forderung sozialer Kompetenzen in Kindheit und Adoleszens* (pp.70-88). Stuttgart: Kohihammer.
- Bavelier, D., Green, C. S., Han, D. H., Renshaw, P. F., Merzenich, M. M., & Gentile, D. A. (2011). Brains on video games. *Nature Reviews Neuroscience*, 12, 763–768.
- Bearman, R., Wheldall, K., & Kemp, C. (2006). Differential teacher attention to boys and girls in the classroom. *Educational Review*, 58, 339–366.
- Bekiari, A., Heropoulou, H; & Sakellariou, K. (2005) Perceived aggressive physical education teacher communication, student state satisfaction and reasons for discipline. *Italian Journal of Sport Sciences*, 12(1), 73-78.
- Belknap, J., & Holsinger, K. (2006). The gendered nature of risk factors for delinquency. *Feminist Criminology*, 1, 48-70.
- Bellmore, A.D., Witkow, M.R., Graham, S., & Juvonen, J. (2005). From beliefs to behavior: The mediating role of hostile response selection in predicting aggression. *Aggressive Behavior*, 31(5), 453–472.
- Bendixon, M., & Olweus, D. (1999). Measurement of antisocial behaviour in early adolescence and adolescence: Psychometric properties and substantive findings. *Criminal Behaviour and Mental Health*, 9, 323-354.
- Benenson, J. F. (2009). Dominating versus eliminating the competition: Sex differences in human intrasexual aggression. *Behav Brain Sci* 32:268–269.
- Berckovitz, L.(2007). Social psychology, (translated by Hossein Farjad & Abas Mohammadi Asl).Tehran: Asatir publication.
- Berger, K.S. (2007). Update on bullying at school: science forgotten?Dev Rev 27:90–126.

- Berkowitz, L. (1990). On the formation and regulation of anger and aggression: a cognitive neoassociationistic analysis. *Am. Psychol.* 45:494–503.
- Berkowitz, L. (2000). *Causes and consequences of feelings*. Cambridge, UK: Cambridge University Press.
- Berkowitz, L., & Harmon-Jones, E. (2004). Toward an understanding of the determinants of anger. *Emotion*, 4, 107–130.
- Bernier, A., & Meins, E. (2008). A threshold approach to understanding the origins of attachment disorganization. *Developmental Psychology*, 44(4), 969–982. doi:10.1037/0012-1649.44.4.969.
- Bettencourt, B.A., Talley, A., Benjamin, A. J. & Valentine, J. (2006), 'Personality and aggressive behavior under provoking and neutral conditions: a meta-analytic review', *Psychological Bulletin*, 132: 5, pp. 751–777.
- Bevans, K. B., Bradshaw, C. P., Miech, R., & Leaf, P. J. (2007). Staff and school-level predictors of school organizational health: A multilevel analysis. *Journal of School Health*, 77, 294–302.
- Bi, Z., & Li, L. (2006). Relationship between perceptions of control and victimization of Chinese adolescents. *Frontiers of Education in China*, 1(1), 153-160.
- Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. *Child Development*, 71, 1687-1708.
- Björkqvist, K; Lagerspetz, K.M. J, Kaukiainen, A.(1992). Do girls manipulate and boys fight Developmental trends in regard to direct and indirect aggression. *Aggress Behav.* 1992;18(2):117-127.
- Black, D. W, Gunter T, Loveless P, Allen J, & Sieleni B. (2010) Antisocial personality disorder in incarcerated offenders: Psychiatric comorbidity and quality of life. *Ann Clin Psychiatry* 2010;22:113-120.
- Black, D. (2006). What Causes Antisocial Personality Disorder?. *Psych Central*. Retrieved on July 26, 2014, from <http://psychcentral.com/lib/what-causes-antisocial-personality-disorder/000652>.
- Blackburn, A. G., & Trulson, C. R. (2010). Sugar and spice and everything nice? Exploring institutional misconduct among serious and violent female delinquents. *Journal of Criminal Justice*, 38, 1132–1140.
- Blakemore, S.J., Choudhury, S. (2006). Development of the adolescent brain: implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*; 47:296-312.
- Blankemeyer, M; Flannery, D;&Vazsonyi, A. (2002). The role of aggression and social competence in children's perceptions of the child-teacher relationship. *Psychology in the Schools*. 2002; 39:293–304.

- Blissett, J., Walsh, J., Harris, G., Jones, C., Leung, N., & Meyer, C. (2006). Different core beliefs predict paternal and maternal attachment representations in young women. *Clinical Psychology and Psychotherapy*, 13, 163-171.
- Blonigen, D. M. (2010). Explaining the Relationship between Age and Crime: Contributions from the Developmental Literature on Personality. *Clin Psychol Rev.* 2010; 30: 89-100.
- Boduszek, D., McLaughlin, C., & Hyland, P. (2011). Criminal Attitudes of Ex-Prisoners: the Role of Personality, Anti-Social Friends and Recidivism. *Internet Journal of Criminology*, 9, 1-10.
- Bogart, Laura M., et al. (2013). Association Between Perceived Discrimination and Racial/Ethnic Disparities in Problem Behaviors Among Preadolescent Youths. *American Journal of Public Health: June 2013, Vol. 103, No. 6*, pp. 1074-1081. ProQuest. Web
- Bögels, S.M., & Brechman-Toussaint, M. L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing and beliefs.. *Clinical Psychology Review*, 26 (2006), 834-856.
- Bohner, G. (2001). Attitudes. In M. Hewstone & W. Stroebe (Eds.), *Introduction to social psychology: A European perspective* (3rd ed., pp. 239–282). Oxford, UK: Blackwell.
- Boivin, M., Vitaro, F., & Poulin, F. (2005). Peer relationships and the development of aggressive behavior in early childhood. In R. E. Trembay, W.W. Hartup, & J. J. Archer (Eds.), *Developmental origins of aggression* (pp. 376 – 397). New York: Guilford.
- Bolland, J. M., Lian, B. E., & Formichella, C. M. (2005). The origins of hopelessness among inner-city African-American adolescents. *American Journal of Community Psychology*, 36, 293-305.
- Bollmer, J. M., Harris, M. J., & Milich, R. (2006). Reactions to bullying and peer victimization: Narratives, physiological arousal, and personality. *Journal of Research in Personality*, 40, 803-828.
- Bongers, I. L., Koot, H. M., van der Ende, J., & Verhulst, F. C. (2004). Developmental trajectories of externalizing behavior problems from childhood to adolescence. *Child Development*, 75, 1523 – 1537.
- Borg, W.R. & Gall, M.D. (1979). *Educational Research: an Introduction* (third edition). London: Longman.
- Borum, R., Cornell, D. G., Modzeleski, W., & Jimerson, S.R., (2010). What Can Be Done About School Shooting? A Review of the Evidence. *Educational Researcher*, 39(1):27-37.
- Bosari, B., & Carey, K. B. (2001). Peer influences on college drinking; A review of the research. *Journal of Substance Abuse*, 13, 391-424.

- Boseovski, J. J., & Lee, K. (2006). Children's use of frequency information for trait categorization and behavioral prediction. *Developmental Psychology*, 42, 500–513. doi:10.1037/0012-1649.42.3.500.
- Bosworth, K.; & Espelage, D. (1995). Houston Community Demonstration Project. Peer Leader Survey. Houston, TX: City of Houston.
- Boulton, M., Trueman, M., & Murray, L. (2008). Associations between peer victimization, fear of future victimization, and disrupted concentration on classwork among junior school pupils. *British Journal of Educational Psychology*, 78, 3, 473-489.
- Bowling, A. (2009). *Research methods in health: Investigative Health and Health Services* (3rd ed.). New York: McGraw-Hill. 162—176.
- Boylan, K., Vaillancourt, T., Boyle, M., & Szatmari, P. (2007). Comorbidity of internalizing disorders in children with oppositional defiant disorder. *European Child & Adolescent Psychiatry*, 16, 484-494.
- Bradford, K., Burns Vaughn, L., & Barber, B.K. (2007). When there is conflict: Interparental conflict, parental child conflict, and youth problem behaviors. *Journal of Family Issues*, 29(6), 780-805.
- Bradley, R. E; Wright, C; & Wesley, Y. (2009). Reconsidering the Relationship between Race and Crime. Positive and Negative Predictors of Crime among African American Youth, *Journal of Research in Crime and Delinquency*, Volume 46 Number 3, August 2009 327-352.
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-399.
- Bradshaw, C.P., Schaeffer, C.M., Petras, H; & Lalongo, N. (2010). Predicting negative life outcomes from early aggressive-disruptive behaviour trajectories: Gender differences in maladaptation across life domains. *Journal of Youth and Adolescence*.;39:953-966.
- Bradshaw, C. P., & Garbarino, J. (2004). Social cognition as a mediator of the influence of family and community violence on adolescent development: Implications for intervention. *Annals New York Academy of Science*, 1036, 85-105
- Bram, Orobio de Castro; Veerman, J.W., Koops, W; Bosch, J.D; & Monshouwer, H.J. (2002). Hostile Attribution of Intent and Aggressive Behavior: A Meta-Analysis. *Child Development*, May/June 2002, Volume 73, Pages 916-934.
- Brame, R., Mazerolle, P., & Piquero, A. R. (2010). Criminal career progression among serious youthful offenders in Australia. *Journal of Criminal Justice*, 38, 340–347.

- Branas, C. C., Michael L.N; Michael R. E; Therese S. R; & William Schwab,C.(2004). "Urban–Rural Shifts in Intentional Firearm Death: Different Causes, Same Results." *American Journal of Public Health* 94:1750-55.
- Brechwald, W. A., & Prinstein, M. J. (2011), Beyond Homophily: A Decade of Advances in Understanding Peer Influence Processes. *Journal of Research on Adolescence*, 21, 166–179.
- Breet, L., Myburgh, C;& Poggenpoel, M. (2010). The relationship between the perception of own locus of control and aggression of adolescent boys. *South African journal of education*: 30,511-526.
- Brendgen, M., Vitaro, F., Turgeon, L., Poulin, F., & Wanner, B. (2004). Is there a dark side of positive illusions? Overestimation of social competence and subsequent adjustment in aggressive and nonaggressive children. *Journal of Abnormal Child Psychology*, 32(3), 305–320.
- Brennan, P.A., Hall, J., Bor, W., Najman, J.M., & Williams, G. (2003). Integrating biological and social processes in relation to early-onset persistent aggression in boys and girls. *Developmental Psychology*, 39, 309-323.
- Britt, C. L. (2000). Health consequences of criminal victimization. *International Review of Victimology*, 8, 63–73.
- Bright, R.M. (2005). It's just a grade 8 girl thing: aggression in teenage girls. *Gender and Education*, 17(1): 93-101.
- Broadhead-fearn, D;& White, K. M. (2006). The role of self-efficacy in predicting rule following behaviours in shelters for homeless youth: a test of the theory of planned behaviour. *Journal of Social Psychology*, 146, 307-325.
- Brody, S., Potterat, J. J., Muth, S. Q., & Woodhouse, D. E. (2005). Psychiatric and characterological factors relevant to excess mortality in a long-term cohort of prostitute women. *Journal of Sex & Marital Therapy*, Vol 31(2), 97-112.
- Broidy, L. M., Daday, J. K., Crandall, C. S., Sklar, D. P., & Jost, P. F. (2006). Exploring demographic, structural, and behavioral overlap among homicide offenders and victims. *Homicide Studies*, 10, 155-180.
- Broidy, L. M., Tremblay, R. E., Brame, B., Fergusson, D., Horwood, J. L., & Laird, R., et al (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39(2), 222–245.

- Bronfenbrenner, U. (2005). *Making human beings human*. Thousand Oaks, CA: Sage.
- Brook, J. S., Zhang C., Finch, S. J., & Brook, D. W. (2010). Adolescent pathways to adult smoking: Ethnic identity, peer substance use, and antisocial behavior. *The American Journal on Addictions*, 19, 178-186.
- Brookmeyer, K; Fanti, K; & Henrich, C. (2006). Schools, Parents, and Youth Violence: A Multilevel, Ecological Analysis. *Journal of Clinical Child and Adolescent Psychology*. 2006;35:504–514.
- Brown, J. E. (2006). *Intending to be aggressive: Applying the theory of planned behavior to reactive and instrumental adolescent aggression*. Unpublished Master Thesis, University of Saskatchewan, USA.
- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*.
- Brown, B. B., Bakken, J. P., Ameringer, S. W., & Mahon, M. D. (2008). A comprehensive conceptualization of the peer influence process in adolescence. In M. J. Prinstein and K. A. Dodge (Eds.) *Understanding peer influence in children and adolescents*. Duke series in child development and public policy. New York: Guilford Publications
- Brown, S. (2006). The criminology of hybrids: Rethinking crime and law in technosocial networks. *Theoretical Criminology*, 10, 223-244.
- Brown, W. L., Tyler, K. M., Graves, S. L., Thomas, D., S. Watkins, D., & Mulder, S. (2011). Examining the associations among home-school dissonance, a motivation, and classroom disruptive behavior for urban high school students. *Education and Urban Society*.
- Bryant, W. W. (2011). Internalized racism's association with African American male youth's propensity for violence. *Journal of Black Studies*. doi:10.1177/0012934710393243.
- Buelga, S., Ravenna, M., Musitu, G., & Lila, M. S. (2006). Epidemiology and psychosocial risk factors associated with adolescents drug consumption. In S. Jackson, & L. Goossens (Eds.), *Handbook of adolescent development*. UK: Psychology Press.
- Bufkin, J. L., & Luttrell, V. R. (2005). Neuroimaging studies of aggressive and violent behavior: Current findings and implications for criminology and criminal justice. *Trauma, Violence, and Abuse*, 6, 176–191.
- Buhi, E., & Goodson, P. (2007). Predictors of adolescent sexual behavior and intention: A theory-guided systematic review. *Journal of Adolescent Health*, 40, 4-21.

- Buhs, E., Ladd, G. & Herald, S. (2006). Peer exclusion and victimization processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of educational psychology*, 98, 1-13.
- Bukowski, W., & Adams, R. (2005). Peer relationships and psychopathology: Markers, moderators, mediators, mechanisms, and meanings. *Journal of Clinical Child and Adolescent Psychology*, 34, 3-10.
- Bulten, E., Nijman, H., & van der Staak, C. (2009). Measuring criminal thinking style: The construct validity and utility of the PICTS in a Dutch prison sample. *Legal and Criminological*.
- Buluç, B. (2006). An analysis of classroom rules in secondary schools in Turkey. *Educational*.
- Burchinal, M. R., Roberts, J. E., Zeisel, S. A., & Rowley, S. (2008). Social risk and protective factors for African American children's academic achievement and adjustment during the transition to middle school. *Developmental Psychology*, 44(1), 286-292.
- Burk, W. J., Steglich, C. E. G., & Snijders, T. A. B., (2007). Beyond dyadic interdependence :actor-oriented models for co-evolving social networks and individual behaviors », *International journal of behavioral development*, 31, 4, pp. 397-404.
- Burnard, P., Morrison, P. & Gluyas, H. (2011). *Nursing Research in Action*. Basingstoke; Palgrave Macmillan.
- Burnette, M. L., Oshri, A., Lax, R., Richards, D., & Ragbeer, S. N. (2012). Pathways from harsh parenting to adolescent antisocial behavior: A multidomain test of gender moderation. *Development and Psychopathology*, 24, 857-870.
- Burns, S; Maycock, B; Cross, D; & Brown, G. (2008). The power of peers: Why some students bully others to conform. *Qual Health Res* 18:1704-1706.
- Burt, M.R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, 217-230.
- Burton, P. (2007). *Someone stole my smile: An exploration into the causes of youth violence in South Africa*. Centre for justice and crime prevention: Cape Town.
- Bushman, B. J., & Anderson, C. A. (2009). Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science*, 20, 273-277.
- Bushman, B. J., & Huesmann, L. R. (2010). Aggression. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 833-863). New York: Wiley.

- Buss, A., & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63, 3, 452-459.
- Buss, A.H. (1961). *The psychology of aggression*. New York: Wiley.
- Buss, D. M. & Duntley, J. D. (2006). The evolution of aggression. In M. Schaller, J. A. Simpson, & D. T. Kenrick (Eds.), *Evolution and social psychology*. New York: Psychology.
- Buss, D. M. (2005). *Personality psychology: Domains of knowledge about human nature*. New York: MacGraw Hill Publications.
- Butts, J. A., & Snyder, H. N. (1997). The youngest delinquents: Offenders under age 15. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. NCJ 165256.
- Cacioppo, J. T., Gardner, W. L., & Berntson, G. G. (1997). Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space. *Personality and Social Psychology Review*, 1, 3-25.
- Calkins, S.D., & Dengnan, K.A. (2006). Temperament in early development. In: American R, editor. *Comprehensive Handbook of Personality and Psychopathology*, Vol 3: Child Psychopathology Wiley; New York.
- Calvete, E., & Orue, I. (2011). The impact of violence exposure on aggressive behavior through social information processing in adolescents. *American Journal of Orthopsychiatry*, 81, 38–50.
- Calvete, E., & Orue, I. (2012). Social information processing as a mediator between cognitive schemas and aggressive behavior in adolescents. *Journal of Abnormal Child Psychology*, 40, 105–117. doi: 10. 1007/s10802-011-9546.
- Cameron, M., & Taggart, C. E. (2005). "Adgmg up" to "beef on sight": A qualitative study of the perceived causes of interpersonal conflict and violence among African American girls in an urban high school. *Journal of School Violence*, 4(2), 75-93.
- Camodeca, M., & Goossens, F. A. (2005). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry*, 46, 186–197.
- Capaldi, D. M., Dishion, T. J., Stoolmiller, M., & Yoerger, K. (2001). Aggression toward female partners by at-risk young men: The contribution of male adolescent friendships. *Developmental Psychology*, 37, 61–73.
- Carbone-Lopez, K., Esbensen, F.A., & Brick, B.T. (2010). The correlates and consequences of peer victimization: The role of gender in direct and indirect forms of bullying." *Youth Violence and Juvenile Justice*, 8(4), 332-350.

- Card, N. A., & Hodges, E. V. E. (2008). "Peer Victimization Among Schoolchildren: Correlations, Causes, Consequences, and Considerations in Assessment and Intervention," *School Psychology Quarterly*, Vol. 23, No. 4, p. 451-461.
- Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, 79, 1185-1129.
- Carlo, G., Crockett, L. J., Randall, B. A., & Roesch, S. C. (2007). A latent growth curve analysis of prosocial behavior among rural adolescents. *Journal of Research on Adolescence*, 17, 301-324.
- Carr, D. (2005). Personal and interpersonal relationships in education and teaching: a virtual ethical perspective. *British Journal of Educational Studies*, 53(3), 255–271.
- Carroll, A., Houghton, S., Durkin, K., & Hattie, J. (2009). *Adolescent reputations and risk: Developmental Trajectories to Delinquency*. New York, NY: Springer.
- Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. *Annals of the New York Academy of Science*, 1124:111-126.
- Cauffman, E., Farruggia, S. P., & Goldweber, A. (2008). Bad boys or poor parents: Relations to female juvenile delinquency. *Journal of Research on Adolescence*, 18, 699-712.
- Cauffman, E., Lexcen, F. J., Goldweber, A., Shulman, E. P., & Grisso, T. (2007). Gender differences in mental health symptoms among delinquent and community youth. *Youth Violence and Juvenile Justice*, 5(3), 287-307.
- Cava, M. J., Musitu, G., & Murgui, S. (2007). Individual and social risk factors related to overt victimization in a sample of Spanish adolescents. *Psychological Reports*, 101, 275-290.
- Centers for Disease Control and Prevention. (2010) Strategies for increasing protective factors among youth. 2010b Available at <http://www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm>.
- Centola, D.; & Michael, W. M. (2007). "Complex Contagions and the Weakness of Long Ties." *American Journal of Sociology* 113:702–24.
- Champion, K. M.; & Clay, D. L. (2007). Individual differences in responses to provocation and frequent victimization by peers. *Child Psychiatry and Human Development*, 37(3), 205-220.
- Chang, L. (2003). Variable effects of children's aggression, social withdrawal, and prosocial leadership as functions of teacher beliefs and behaviors. *Child Development*, 74, 535–548. Chapin, South Carolina: Youth Light Inc.

- Chao, R. K., & Willms, J. D. (2002). The effects of parenting practices on children's outcomes. In J. D. Willms (Ed.), *Vulnerable children: Findings from Canada's National Longitudinal Survey of Children and Youth*, (pp. 149-165). Edmonton, AB: The University of Alberta Press.
- Chauhan, P., & Reppucci, N.D. (2009). The impact of neighbourhood disadvantage and exposure to violence on self report of antisocial behaviour among girls in the juvenile justice system. *Journal of Youth and Adolescence*, 38, 401-416.
- Chen, C. Y; Lee, L. K; Wong, K. C; & Jagmohani, K.(2005). Factors relating to adolescents suicidal behavior: a cross-sectional Malaysian school survey. *J Adolesc Health* 2005; 37:337.e11-337.
- Chen, X., Chang, L., Liu, H., & He, Y. (2008). Effects of the peer group on the development of social functioning and academic achievement: A longitudinal study in Chinese children. *Child Development*, 79, 235–251.
- Chen, X., Chang, L; & He, Y.(2003). The peer group as a context; mediating and moderating effects on relations between academic achievement and social functioning in Chinese Children. *Child Development*, 74, 710-727.
- Cheng, Y., Newman, I. M., Qu, M., Mbulo L., Chai, Y., Chen, Y., & Shell, D. F. (2010). Being bullied and Psychosocial Adjustment among Middle School Students in China. *Journal of School Health*, 80(4), 193-199.
- Cheng, T. L., Johnson, S., Wright, J. L., Pearson-Fields, A. S., Brenner, R., & Schwarz, D., et al. (2006). Assault-injured adolescents presenting to the emergency department: Causes and circumstances. *Academic Emergency Medicine*, 13, 610–616.
- Chesney-Lind, M., Artz, S., & Nicholson, D. (2002). Girls' delinquency and violence: Making the case for gender-responsive programming. In L. A. Rapp-Paglicci, A. R. Roberts, & J. S. Wodarski (Eds.), *Handbook of violence* (pp. 190-214). New York: John Wiley & Sons.
- Cheung, N.W.T & Cheung, Y.W (2008). Self- control, social factors, and delinquency: A test of the General Theory of Crime among adolescents in Hong Kong. *Journal of Youth Adolescence*, 37, 412- 430.
- Cheung, S. F., & Chan, D. K. S. (2000). The role of perceived behavioral control in predicting human behavior: A meta-analytic review of studies on the theory of planned behavior. Unpublished manuscript, Chinese University of Hong Kong.
- Childs, K. K., Sullivan, C. J., & Gullledge, L.M. (2010). Delinquent behavior across adolescence: Investigating the shifting salience of key criminological predictors. *Deviant Behavior*, 32(1), 64-100.

- Chilenski, S. M. (2011). From the macro to the micro: A geographic examination of the community context and early adolescent problem behaviors. *American Journal of Community Psychology*, 48, 352-364.
- Chung-Hall, J., & Chen, X. (2010). Aggressive and prosocial peer group functioning: Effects on children's social, school, and psychological adjustment. *Social Development* 19, 659–680.
- Choon, L.J., Hasbullah, M, Ahmad, S. & Ling, W.U, (2013). Parental Attachment, Peer Attachment, and Delinquency among Adolescents in Selangor, Malaysia. *Asian Social Science*; Vol. 9, No. 15.
- Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms, conformity, and compliance. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 2, pp. 151-192). Boston: McGraw-Hill.
- Cialdini, R.B. (2001). *Influence: Science and practice* (4th ed.). Boston: Allyn & Bacon.
- Cialdini, R.B., Kallgren, C.A., & Reno, R.R. (1991). A Focus theory of normative conduct: A theoretical refinement and reevaluation of the role of norms in human behaviour. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol.24, pp.201-234).
- Clore, G. L., & Gasper, K. (2000). Feeling is believing: Some affective influences on belief. In N. Frijda, T. Manstead, & S. Bem (Eds.), *Emotions and Beliefs: How Feelings Influence Thoughts* (pp. 10 - 44). New York: Cambridge University Press.
- CMHA-Edmonton Personality Disorders (2006). Antisocial Personality Disorder May 1, 2006
- Coate, S. M., Vaillancourt, T., LeBlanc, J. C., Nagin, D. S., & Tremblay, R. E. (2006). The development of physical aggressive disruptive behavior during childhood: A nation wide longitudinal study of Canadian children. *Journal of Abnormal Child Psychology*, 34, 71–85.
- Cochran, J. K., Aleksa, V., & Chamlin, M. B. (2006). Self-restraint: A study on the capacity and desire for self-control. *Western Criminology Review*, 7, 27-40.
- Cohen, G. L., & Prinstein, M. J. (2006). Peer contagion of aggression and health risk behavior among adolescent males: An experimental investigation of effects on public conduct and private attitudes. *Child Development*, 77, 967–983.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Second Edition. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Cohen, L., Manion, L., & Morrison, K. R. B. (2007). *Research methods in education*: Psychology Press.

- Cohen, L.; Manion, L.; & Morrison, K. (2008). *Research methods in education* (6th ed.). London & New York: Routledge Taylor & Francis Group. 133—164.
- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2013). *Applied multiple regression/correlation analysis for the behavioural sciences*; Routledge.
- Coid, J.; & Yang, M. (2011). The impact of psychopathy on violence among the household population of Great Britain. *Soc Psychiat Epidemiol* 46:473–480.
- Coid, J., & Ullrich, S., (2010). Antisocial personality disorder is on a continuum with psychopathy. *Comprehensive Psychiatry* 51, 426–433.
- Coid, J., Yang, M., Roberts, A., Ullrich, S., Moran, P., Bebbington, P., Brugha, T., Jenkins, R., Farrell, M., Lewis, G; & Singleton, N. (2006a). Violence and psychiatric morbidity in the national household population of Britain: public health implications. *British Journal of Psychiatry*, 189:12-19.
- Coker, T. R., Elliott, M. N., Kanouse, D. E., Grunbaum, J. A., Schwebel, D. C., Gilliland, M. J., & Schuster, M. A. (2009). Perceived racial/ethnic discrimination among fifth-grade students and its association with mental health. *American Journal of Public Health*, 99(5), 878-884.
- Colander, D. (2013). *Microeconomics*, 9th edition, New York: McGraw Hill and Frank, Robert and Ben Bernanke. 2013. *Principles of Microeconomics*, 5th edition. New York: McGraw Hill.
- Collis, J.; & Hussey, R. (2003) *Business Research: a practical guide for undergraduate and postgraduate students*, second edition. Basingstoke: Palgrave Macmillan.
- Comstock, G., & Scharrer, E. (2003). Meta-analyzing the controversy over television violence and aggression. In D. A. Gentile (Ed.), *Media violence and children: A complete guide for parents and professionals* (pp. 205–226). Westport, CT: Praeger.
- Conkin, D. J. (2005). Critiquing research for use in practice. *J Pediatr Health Care* 19: 183-6.
- Conner, M.; & Armitage, C.J. (1998). Extending the Theory of Planned Behavior: a review and avenues for further research. *Journal of Applied Social Psychology* 28(15), 1429–1464.
- Conner, M., Warren, R., Close, S., & Sparks, P. (1999). Alcohol consumption and the theory of planned behaviour: An examination of the cognitive mediation of past behaviour. *Journal of Applied Social Psychology*, 29, 1675-1703.
- Connors-Burrow, N., Johnson, D., Whiteside-Mansell, L., McKelvey, L., & Gargus, R. (2009). Adults matter: Protecting children from the negative impacts of bullying. *Psychology in the Schools*, 46, 593-604.

- Connor, D.F.(2002).Aggression and antisocial behaviour in children and adolescents. Research and treatment. New York: The Guilford Press;
- Conrey, F. R., & Smith, E. R. (2007). Attitude representation: Attitudes as patterns in a distributed, connectionist representational system. *Social Cognition*, 25, 718-735.
- Copeland, W. E., Wolke, D., Angold, A., & Costello, J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, 70(4), 419–426.
- Cornell, A. H., & Frick, P. J. (2007). The moderating effects of parenting styles in the association between behavioral inhibition and parent-reported guilt and empathy in preschool children. *Journal of Clinical Child & Adolescent Psychology*, 36, 305-318
- Cota-McKinley, A. L., Woody, W. D., & Bell, P. A. (2001). Vengeance: Effects of gender, age, and religious background. *Aggressive Behavior*, 27, 343–350.
- Côté, S. M., Vaillancourt, T., Barker, E. D., Nagin, D., & Tremblay, R. E. (2007). The joint development of physical and indirect aggression: Predictors of continuity and change during childhood. *Development and Psychopathology*, 19(1), 37-55.
- Côté, S., Vaillancourt, T., LeBlanc, J.C., Nagin, D.S., & Tremblay, R.E. (2006). The development of physical aggression from toddlerhood to pre-adolescence: A nationwide longitudinal study of Canadian children. *Journal of Abnormal Child Psychology*, 34, 68-82.
- Cotten, N., Resnick, J., Browne, D.C., Martin, S.L., McCarraher, D.R., & Woods, J. (1994). Aggression and fighting behavior among African-American adolescents: Individual and family factors. *American Journal of Public Health*, 84(4), 618-622.
- Crano, W.D; &Prislin, R. (2006), ‘Attitudes and persuasion’, *Annual Review of Psychology*, 57, pp. 345–374.
- Crawford, C., & Krebs, D. (2008). *Foundations of evolutionary psychology*. New York: Erlbaum.
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Crick, N. C., & Dodge, K. A. (1996). Social information processing deficits in reactive and proactive aggression. *Child Development*, 67, 993–1002.
- Crick, N. R., Ostrov, J. M., & Kawabata, Y. (2007). Relational aggression and gender: An overview. In D. J. Flannery & A. Vazsonyi (Eds.), *The Cambridge handbook of violent behavior and aggression* (pp. 243–260). New York: Cambridge University Press.

- Crick, N. R., Ostrov, J. M., & Werner, N. E. (2006). A longitudinal study of relational aggression, physical aggression, and children's social-psychological adjustment. *Journal of Abnormal Child Psychology*, 34, 131 – 142.
- Crockett, L. J., Kristin L. M; Marcela, R; & Brandy, A. R. (2006). "Psychological Profiles and Adolescent Adjustment: A Person-Centered Approach." *Development and Psychopathology* 18:195-214.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334.
- Crosnoe, R. (2011). *Fitting in, standing out: Navigating the social challenges of high school to get an education*. Cambridge, UK: *Cambridge University Press*.
- Crowley. S., (2007). Finland Shocked at Fatal Shooting. BBC News. [Cited: 10.12.2010] <http://news.bbc.co.uk/1/hi/world/europe/7084045.s tm>
- Cui, M., Donnellan, M.B., & Conger, R.D. (2007). Reciprocal influences between parents' marital problems and adolescent internalizing and externalizing behavior. *Developmental Psychology*, 43(6), 1544-1552.
- Cullen, F. T., Unnever, J.D., Hartman, J.L., Turner, M.G., & Agnew, R. (2008). Gender, bullying victimization, and juvenile delinquency: A test of general strain theory. *Victims and Offenders*, 3, 331-349.
- Cullerton-Sen, C., Cassidy, A., Murray-Close, D., Cicchetti, D., Crick, N., & Rogosch, F. (2008). Childhood maltreatment and development of relational and physical aggression: The importance of a gender informed approach. *Child Development*, 79, 1736-1751.
- Cunningham, W. A., Zelazo, P., Packer, D. J., & Van Bavel, J. J. (2007). The iterative reprocessing model: A multilevel framework for attitudes and evaluation. *Social Cognition*, 25(5), 736–760.
- Current World Population". United Nations, Department of Economic and Social Affairs. Retrieved 11 July 2014.
- Czaja, R., & Johny, B.(2005). *Designing surveys: A guide to decisions and procedures*. Second ed. Thousand Oaks, CA; Sage Publications.
- Dabbs, J.M., & Morris, R., (1990). Testosterone, social class, and antisocial behavior in a sample of 4462 men. *Psychol. Sci.* 1, 209–211.
- D'Amico, E. J., Ellickson, P. L., Collins, R. L., Martino, S., & Klein, D. J. (2005). Processes linking adolescent problems to substance-use problems in late young adulthood. *Journal of Studies on Alcohol and Drugs*, 66(6), 766.

- Daniel, S., Goldston, D., Erkanli, A., Franklin, J., & Mayfield, A. (2009). Trait anger, anger expression, and suicide attempts among adolescents and young adults: a prospective study. *Journal of Clinical Child & Adolescent Psychology*, 38(5), 661-671.
- Dahlberg, L. L., Toal, S. B., Swahn, M. & Behrens, C. B. (2005). *Measuring Violence- Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. A Compendium of Assessment Tools. Second Edition.
- David C. E. (2006). *Antisocial Personality Disorders Versus Psychopathy: An Analysis of the Literature*. A Thesis Submitted to the Graduate Faculty of Auburn University. Auburn, Alabama, May 11, 2006.
- David, H. B; & Durand, V.M. (2005). *Abnormal psychology: An Integrative Approach*, Fifth Edition, Wadsworth, United States of America. pp.444.
- de Barros D. M, & de Padua Serafim A. (2008). Association between personality disorder and violent behavior pattern. *Forensic Science International* 179(1):19-22
- de Bruyn, E. H. & Cillessen, A. H. N. (2006). Heterogeneity of girls' consensual popularity: Academic and interpersonal behavioral profiles. *Journal of Youth and Adolescence*, 35, 435-445.
- de Castro, B. O., Brendgen, M., Van Boxtel, H., Vitaro, F., & Schaevers, L. (2007). 'Accept me, or else': Disputed overestimation of social competence predicts increases in proactive aggression. *Journal of Abnormal Child Psychology*, 35(2), 165-178.
- De Coster, S., & Rena C. Z. (2010). "Gender and General Strain Theory: The Gendering of Emotional Experiences and Expressions." *Journal of Contemporary Criminal Justice* 26: 224-45.
- Dean, A.J, Duke, S.G, & Scott, J, et al (2008). Physical aggression during admission to a child and adolescent inpatient unit: predictors and impact on clinical outcomes. *Aust N Z J Psychiatry*. 2008;42(6):536-543.
- Debarbieux, E., & Baya, C. (2008). An interactive construction of gangs and ethnicity: The role of school segregation in France. In *Street Gangs, Migration and Ethnicity*, edited by F. Van Gemert, D. Peterson, and I.L. Lien. Portland, OR: Willan Publishing, pp. 211-226.
- Degnan, K.A., Henderson, H.A., Fox, N.A., & Rubin, K.H. (2008). Predicting social wariness in middle childhood: The moderating roles of child care history, maternal personality, and maternal behavior. *Social Development*, 17, 471-487.

- DeLisi, M. (2005). *Career criminals in society*. Thousand Oaks, CA: Sage.
- Demaray, M.K., Malecki, C.K., Rueger, S.Y., Brown, S.E. & Summers, K.H. (2009). The role of youth's ratings of the importance of socially supportive behaviors in the relationship between social support and self-concept. *Journal of Youth and Adolescence*, 38, 13-28.
- Dempsey, A. G., & Storch, E. A. (2008). Relational victimization: The association between recalled adolescent social experiences and emotional adjustment in early adulthood. *Psychology in the Schools*, 45(4), 310–322.
- Dempsey, J. P., Fireman, G. D., & Wang, E.(2006). Transitional out of peer victimization in school children: Gender and behavioral characteristics. *Journal of Psychopathology and behavioral assessment*, 28 (4), 273-282.
- Demuth, S., & Brown, S. (2004). Family structure, family processes, and adolescent delinquency: The significance of parental absence versus parental gender. *Journal of Research in Crime and Delinquency*, 41, 58-81.
- Denzler, M; Forster, J;&Liberman, N. (2009). How goal-fulfillment decreases aggression. *J Exp Soc Psychol* 45:90–100.
- Department of Social Welfare. (2013). *Laporan statistik 2011*. Retrieved from <http://www.jkm.gov.my/>.
- Department of Statistics, Malaysia. (2012). *Social statistics bulletin*. Retrieved from [http://statistics.gov.my/portal/download\\_Labour/files/BPS/Buletin\\_Perangkaan\\_Sosial\\_2012.pdf](http://statistics.gov.my/portal/download_Labour/files/BPS/Buletin_Perangkaan_Sosial_2012.pdf) Department of Statistics Malaysia (2009). *Penduduk (Population)*. Retrieved January 21, 2011 from [http://www.statistics.gov.my/portal/index.php?option=com\\_content&view=article&id=667:-online-publications-principal-statistics-perak-2009&catid=95:state&Itemid=1&lang=en](http://www.statistics.gov.my/portal/index.php?option=com_content&view=article&id=667:-online-publications-principal-statistics-perak-2009&catid=95:state&Itemid=1&lang=en).
- DeVoe, E., Dean, K., Traube, D., & McKay, M. (2005). The SURVIVE community project: A family-based intervention to reduce the impact of violence exposures in urban youth. *Journal of Aggression, Maltreatment and Trauma*, 11, 95-116.
- DeWall, N.C, &Anderson, C.A. (2011). The General Aggression Model. In: PR Shaver & M Mikulincer (Eds.). *Human Aggression and Violence: Causes, Manifestations, and Consequences* (pp 15–33). Washington, DC: American Psychological Association..
- DeWall,C., Anderson,C.A., & Bushman, B. J. (2011).The general aggression model: Theoretical extensions to violence. *Psychology of Violence*, 1(3), 245–258.
- Deming, W. E. (2010). *Some theory of sampling* (Dover books on Mathematics. Dover Publications.

- Dholakia, U.M, Gopinath, M, Bagozzi, R.P, &Natarajan, R. (2006). The role of regulatory focus in the experience and self-control of desire for temptations. *J Consum Psychol* 16:163–175.
- Dholakia, U.M, Gopinath, M, Bagozzi, R.P. (2005). The role of desires in sequential impulsive choices. *Organ Behav Hum Decis Process* 98:179–194.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. Hoboken, N.J: Wiley & Sons.
- Dishion, T., Nelson, S., & Bullock, B. (2004). Premature adolescent autonomy: Parent disengagement and deviant peer process in the amplification of problem behaviour. *Journal of Adolescence*, 27, 515–530.
- Dishion, T.J., & Tipsord, J.M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology*, 62, 189-214.
- de Barros, D.M;& de Pádua, S. A. (2008) Association between Personality Disorders and Violent Behavior. *Forensic Sci Int.* 2008; 179: 19-22.
- Dodge, K.A, &Pettit, G.S. (2003).A biopsychosocial model of the development of chronic conduct problems in adolescence. *Dev Psychol.* 2003 Mar; 39(2):349-371.
- Dodge, K. A. (2011). Social Information Processing Patterns as Mediators of the Interaction between Genetic Factors and Life Experiences in the Development of Aggressive Behavior. In PR Shaver & M Mikulincer (Eds.). *Human Aggression and Violence: Causes, Manifestations, and Consequences* (pp 165–185). Washington, DC: American Psychological Association.
- Dodge, K. A. (2006). Translational science in action: Hostile attributional style and the development of aggressive behavior problems. *Development and Psychopathology*, 18, 791–814.
- Dodge, K. A., Coie, J. D., & Lynam, D. (2006). Aggression and antisocial behavior in youth. In N. Eisenberg (Ed.), *Handbook of child psychology: Social, emotional, and personality development* (pp. 719–788). Hoboken, NJ: Wiley.
- Donald, I., & Cooper, S. R. (2001). A facet approach to extending the normative component of the theory of reasoned action. *British Journal of Social Psychology*, 40, 599-621.
- Douglas, K. S, &Skeem,J.L. (2005). Violence risk assessment: getting specific about being dynamic. *Psychology, Public Policy and Law* 11:347–383.
- Dow, Bonnie J., & Wood, J. (Eds.). (2006). Introduction. In *The SAGE Handbook of Gender and Communication*. Thousand Oaks, CA: SAGE Publications.

- Doyle, M; Carter, S; Shaw, J; & Dolan, M. (2012). Predicting community violence from patients discharged from acute mental health units in England. *Soc Psychiat Epidemiol* 47:627– 637.
- Drapalski, A. L, Youman, K, Stuewig, J, & Tangney, J. (2009). Gender Differences in Jail Inmates' Symptoms of Mental Illness, Treatment History, and Treatment Seeking. *Crim Behav Ment Health*. 2009; 19: 193-206.
- Drost, E. A. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives*, 38(1), 105 – 123.
- Drug Report. (2012). National Anti-Drug Agency of Malaysia. Selangor: Putrajaya.
- Drummond, H., Bolland, J. M., & Harris, W. A. (2011). Becoming violent: Evaluating the mediating effect of hopelessness on the code of the street thesis. *Deviant Behavior*, 32, 191-223.
- Duan, C., Brown, C., & Keller, C. (2010). Male counseling psychologists in academia: An exploratory study of their experience in navigating career and family demands. *Journal of Men's Studies*, 18(3), 249–267.
- Duchesne, S., & Larose, S. (2007). Adolescent attachment to mother and father and academic motivation and performance in early adolescence. *Journal of Applied Social Psychology*, 37, 1501-1521.
- Duffy, A, Nesdale D. (2009). Peer groups, social identity, and children's bullying behaviour. *Soc Dev* 18:121–139.
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Rueman, D., & Flanagan, C., et al. (1993). Development during adolescence: The impact of stage-environmental fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90–101.
- Edens, J. F; Campbell, J.S; Weir, J.M. (2007). Youth psychopathy and criminal recidivism: a meta-analysis of the Psychopathy Checklist measures. *Law Hum Behav* 31:53–75.
- Elgar, F. J., Knight, J., Worrall, G. J., & Sherman, G. (2003). Attachment characteristics and behavioral problems in rural and urban juvenile delinquents. *Child Psychiatry & Human Development*, 34(1), 35-48.
- Ellis, B. J., Boyce, W. T., Belsky, J., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2011). Differential susceptibility to the environment: An evolutionary–neurodevelopmental theory. *Development and Psychopathology*, 23, 7–28.
- Ellis, B. J., Figueredo, A. J., Brumbach, B. H., & Schlomer, G. L. (2009). Fundamental dimensions of environmental risk: The impact of harsh versus unpredictable environments on the evolution and development of life history strategies. *Human Nature*, 20, 204 –268.

- Ellis, L. (2005). A theory explaining biological correlates of criminality. *European Journal of Criminology*, 2(3), 287–315.
- Ellis, W. E., & Zarbatany, L. (2007). Peer group status as a moderator of group influence on children's deviant, aggressive, and prosocial behaviour. *Child Development*, 78, 1240-1254
- Ellonen, N., Kaariainen, I., & Autio, V. (2008). Adolescent depression and school social support: A multilevel analysis of a Finnish sample. *Journal of Community Psychology*, 36(4), 552-567.
- Elonheimo, H; Niemela, S; Parkkola, K; Multimaki, P, Helenius, H; Nuutila, A. M; & Sourander, A. (2007). Police-registered offenses and psychiatric disorders among young males: the Finnish "From a boy to a man" birth cohort study. *Soc Psychiat Epidemiol* 42:477–484.
- Emotions and Beliefs: How Feelings Influence Thoughts, edited by N. H. Frijda, A. S. R. Manstead and S. Bem, pp. 10-44. Cambridge: Cambridge University Press.
- Ennett, S. T., Bauman, K. E., Hussong, A., Faris, R., Foshee, V. A., Cai, L., & DuRant, R. H. (2006). The peer context of adolescent substance use: Findings from social network analysis. *Journal of Research on Adolescence*, 16, 159-186.
- Epstein, M; Atkins, M; Cullinan, D; Kutash, K; & Weaver, R. (2008). Reducing behavior problems in the elementary school classroom: a practice guide. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education [online]. Available at: <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Accessed December 22, 2008.
- Epstein, J. A., Zhou, X. K., Bang, H., & Botvin, G. J. (2007). Do competence skills moderate the impact of social influences to drink and perceived social benefits of drinking on alcohol use among inner-city adolescents? *Prevention Science*, 8, 65–73
- Essau, C. A., Sasagawa, S., & Frick, P. J. (2006). Callous-unemotional traits in community sample of adolescents. *Assessment*, 1 – 16. doi: 10.1177/1073191106287354
- Estevez, E., Musitu, G., & Herrero, J. (2005). The influence of violent behavior and victimization at school on psychological distress: The role of parents and teachers. *Adolescence*, 40, 183–195.
- Estell, D. B., Farmer, T. W., & Cairns, B. D. (2007). Bullies and victims in rural African American youth: Behavioral characteristics and social network placement. *Aggressive Behavior*, 33(2), 145-159.

- Etcheverry, P. E., & Agnew, C. R. (2004). Subjective norms and the prediction of romantic relationship state and fate. *Personal Relationships*, 11, 409-428.
- Ezeh, C. O. (2005) Adolescent Psychology Enugu, Computer Edge Publishers.
- Fabrigar, L. R., MacDonald, T. K., & Wegener, D. T. (2005). The structure of attitudes. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 79–124). Mahwah, NJ: Erlbaum.
- Fagan, A.A; Van, H. V.L; Hawkins, J.D., &Arthur, M.W. (2007). Gender similarities and differences in the association between risk and protective factors and self-reported serious delinquency: *Prevention Science*. 8:115-124
- Fals-Stewart, W; Leonard, K. E; & Birchler, G. R. (2005). The occurrence of male-to-female intimate partner violence on days of men's drinking: The moderating effects of antisocial personality disorder. *Journal of Consulting and Clinical Psychology*. 2005;73:239–248.
- Fanti, K.A; Frick, P.J; &Georgiou, S. (2009).Linking Callous-Unemotional Traits to Instrumental and Non-Instrumental Forms of Aggression. *Journal of Psychopathology and Behavioral Assessment*. 2009;31:285–298.
- Farmer, T.W; &Cadwallader, T.W. (2000).Social interactions and peer support for problem behavior. *Preventing School Failure*. 2000;44(3):105–109.
- Farmer, T. W., Hamm, J. V., Leung, M., Lambert, K., & Gravelle, M. (2011). Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth and Adolescence*, 40, 1106 – 1117.
- Farmer, T.W; Xie H; Cairns, B.D; &Hutchins, B.C. (2007). Social synchrony, peer networks, and aggression in school. In: Hawley P.H, Little Todd D, Rodkins, P.C, editors. *Aggression and adaptation: The bright side to bad behaviour*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers; pp.209-233.
- Farrell, A.D., & Sullivan, T.N. (2004). Impact of witnessing violence on growth curves for problem behaviors among early adolescents in urban and rural settings. *Journal of Community Psychology*, 32(5), 505–525.
- Farrell, A.D., Meyer, A.L., Sullivan, T.N., & Kung, E.M. (2003). Evaluation of the Responding in Peaceful and Positive Ways (RIPP) seventh grade violence prevention curriculum. *Journal of Child and Family Studies*, 12, 101-120.
- Farrington, D.P. (2007). Origins of violent behavior over the life span. In: DJ Flannery, AT Vaszonyi & ID Waldman (Eds) *The Cambridge Handbook of Violent Behavior and Aggression* (pp19–48). Cambridge: Cambridge University Press.
- Farrington, D. (2005). Childhood origins of antisocial behavior. *Clinical Psychology & Psychotherapy*, 12, 177–190.

- Farrington, D. P., Loeber, R., & Berg, M. T. (2012). Young men who kill: A prospective longitudinal examination from childhood. *Homicide Studies*, 16, 99–128.
- Farrington, D.P., ed. (2005). *Integrated Developmental and Life-Course Theories of Offending*. New Brunswick, New Jersey: Transaction Publishers.
- Fauziah, I; Naresh. K; & Bahaman, A. S. (2011b). Self-efficacy and relapsed addiction tendency: An empirical study. *The Social Sciences*, 6(4), 277-282.
- Fazel, S., & Lubbe. S. (2005). Prevalence and characteristics of mental disorders in jails and prisons. *Current Opinion in Psychiatry* 18:550-554.
- Fazio, R. H. (2007). Attitudes as object evaluation associations of varying strength. *Social Cognition*, 25, 603–637.
- Fearon, R.M.P; Bakermans-Kranenburg, M. J; van Ijzendoorn, M. H; Lapsley, A.M; & Roisman, G.I. (2010). The significance of insecure attachment and disorganization in the development of children's externalizing behavior: A meta-analytic study. *Child Development*. 2010;81:435–456.
- Federal Territories and State Governments''. *Malaysia.gov.my* Retrieved 2010-09-21.
- Feder, J; Levant, R.F; & Dean, J. (2010). Boys and violence: A gender- informed analysis. *Psychology of Violence*, 1(5), 3-12.
- Ferguson, C. J. (2010). A meta-analysis of normal and disordered personality across the lifespan. *Journal of Personality and Social Psychology*, 98(4), 659–667.
- Ferguson, C.J., & Beaver, K.M. (2009). Natural born killers: The genetic origins of extreme violence. *Aggression and Violent Behavior*, 14, 286-294.
- Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford University Press Stanford, California. United States of America.
- Field, A. (2009). *Discovering Statistics using SPSS*. Sage: London.
- Finlay, K.A., Trafimow, D., & Moroi, E. (1999). The importance of subjective norms on intentions to perform health behaviours. *Journal of Applied Social Psychology*, 29, 2381-2393
- Fishbein, M; & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Reading, Massachusetts: Addison-Wesley Publishers.
- Fishbein, M. (1967). A behavior theory approach to the relations between beliefs about an object and attitude toward the object. In M. Fishbein (Ed.), *Readings in attitude theory and measurement* (pp.389-400). New York, NY: Wiley.

- Fisher, C. B; Wallace, S. A., & Fenton, R. E. (2000). Discrimination distress during adolescence. *Journal of Youth and Adolescence*, 29 (6), 679–695.
- Fisher, S. L., Bucholz, K. K., Reich, W., Fox, L., Kuperman, S., & Kramer, J., et al. (2006). Teenagers are right—parents do not now much: An analysis of adolescent-parent agreement on reports of adolescent substance use, abuse, and dependence. *Alcoholism: Clinical and Experimental Research*, 30, 1699-1710.
- Fite, J. P., Greening, L., & Stoppelbein, L. (2008). Relation between parenting stress and psychopathic traits among children. *Behavioral Sciences and the Law*, 26, 239-248.
- Flory, K., Lynam, D., Milich, R., Leukefeld, C; & Clayton, R. (2002). The relations among personality, symptoms of alcohol and marijuana abuse, and symptoms of comorbid psychopathology: Results from a community sample. *Experimental and Clinical Psychopharmacology*, 10, 1064-1297.
- Flory, J.D., Newcorn, J.H., Miller, C., Seth H. S., & Halperin, J.M, (2007). Serotonergic Function in Children with Attention-Deficit Hyperactivity Disorder: Relationship to Later Antisocial Personality Disorder. *The British Journal of Psychiatry*. 190:410-414.
- Fontaine, R.G; Yang, C; Dodge, K.A; Bates, J.E; & Pettit G.S. (2008). Testing an individual systems model of response evaluation and decision (RED) and antisocial behavior across adolescence. *Child Dev* 79:462–475.
- Fontaine, R.G. (2007). Disentangling the psychology and law of instrumental and reactive subtypes of aggression. *Psychology, Public Policy, and Law*, 13(2), 143-165.
- Fontaine, R.G., & Dodge, K.A. (2006). Real-time decision making and aggressive behavior in youth: A heuristic model of response evaluation and decision (RED). *Aggressive Behavior*, 32, 604-624.
- Foot, E., Retzer, K., (2003). Introduction to Survey Sampling. Survey Research Laboratory University of Illinois at Chicago. Accessed online December 2006: [http://www.srl.uic.edu/seminars/Spr03\\_UIUC/samplingS03.PDF](http://www.srl.uic.edu/seminars/Spr03_UIUC/samplingS03.PDF)
- Forth, A.E., Kosson, D.S; & Hare, R.D. (2003). The Psychopathy Checklist: Youth Version. Toronto, Ontario: Multi-Health Systems.
- Fortin, L. (2003) "Students' antisocial and aggressive behavior: development and prediction", *Journal of Educational Administration*, Vol. 41 Iss: 6, pp.669 – 688
- Fortunato, L., Young, A. M., Boyd, C. J., & Fons, C. E. (2010). Hook-up sexual experiences and problem behaviors among adolescents. *Journal of Child & Adolescent Substance Abuse*, 19, 261-278.

- Foshee, V. A., Karriker-Jaffe, K. J., McNaughton Reyes, H. L., Ennett, S. T., Suchindran, C., & Bauman, K. E. et al. (2008). What accounts for demographic differences in trajectories of adolescent dating violence? An examination of intrapersonal and contextual mediators. *Journal of Adolescent Health*, 42, 596–604
- Foster, S.L. (2005), Aggression and Antisocial Behavior in Girls. In Debora Bell, Sharon L. Foster, Eric J. Mash (eds). *Handbook of Behavioral and Emotional Problems in Girls. Issues on Clinical Child Psychology*. Springer, New York, USA. 149-180
- Fountoulakis, K., Leucht, S., & Kaprinis, G. (2008). Personality disorders and violence. *Current Opinion in Psychiatry*, 21(1), 84-92.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-Hill International Edition.
- French, D. C; Purwono, U; & Triwahyuni, A. J. (2011). Friendship and the religiosity of Indonesian Muslim adolescents. *Youth Adolesc.* 2011 Dec; 40(12):1623-33.
- Frey, K.S., Hirschstein, M.K., Edstron, L. V; & Snell, J, L.(2009). Observed reductions in school bullying, nonbullying aggression, and destructive bystanders behaviour: A longitudinal evaluations. *Journal of Educational Psychology*, 101,466-481
- Frick, P. J., & Silverthorn, P. (2001). Psychopathology in children. In P. B. Sutker & H. E. Adams (Eds.), *Comprehensive handbook of psychopathology* (3rd ed., pp. 881–920). New York: Kluwer Academic/Plenum.
- Frick, P. J., & Viding, E. (2009). Antisocial behavior from a developmental psychopathology perspective. *Development and Psychopathology*, 21, 1111 – 1131.
- Frick, P. J., Cornell, A. H., Barry, C. T., Bodin, S. D., & Dane, H. A. (2003). Callous-unemotional traits and conduct problems in the prediction of conduct problem severity, aggression, and self-report of delinquency. *Journal of Abnormal Child Psychology*, 31, 457-470.
- Frodi, A., Macauley, J., & Thome, P. R. (1977). Are women always less aggressive than men? A review of the experimental literature. *Psychological Bulletin*, 84, 634–660
- Fryer, R. G., & Paul, T. (2005). “An Empirical Analysis of ‘Acting White.’” (Working paper 11334). Cambridge, MA: National Bureau of Economic Research.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children’s academic engagement and performance. *Journal of Educational Psychology*, 95, 148–162.

- Gallup, A. C; White, D. D, &Gallup, G. G. (2007). Handgrip strength predicts sexual behavior, body morphology, and aggression in male college students. *Evol Hum Behav* 28:423–429.
- Gallup, A. C., O'Brien, D. T., White, D. D., and Wilson, D. S. (2009). Peer victimization in adolescence has different effects on the sexual behavior of male and female college students. *Personality and Individual Differences*, 46, 611–615.
- Gangestad, S.W., & Simpson, J.A. (2007). *The evolution of mind: Fundamental questions and controversies*. New York: Guilford.
- Garrido, V. (2005). *Los hijos tiranos. El síndrome del emperador [Tyrannical children. The emperor syndrome]*. Barcelona: Ariel.
- Garson, D. (2009). *Structural Equation Modeling*. [Online] Available:
- Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the processes underlying evaluation: Attitudes from the perspective of the APE model. *Social Cognition*, 25, 687–717.
- Gay, L. R., Mills, G. E. & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Uppersaddle River, New Jersey: Pearson Education International, Inc.
- GDP by State and Kind of Economic Activity for the year 2010 at Constant Price 2000". Department of Statistics, Malaysia. Retrieved 31 December 2012.
- Gee, G. C., Ro, A., Shariff-Marco, S., & Chae, D. (2009). Racial discrimination and health among Asian Americans: Evidence, assessment, and directions for future research. *Epidemiologic Reviews* , 31 (1), 130–151.
- Geen R.G. (2001). *Human Aggression*. Taylor & Francis. 2nd ed.
- Geiger, B;& Fischer, M. (2006). Will words ever harm me?: Escalation from verbal to physical abuse in sixth-grade classrooms. *Journal of Interpersonal Violence*, 21(3): 337-357.
- Gellman, R.A., & Delucia-Waack, J. L. (2006). Predicting school violence: A comparison of violent and nonviolent male students on attitudes toward violence, exposure to violence, and PTSD symptomatology. *Psychology in the Schools*, 43(5), 591–598.
- Gerard, J.M., Krishnakumar, A., & Buehler, C. (2006). Marital conflict, parent-child Relations, and youth maladjustment: A longitudinal investigation of spillover effects. *Journal of Family Issues*, 27(7), 951-975.
- Gfroerer, J.C, Larson, S.L, &Colliver, J. D. (2007).Drug Use Patterns and Trends in Rural Communities. *J Rural Health*. 2007; 23 Suppl: 10-5.

- Gifford-Smith, M., Dodge, K. A., Dishion, T. J., & McCord, J. (2005). Peer influence in children and adolescents: Crossing the bridge from developmental to intervention science. *Journal of Abnormal Child Psychology*, 33, 255–265.
- Gill, A.J., French, R.M., Gergle D., & Oberlander, J., (2008). The Language of Emotion in Short Blog Texts. *Proceedings of the 2008 ACM Conference on Computer Supported Cooperative Work*. ACM, New York, USA. 299-302.
- Gini, G. (2006). Bullying as a social process: The role of group membership in students' perception of inter-group aggression at school. *Journal of School Psychology*, 44, 51-65.
- Glew, G. M., Fan, M. Y., Katon, W., Rivara, F. P., & Kernic, M. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatrics & Adolescent Medicine*, 159(11), 1026–1031.
- Godin G., Belanger-Gravel A., Eccles, M. & Grimshaw, J. (2008) Healthcare professionals' intentions and behaviours: a systematic review of studies based on social cognitive theories. *Implementation Science* 3, 36.
- Godin, G., & Kok, G. (1996). The theory of planned behavior: A review of its applications to health-related behaviors. *American Journal of Health Promotion*, 11, 87-98.
- Goldweber, A., Bradshaw, C., Goodman, K., Monahan, K., & Cooley-Strickland, M. (2011). Examining factors associated with (in) stability in social information-processing: A latent transition analytic approach. *Symposia presentation for Society for Prevention Research 19th Annual Meeting*, Washington, D.C.
- Good, & Brophy, (2000). *Looking in classrooms*, 8th ed. New York, Longman.
- Gorman-Smith, D. (2008). Urban neighborhoods, families, and juvenile delinquency. *Prevention Researcher*, 15(1), 17-20.
- Gottfredson. (2005). "School climate predictors of school disorder: Results from a national study of delinquency prevention in schools." *Journal of Research in Crime and Delinquency*. Vol. 42, no. 4. p. 412-444.
- Graber, J. A., Nichols, T., & Lynne, S. D. (2006). A longitudinal examination of family, friend, and media influences on competent versus problem behaviors among urban minority youth. *Applied Developmental Science*, 10, 75–85.
- Grann, M; Danesh, J; & Fazel, S. (2008). The association between psychiatric diagnosis and violent re-offending in adult offenders in the community. *BMC Psychiatry* 8:92.
- Graziano, A.M; & Raulin, M.L. (2000). *Research methods: a process of inquiry*. 4th ed. Boston, MA.: Allyn & Bacon.

- Greene, M. L., Way, N., & Pahl, K. (2006). Trajectories of perceived adult and peer discrimination among Black, Latino, and Asian American adolescents: Patterns and psychological correlates. *Developmental Psychology*, 42 , 218–238.
- Greenwood, L. (2005). Introduction: Violent adolescents. In L. Greenwood (Ed.), *Violent adolescents: Understanding the destructive impulse* (pp. 1-4). London: Karnac.
- Gregory, A., & Ripski, M. B. (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review*, 37(3), 337–353.
- Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46(4), 455-475.
- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology*, 102, 483-496.
- Greitemeyer, T., & McLatchie, N. (2011). Denying humanness to others: A newly discovered mechanism by which violent video games increase aggressive behavior. *Psychological Science*, 22, 659–665.
- Griffith, J. (2000). School climate as group evaluation and group consensus: Student and parent perceptions of the school environment. *Elementary School Journal*, 101(1), 35–61.
- Griskevicius, V., Tybur, J. M., Gangestad, S. W., Perea, E. F., Shapiro, J. R., & Kenrick, D. T. (2009). Aggress to impress: Hostility as an evolved context-dependent strategy. *Journal of Personality and Social Psychology*, 86, 980-994.
- Grohol, J.M. (1998), *Antisocial Personality Disorder: Treatments*, [online], Available: <http://psychcentral.com/disorders/sx7t.htm>
- Grossman, J. M., & Liang, B. (2008). Discrimination distress among Chinese American adolescents. *Journal of Youth and Adolescence*, 37 , 1–11.
- Grych, J.H. (2005). Inter-parental conflict as a risk factor for child maladjustment: Implications for the development of prevention programs. *Family Court Review*, 43, 97–108.
- Guerra, N. G., Williams, K. R., & Sadek, S. (2011). Understanding bullying and victimization during childhood and adolescence: A mixed methods study.
- Guez, W., & Allen, J. (2000). *Behavior Modification*. France: UNESCO .

- Gupta, M. (2008). Functional links between intimate partner violence and animal abuse: personality features and representations of aggression. *Society and animals*, 16,233-242
- Guttman, J. & Rosenberg, M. (2003). Emotional intimacy and children's adjustment: A comparison between single-parent, divorced and intact families. *Educational Psychology*, 23(4), 457-471.
- Guy, L.S; Edens, J.F; Anthony, C; & Douglas, K.S. (2005). Does psychopathy predict institutional misconduct among adults? A meta-analytic investigation. *J Consult Clin Psychol* 73:1056–1064.
- Hagger, M. S., & Chatzisarantis, N. (2005). *The social psychology of exercise and sport*. Buckingham, UK: Open University Press/McGraw-Hill.
- Haines, K; & Case. S (2005). Promoting Prevention: Targeting Family-Based Risk and Protective Factors for Drug Use and Youth Offending in Swansea. *British Journal of Social Work* 35: 169–187.
- Hair, Jr., J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6<sup>th</sup> ed.). Uppersaddle River, New Jersey: Pearson Education International, Inc.
- Hamel, J;& Nicholls, T. (2007) *Family Interventions in Domestic Violence: A handbook of gender-inclusive theory and treatment*. New York: Springer
- Hammim, R. (2010). 2 teenagers charged with girl's murder. *New Straits Times*. Retrieved January 30, 2011 from <http://www.nst.com.my/nst/articles/14girl/Article/>.
- Hanish, L.D; &Guerra, N. G. (2002).A longitudinal analysis of patterns of adjustment following peer victimization. *Dev Psychopathol*. Winter; 14(1):69-89.
- Hare, R. D;&Neumann, C.S. (2009). Psychopathy: assessment and forensic implications. *Can J Psychiatry* 54:791–802.
- Hare, R.D. (2003). *The Hare Psychopathy Checklist- Revised* (2<sup>nd</sup> ed.). Toronto, ON: Multi-Health Systems.
- Hariati, A. (2010). Troubled and violent teens. *TheStar Online*. Retrieved from <http://thestar.com.my/news/story.asp?file=/2010/11/7/nation/7287853&sec=nation>
- Hartup, W. W. (2005). Peer interaction: What causes what? *Journal of Abnormal Child Psychology*, 33, 387–394.
- Hartup, W.W. (2005). The development of aggression: Where do we stand? In R.E. Tremblay, W.W. Hartup, & J. Archer (Eds.), *Developmental origins of aggression* (pp.3-22). New York; Guilford Press.

- Hawkins, J. D., Smith, B. H., Hill, K. G., Kosterman, R., Catalano, R. F., & Abbott, R. D. (2007). Promoting social development and preventing health and behavior problems during the elementary grades: Results from the Seattle Social Development Project. *Victims and offenders*, 2(2), 161-181.
- Hawley, P., & Vaughn, B. (2003). Aggression and adaptive function: The bright side to bad behavior. *Merrill-Palmer Quarterly*, 49, 239-242.
- Hay, D.F. (2005). The beginnings of aggression in infancy. In R.E. Tremblay, W.W. Hartup, & J. Archer (Eds.). *The developmental origins of aggression* (pp. 107-132). New York: The Guilford Press.
- Haynes, P. L; Bootzin, R.R; Smith, L; Cousins, M; & Stevens, S. (2006). Sleep and aggression in substance-abusing adolescents: results from an integrative behavioral sleep-treatment pilot program. *Sleep*. 2006;29(4):512-520.
- Haynie, D.L., Petts R.J, Maimon, D, Piquero, A.R. (2009). Exposure to violence in adolescence and precious role exists. *Journal of Youth and Adolescence*. 38(3); 269-286.
- Heilbron, N., & Prinstein, M. J. (2008). A review and reconceptualization of social aggression: Adaptive and maladaptive correlates. *Clinical Child and Family Psychology Review*, 11, 176 -217. doi:10.1007/ s10567-008-0037-9
- Heinze, H, J., Toro, P.A., & Urberg, K.A. (2004). Antisocial behaviour and affiliation with delinquent peers. *Journal of Clinical Child and Adolescent Psychology*, 33,336-346.
- Hemphill, S; Toumbourou, J;& Catalano, R. (2005). Predictors of violence, antisocial behaviour and relational aggression in Australian adolescents: a longitudinal study. Canberra: Criminology Research Council. <http://www.criminologyresearchcouncil.gov.au/reports/200304-26.html>.
- Henry, D. (2001). Classroom context and the development of aggression: The role of normative processes. In: Columbus F (eds.). *Advances in Psychology Research*, Volume 6. Hauppauge, NY: Nova Science Publishers, pp 193-227.
- Henry, K. L. (2008). Low prosocial attachment, involvement with drug-using peers, and adolescent drug use: A longitudinal examination of mediational mechanisms. *Psychology of Addictive Behaviors*. 2008;22(2):302-308
- Henry, D. B., & Kobus, K. (2007). Early adolescent social networks and substance use. *The Journal of Early Adolescence*, 27(3), 346-362.
- Henry, D., Guerra, N., Huesman, R., Tolan, P., VanAcker, R., & Eron, L. (2000). Normative influences on aggression in urban elementary school classrooms. *American Journal of Community Psychology*, 28, 59-81.
- Henry, K.L. (2008). Low prosocial attachment, involvement with drug-using peers, and adolescent drug use: A longitudinal examination of mediational mechanisms. *Psychology of Addictive Behaviour*, 22(2), 302-308.

- Hershcovis, M.S., Tumer, N., Barling, J., Arnold, K. A., Dupre, K. E., & Innes, M., et al (2007). Predicting workplace aggression: A meta-analysis, *Journal of Applied Psychology*, 92, 228-238.
- Hess, N., (2006). Informational warfare: The evolution of female coalitions and gossip. PhD Dissertation, UCSB.
- Hewstone, M., & Stroebe, W. (2001). *Introduction to social psychology* (3rd ed.). Malden, MA: Blackwell
- Heydenberk, R. A., Heydenberk, W. R., & Tzenova, V. (2006). Conflict resolution and bully prevention: Skills for school success. *Conflict Resolution Quarterly*, 24(1), 55-69.
- Hill, N., Castellino, D., Lansford, J., Nowlin, P., Dodge, K., Bates, J., & Pettit, G. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescents. *Child Development*, 75, 1491-1509.
- Hirschi, T. (2004). Self-control and crime. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self-regulation: Research, theory, and applications* (pp. 537-552). New York, NY: Guilford Press.
- Hoeve, M., Stams, G. J. J. M., Put, C. E., Dubas, J. S., Laan, P. H., & Gerris, J. R. M. (2012). A meta-analysis of attachment to parents and delinquency. *Journal of Abnormal Child Psychology*, 40, 771-785. <http://dx.doi.org/10.1007/s10802-011-9608-1>.
- Hofvander, B; Ossowski, D; Lundstrom, S; Anckarsater, H. (2009). Continuity of aggressive antisocial behavior from childhood to adulthood: the question of phenotype definition. *Int J Law Psychiatry* 32:224–234.
- Hogg, M., & Vaughan, G. (2005). *Social Psychology (4th edition)*. London: Prentice-Hall
- Hoglund, W. L. G. (2007). School functioning in early adolescence: Gender-linked responses to peer victimization. *Journal of Educational Psychology*, 99, 1-17.
- Holland, R.W., Verplanken, B., & Van Knippenberg, A.(2002). On the nature of attitude-behaviour relations: The strong guide, the weak follow. *European Journal of Social Psychology*, 32, 869-876.
- Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. *Journal of Youth and Adolescence*, 36, 984–994
- Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior*, 17, 311–322.

- Hopkins, W. G. (2000). Quantitative Research Design. Retrieved 3rd January 2012, from URL: [sportsci.org/jour/0001/wghdesign.html](http://sportsci.org/jour/0001/wghdesign.html).
- Horn, S. (2004). Mean girls or cultural stereotypes? *Human Development*, 47(5): 314-320.
- Houseknecht, S. K., & Hango, D. W. (2006). The impact of marital conflict and disruption on children's health. *Youth and Society*, 38(1), 58-89. <http://dx.doi.org/10.1177/0044118X06287862>.
- Howard, R., Huband, N., Duggan, C., & Mannion, A. (2008). Exploring the Link Between Personality Disorder and Criminality in a Community Sample. *Journal of Personality Disorders*, 22, 589-603.
- Hoyle, R. H., Fejfar, M. C., & Miller, J. D. (2000). Personality and sexual risk taking: A quantitative review. *Journal of Personality*, 68, 1203-1231.
- Huesmann, L. R., Dubow, E. F., & Boxer, P. (2009). Continuity of aggressive and disruptive behavior from childhood to early adulthood as a predictor of life outcomes: Implications for the adolescent limited and life-course-persistent models. *Aggressive Behavior*, 35, 136-149.
- Hughes, J. N., & Kwok, O. (2006). Classroom engagement mediates the effect of teacher-student support on elementary school students' peer acceptance: A prospective analysis. *Journal of School Psychology*, 43, 465-480.
- Hughes, C., & Dunn, J. (2000). Hedonism or empathy? Hard to manage children's moral awareness and links with cognitive and maternal characteristics. *British Journal of Developmental Psychology*, 18, 227-245.
- Hughes, J. N., Luo, W., Kwok, O. M., & Loyd, L. K. (2008). Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of educational psychology*, 100(1), 1.
- Hughes, J. N., Cavell, T. A., & Wilson, V. (2001). Further evidence of the developmental significance of the teacher-student relationship. *Journal of School Psychology*, 39, 289-302.
- Huizinga, D., & Henry, K. L. (2008). The effect of arrest and justice system sanctions on subsequent behavior: Findings from longitudinal and other studies. In *The Long View of Crime: A Synthesis of Longitudinal Research*, edited by A. Liberman. New York, NY: Springer, pp. 220-254.
- Huizinga, D., & Lovegrove, P. (2009). *Summary of Important Risk Factors for Gang Membership*. Boulder, CO: Institute for Behavioral Research.
- Hulley, S. B. (2007). *Designing Clinical Research*. Lippincott Williams & Wilkins, 2007, p. 168-169.

- Hunt, S. C. (2008). The prevalence of delinquency in depressed and substance abusing adolescent girls. Unpublished doctoral of psychology dissertation of Seattle University, W.A.
- Hurd, N; Zimmerman, M; & Yange, X. (2009). Negative adult influences and the protective effects of role models: a study with urban adolescents. *Journal of Youth & Adolescence*. 2009;38:777–789.
- Hussin, N. Dr. (n.d). Juvenile delinquencies in Malaysia: legal provisions and prospects for reforms. Retrieved January 14, 2011 from <http://www.childjustice.org/docs/hussin2005.pdf>.
- Hutton, H. E., McCaul, M. E., Santora, P. B., & Erbelding, E. J. (2008). The relationship between recent alcohol use and sexual behaviors: Gender differences among sexually transmitted disease clinic patients. *Alcoholism: Clinical and Experimental Research*, 32(11), 2008–2015
- Hyde, L. W., Shaw, D. S., & Moilanen, K. L. (2010). Developmental precursors of moral disengagement and the role of moral disengagement in the development of antisocial behavior. *Journal of Abnormal Child Psychology*, 38, 197–209. doi:10.1007/s10802-009-9358-5.
- Ignou, (2007) Educational Research: Different Types of Studies in Educational Research. Block 2, IGNOU. New Delhi.
- Ingalill, F; Thomas, L; Mike, T; John, L; & Bondemark.. (2007). Reliability of a Questionnaire Assessing Experiences of Adolescents in Orthodontic Treatment. *The Angle Orthodontist* : Vol. 77, No. 2, pp. 311– 317.
- Ingoldsby, E.M; & Shaw, D.S. (2002). Neighborhood contextual factors and early starting antisocial pathways. *Clin Child Fam Psychol Rev* 2002;5:21–55.
- Inserm. (2005). Expertise collective: Trouble des conduits chez l'enfant et l'adolescent [Collective expertise: Conduct disorder in children and adolescents]. Paris, France: Les éditions Inserm.
- Institute of Medicine & National Research Council. (2011). *The science of adolescent risk-taking: Workshop summary*. Washington, DC: National Academies Press.
- Irwin, A. (2006). The nurse's role in the management of aggression. *Journal of Psychiatric and Mental Health Nursing* 13, 309-318.
- Jackson, S. (1966); Multisite Violence Prevention Project, 2004. Available from the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Atlanta, GA..
- Jacobs, B. (2004). A topology of street criminal retaliation. *Journal of Research in Crime and Delinquency*, 41, 295–323.

- Jalilian, F; & Emdadi, S. (2011). Factors related to regular undergoing Pap-smear test: application of theory of planned behavior. *J Res Health Sci* 2011; 11(2):103-108.
- Janosz, M., Archambault, I., Pagani, L. S., Pascal, S., Morin, A. J. S., & Bowen, F. (2008). Are there detrimental effects of witnessing school violence in early adolescence? *Journal of Adolescent Health*, 43(6), 600-608. doi:10.1016/j.jadohealth.2008.04.011
- Janowitz, M. (1975). Sociological theory and social control. *American Journal of Sociology*, 81, 82-108.
- Jeynes, W. H. (2008). Effects of parental involvement on experiences of discrimination and bullying. *Marriage & Family Review*, 43, 255-268.
- Jia, Y; Way, N; Ling, G; Yoshikawa, H; Chen, X; & Hughes, D, et al.(2009) The influence of student perceptions of school climate on socioemotional and academic adjustment: A comparison of Chinese and American adolescents. *Child Development*. 2009;80:1514–1530.
- Jimerson, S., Morrison, G., Pletcher, S., & Furlong, M. (2006). Youth engaged in antisocial and aggressive behaviors: Who are they? In *Handbook of school violence and school safety: From research to practice* (pp. 3-19). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Johnson, S. B., Frattaroli, S., Wright, J. L., Pearson-Fields, C. B., & Cheng, T. L. (2004). Urban youths' perspectives on violence and the necessity of fighting. *Injury Prevention*, 10, 287–291.
- Johnston, M., & Krettenauer, T. (2011). Moral self and moral emotion expectancies as predictors of anti- and prosocial behavior in adolescence: A case for mediation? *European Journal of Developmental Psychology*, 8, 228–243.
- Jones, S. M., Brown, J. L., Hoglund, W., & Aber, J. L. (2010). A school-randomized clinical trial of an integrated social-emotional learning and literacy intervention: Impacts after 1 school year. *Journal of Consulting and Clinical Psychology*, 78, 829–842.
- Juvonen, J., & Graham, S. (2001). Peer harassment in school: *The plight of the vulnerable and victimized*. New York: Guilford Press.
- Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist*, 42(4), 197–208.
- Juvonen, J., & Ho, A. (2008). Social motives underlying disruptive behavior across middle grades. *Journal of Youth and Adolescence*, 37, 747–756.
- Kadar Jenayah Babit Pelajar, Kanak-kanak Meningkatkan. (2010, Jun 29). Berita Harian. Retrieved from [http://www.bharian.com.my/bharian/articles/Kadarjenayahbabitpelajar\\_kanak-kanakmeningkatkan/Article](http://www.bharian.com.my/bharian/articles/Kadarjenayahbabitpelajar_kanak-kanakmeningkatkan/Article).

- Kagan, J. (1974). Development and methodological considerations in the study of aggression. In J. deWit & W.W. Hartup (Eds.), *Determinants and origins of aggressive behavior* (pp. 107–114). The Hague: Mouton.
- Kaiser, F.G., & Schultz, P.W. (2009). The attitude-behaviour relationship: A test of three models of the moderating role of behavioural difficulty. *Journal of Applied Social Psychology*, 39, 186-207.
- Kalish, C. W. (2006). Integrating normative and psychological knowledge: What should we be thinking about? *Journal of Cognition and Culture*, 6, 191–298.
- Kalish, R., & Kimmel, M. (2010). Suicide by mass murder: masculinity, aggrieved Entitlement, and rampage school shootings, *Health Sociology Review*, 19(4), 451-464.
- Kraft, P., Rise, J., Sutton, S., & Roysamb, E. (2005). Perceived difficulty in the theory of planned behaviour: Perceived behavioural control or affective attitude. *British Journal of Social Psychology*, 44, 479-496.
- Kempes, M., Matthys, W., de Vries, H., & van Engeland, H. (2005). Reactive and proactive aggression in children: A review of theory, findings and the relevance for child and adolescent psychiatry. *European Journal of Child and Adolescent Psychiatry*, 14, 11–19.
- Kempes, M., Matthys W., de Vries, H., & van Engeland, H. (2005). Reactive and proactive aggression in children: A review of theory, findings and the relevance for child and adolescent psychiatry. *European Journal of Child and Adolescent Psychiatry*, 14, 11–19.
- Kennedy, J. H. & Kennedy, C. E. (2004). Attachment theory: Implications for school psychology. *Psychology in the Schools*, 41(2), 247–259.
- Khan, A., Jacobson, K., Gardner, C., Prescott, C., & Kendler, K. (2005). Personality and Comorbidity of Common Psychiatric Disorders. *British Journal of Psychiatry*, 186, 190-196.
- Khan, R.E. (2010). Developing the theoretical and social framework. Lecture J199. Retrieved on December 20, 2010, from <http://www.scribd.com/patrisya123/documents>.
- Kiefer, S. M., & Ryan, A. M. (2008). Striving for social dominance over peers: The implications for academic adjustment during early adolescence. *Journal of Educational Psychology*, 100, 417-428.
- Killea-Jones, L. A., Nakajima, R., & Costanzo, P. R. (2007). Peer standing and substance use in early-adolescent grade-level networks: A short-term longitudinal study. *Prevention Science*, 8(1), 11-23.

- Kim, K.L., Jackson, Y., Conrad, S.M., & Hunter, H.L. (2008). Adolescent Report of Inter-parental Conflict: The Role of Threat and Self-blame Appraisal on Adaptive Outcome. *Journal Child and Family Study*, 17,735–751
- Kimura, D. (2004). Human sex differences in cognition, fact, not predicament. *Sexualities, Evolution and Gender*, 1, 45-53. doi:10.1080/14616660410001733597.
- Kindermann, T.A. (2007).Effects of naturally existing peer groups on changes in academic engagement in a cohort of sixth graders. *Child Development*. 2007;78:1186–1203.
- Kobus. K. (2003).Peers and adolescent smoking. *Addiction*,;98:37–55.
- Kokko, K., Tremblay, R. E., Lacourse, E., Nagin, D. S. &Vitaro, F. (2006), Trajectories of Prosocial Behavior and Physical Aggression in Middle Childhood: Links to Adolescent School Dropout and Physical Violence. *Journal of Research onAdolescence*, 16, 403–428.
- Kort-Butler, L. A. (2010). Experienced and vicarious victimization: Do social support and self-esteem prevent delinquent responses? *Journal of Criminal Justice*, 38, 496–505.
- Koth, C. W; Bradshaw, C. P; & Leaf P. J. A (2008).multilevel study of predictors of student perceptions of school climate: the effect of classroom-level factors. *J Educ Psychol*. 2008;100:96-104.
- Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology*, 100(1), 96.
- Krahé, B. (2001). *The social psychology of aggression*. Hove: Psychology Press.
- Krause, K.-L., Bochner, S., & Duchesne, S. (2006). Educational psychology for learning and teaching (2nd ed.). South Melbourne, Vic., Australia: Thomson.
- Kreitner, R; &Kinicki, A. (2007). *Organizational behavior*. Arizona: McGraw-Hill Ryerson
- Krettenauer, T., & Eichler, D. (2006). Adolescents' self-attributed moral emotions following a moral transgression: relations with delinquency, confidence in moral judgment, and age. *British Journal of Developmental Psychology*, 24, 489–506.
- Kring, A. M., & Sloan, D. M. (2010). Emotion regulation in psychopathology: A transdiagnostic approach to etiology and treatment. New York, NY: Guilford Press.

- Krueger, E; Clark, W; Markon, D; S; & Livesley, (2011). Deriving an empirical structure of personality pathology for DSM-5. *Journal of Personality Disorders*, 25, 170-191.
- Krug, E., Dahlberg, L., Mercy, J. Zwi, A. Lozano, R (2002). World Health Organization. World report on violence and health, Geneva.
- Kruglanski, A. W., & Stroebe, W. (2005). The influence of beliefs and goals on attitudes: Issues of structure, function, and dynamics. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 323–368). Oxford, UK: Lawrence Erlbaum.
- Kruh, I. P., Frick, P. J., & Clements, C. B. (2005). Historical and personality correlates to the violence patterns of juveniles tried as adults. *Criminal Justice and Behavior*, 32, 69-96
- Kruh, I.P., Frick, P.J. Clement, C.B.(2005). Historical and personality correlates to the violence parters of juveniles tried as adults. *Criminal Justice and Behaviour*, 32, 69-96.
- Kuppens, S., Grietens, H., Onghena, P., & Michiels, D. (2009). Associations between parental control and children's overt and relational aggression. *British Journal of Developmental Psychology*, 27, 607-623.
- Kynoch, K; Wu, C; & Chang, A. (2009). The effectiveness of interventions in the prevention and management of aggressive behaviour in patients admitted to an acute hospital setting: a systematic review. In JBI Library of systematic reviews, 7(6), 175-223, 2009.
- Kyriakides, L., Kaloyirou, C., & Lindsay, G. (2006). An analysis of the revised Olweus Bully/Victim Questionnaire using the Rasch measurement model. *British Journal of Educational Psychology*, 76, 781-801.
- Ladd, G. W. (2005). *Children's peer relations and social competence*. New Haven, CT: Yale University Press.
- "Laporan Kiraan Permulaan 2010". Jabatan Perangkaan Malaysia. p. iv. Retrieved 24 January 2011.
- Ladd, G. W., & Troop-Gordon, W. (2003). The role of chronic peer difficulties in the development of children's psychological adjustment problems. *Child Development*, 74, 1344 – 1367.
- Lahey, B. B., Applegate, D., Chronis, A. M., Jones, H. A., Williams, S. H., Loney, J., & Waldman, I. D. (2008). Psychometric characteristics of a measure of emotional dispositions developed to test a developmental propensity model of conduct disorder. *Journal of Child Clinical and Adolescent Psychology*, 37, 794–807.

- Lahey, B. B., Loeber, R., Burke, J. D., & Applegate, B. (2005). Predicting future antisocial personality disorder in males from a clinical assessment in childhood. *Journal of Counseling and Clinical Psychology*, 73, 389–399.
- Laird, R.D., Pettit G.S., Dodge K.A. Bates , J.E (2005). Peer relationship antecedents of delinquent behaviour in late adolescence: Is there evidence of demographic group differences in developmental progress? *Development and Psychopathology*, 17: 127-144
- Lambert, D; Gale, J. A; &Hartley, D. (2008). Substance Abuse by Youth and Young Adults in Rural America. *J Rural Health*. 2008; 24(3): 221-8.
- Lambert, E. W., Wahler, R. G., Andrade, A. R., & Bickman, L. (2001). Looking for the disorder in conduct disorder. *Journal of Abnormal Psychology*, 110, 110–123.
- Lapinski, M. K., & Rimal, R. N. (2005). An Explication of Social Norms. *Communication Theory*, 15(2), 127-147.
- Larochette, A., Murphy, A., & Craig, W. (2010). Racial bullying and victimization in Canadian school-aged children. *School Psychology International*, 31, 389-408.
- Larsen, R., & Buss, D. (2009). *Personality Psychology: Domains of Knowledge about Human Nature*. New York: McGraw-Hill.
- Larsen, D; & Delhle, C, (2007). Rural adolescent aggression and parental emotional support. Institute of Rural Health, Idaho State University, Campus. Pocatello, 42(165);25-50. spring
- LaRusso, M.D., Romer, D., &Selman, R.L. (2008). Teachers as builders of respectful school climates: Implications for adolescent drug use norms and depressive symptoms in high school. *Journal of Youth and Adolescence*, 37, 386-398.
- Latalova .K, Prasko. J. (2010).Aggression in borderline personality disorder. *Psychiatr Q* 2010; 81:239-251.
- Lau, K. S. L., & Marsee, M. A. (2013). Exploring narcissism, psychopathy, and Machiavellianism in youth: Examination of associations with antisocial behavior and aggression. *Journal of Child and Family Studies*, 22, 355 - 367.
- Le, T. N., Monfared, G., & Stockdale, G. D. (2005). The relationship of school, parent, and peer contextual factors with self-reported delinquency for Chinese, Cambodian, Laotian or Mien, and Vietnamese youth. *Crime and Delinquency*, 51, 192-219.
- Leary, M. R., Twenge, J. M., & Quinlivan, E. (2006). “Interpersonal rejection as a determinant of anger and aggression” *Personality and Social Psychology Review*, 10, 111-132.

- Lee, L. K; Chen, P. C. Y; Lee K. K, Kaur, J. (2007). Violence-Related Behaviours among Malaysian Adolescents: A Cross-Sectional Survey among Secondary School Students in Negeri Sembilan. *Ann Acad Med Singapore*. 2007; 36: 169 – 74.
- Lee, S. J. (2007). The truth and myth of the model minority: The case of Hmong Americans. In S. Paik & H. J. Walberg (Eds.), *Narrowing the achievement gap strategies for educating Latino, Black, and Asian students* (pp. 171-184). New York, NY: Springer Science.
- Leete, R. (2011) Selangor's Human Development Progress and Challenges". UN Development Program. Retrieved 9 July 2011.
- Leistico A-M.R, Salekin R.T, DeCoster J, Rogers R. (2008). A large-scale meta-analysis relating the Hare measures of psychopathy to antisocial conduct. *Law Hum Behav* 32:28–45.
- Levy, K. S. (2001). The relationship between adolescent attitudes towards authority, selfconcept, and delinquency. *Adolescence*, 36, 333-346
- Leong, F., & Okazaki, S. (2009). History of Asian American psychology. *Cultural Diversity and Ethnic Minority Psychology*, 15 (4), 352–363.
- Letchumanan, J. R. (2010). Juvenile delinquencies in Malaysia raising alarm bell. Retrieved January 14, 2011 from [http://www.klik4malaysia.com/index.php?option=com\\_myblog&show=juvenile-delinquencies-in-malaysia-raising-alarm-bell.html&Itemid=79&lang=en](http://www.klik4malaysia.com/index.php?option=com_myblog&show=juvenile-delinquencies-in-malaysia-raising-alarm-bell.html&Itemid=79&lang=en)
- Lila, M., Buelga, S., & Musitu, G. (2006). Las relaciones entre padres e hijos en la adolescencia [Relationships between parents and children in adolescence]. Madrid: Pirámide.
- Lineberry, T. W., & Bostwick, J. M. (2006). Methamphetamine abuse: A perfect storm of complications. *Mayo Clinic Proceedings*, 81, 77-84.
- Liu, D., Gelman, S. A., & Wellman, H. M. (2007). Components of young children's trait understanding: Behavior-to-trait inferences and trait-to-behavior predictions. *Child Development*, 78, 1543–1558. doi: 10.1111/j.1467-8624.2007.01082.x.
- Livesley, W.J. (2007). A framework for integrating dimensional and categorical classifications of personality disorder. *Journal of Personality Disorders* 21: 199–224.
- Loeber, R, Green, S.M, & Lahey, B.B. (2003). Risk factors for adult antisocial personality. In: Farrington D.P, Coid JW, editors. *Early Prevention of Adult Antisocial Behaviour*. Cambridge, England: Cambridge University Press; 2003. pp. 79–108.

- Loeber, R; & Hay, D, (1997). Key issues in the development of aggression and violence from childhood to early adulthood, *Annual Review of Psychology*, 48, 371-410.
- Loeber, R. (1990). Development and risk factors of juvenile antisocial behavior and delinquency. *Clinical Psychology Review*, 10. pp. 1-42
- Loeber, R., & Farrington, D.P., eds. (2001). *Child Delinquents: Development, Intervention, and Service Needs*. Thousand Oaks, CA: Sage Publications, Inc.
- Logis, H., Ahn, H.J., Rodkin, P. C., & Gest, S. D. (2013). Aggression, prosociality, and popular status: Selection and influence processes in friendship networks. *Journal of Research on Adolescence*.
- Lopez, V. A., & Emmer, E. T. (2002). Influences of beliefs and values on male adolescents' decision to commit violent offences. *Psychology of Men and Masculinity*, 3, 28-40.
- Lopez, V. A., & Emmer, E. T. (2002). Influences of beliefs and values on male adolescents' decision to commit violent offences. *Psychology of Men and Masculinity*, 3, 28-40.
- Lorber, M. F. (2004). Psychophysiology of aggression, psychopathy, and conduct problems: a meta-analysis. *Psychol Bull.* 2004 Jul; 130(4):531-52.
- Lord, H; & Mahoney, J.L. (2007). Neighborhood crime and self-care: Risks for aggression and lower academic performance. *Dev Psychol* 2007; 43:1321-33.
- Losel, F. (2003). The development of delinquent behaviour. In D. Carson & R. Bull (Eds) *Handbook of Psychology in Legal Context (2nd Ed)*. England: John Wiley and Sons, Ltd
- Loukas, A., & Robinson, S. (2004). Examining the moderating role of perceived school climate in early adolescent adjustment. *Journal of Research on Adolescence*, 14, 209-233.
- Lohr, S. (2009). *Sampling: Design and analysis*. NY: Duxbury Press.
- Ludden, A. B., & Eccles, J. S. (2007). Psychosocial, motivational, and contextual profiles of youth reporting different patterns of substance use during adolescence. *Journal of Research on Adolescence*, 17, 51-88.
- Lykken, D.T. (2006). Psychopathy personality: The scope of the problem. In C.J. Patrick (ed.), *Handbook of psychopathy* (pp. 3-13). New York; Guilford Press.
- Lyons-Ruth, K; & Jacobvitz, D. (1999). Attachment disorganization: Unresolved loss, relational violence, and lapses in behavioural and attentional strategies. In: Cassidy J, Shaver PR, eds. *Handbook of attachment: Theory, research, and clinical applications*. New York, NY: Guilford Press; 1999:520-554.

- MacKinnon, D. P. (2008). *An introduction to statistical mediation analysis*. Mahwah, NJ: Lawrence Erlbaum Associates.
- MacKinnon, D. P., Chondra, M. L.; Jeanne, M. H; Stephen, G. W, &Virgil, S. (2002), "A Comparison of Methods to Test Mediation and Other Intervening Variable Effects," *PsychologicalMethods*, 7 (1) 83–104.
- Ma, X., M. Spe, S.P. Al-Harbi, & Efendiev, Y. (2006). "A Multistage Sampling Method for Rapid Quantification of Uncertainty in History Matching Geological Models". Annual Technical Conference and Exhibition. Austin, TX. 24-27.
- Macmillan, R. (2000). Adolescent victimization and income deficits in adulthood: Rethinking the costs of criminal violence from a life-course perspective. *Criminology*, 38(2), 553–588.
- Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the theory of planned behavior and the theory of reasoned action. *Personality and Social Psychology Bulletin*, 18, 3–9.
- Maddox, S.J;&Prinz,R.J. (2003).Review School bonding in children and adolescents: conceptualization, assessment, and associated variables. *Clin Child Fam Psychol Rev*. 2003 Mar; 6(1):31-49.
- Mager, W; Milich, R., Harris, M. J., & Howard A. (2005). Intervention groups for adolescents with conduct problems: Is aggregation harmful or helpful? *Journal of Abnormal Child Psychology*, 33, 349–362.
- Mahoney, J; Stattin, H., & Lord, H. (2004). Unstructured youth recreation centre participation and antisocial behavior development: Selective influences and the moderating role of antisocial peers. *International Journal of Behavioral Development*, 28,553-560.
- Maio, G.R., & Olson, J.M.[Eds.]. (2000a) Why we evaluate functions of attitudes. Mahwah, NJ: Erlbaum.
- "Malaysia Districts". Statoids. Retrieved 3 November 2010.
- Maio, G.R., &Haddock, G. (2010). The psychology of attitude change. London Sage.
- Maldonado-Molina, M., Jennings, W., & Komro, K. (2010). Effects of alcohol on trajectories of physical aggression among urban youth. *Journal of Youth Adolescence*, 39, 1012-1026.
- Malti, T., & Keller, M. (2009). The relation of elementary-school children's externalizing behaviour to emotion attributions, evaluation of consequences, and moral reasoning. *European Journal of Developmental Psychology*, 6(5), 592-614.

- Malti, T., & Latzko, B. (2010). Children's moral emotions and moral cognition: Towards an integrative perspective. *New Directions for Child and Adolescent Development*, 129, 1–10.
- Marchand, J. F., & Hock, E. (2003). Mothers' and fathers' depressive symptoms and conflict-resolution strategies in the marriage and children's externalizing and internalizing behaviors. *The Journal of Genetic Psychology*, 164(2), 227–239.
- Marini, Z., Dane, A., & Bosacki, S. (2006). Direct and indirect bully-victims: Differential psychosocial risk factors associated with adolescents involved in bullying and victimization. *Aggressive Behavior*, 32, 551 – 569.
- Marsee, M. A., & Frick, P. J. (2007). Exploring the cognitive and emotional correlates to proactive and reactive aggression in a sample of detained girls. *Journal of Abnormal Child Psychology*, 35, 969–981. doi:10.1007/s10802-007-9147.
- Marsee, M. A., Silverthorn, P., & Frick, P. J. (in press). The association of psychopathic traits with aggression and delinquency in nonreferred boys and girls. *Behavioral Science and the Law*.
- Marsh, H. W., Martin, A. J., & Cheng, J. H. S. (2008). A multilevel perspective on gender in classroom motivation and climate: Potential benefits of male teachers for boys? *Journal of Educational Psychology*, 100(1), 78–95.
- Marturano, E. M., Ferrerira, M. D. T., & Bacarji, K. M. G. (2005) An evaluation scale of family environment for identification of children at risk of school failure. *Psychological Reports*, 96(2), 307-321.
- Mash, E. J., & Barkely, R. A. (Eds.). (2007). *Assessment of childhood disorders* (4th ed.). New York: the Guilford press.
- Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22(3), 491-495.
- Masten, A. S., & Wright, M. (2009). Resilience over the lifespan: Developmental perspectives on resistance, recovery, and transformation. In J. W. Reich, A. J. Zautra, & J. S. Hall (Eds.), *Handbook of adult resilience* (pp. 213-237). Guilford, Press.
- McAra, L.; & McVie, S. (2007). *Criminal justice transitions. Edinburgh Study of Youth Transitions and Crime, number 14*. Edinburgh: Centre for Law and Society, University of Edinburgh.
- McAra, L. (2004). *Truancy, school exclusion and substance misuse. Edinburgh Study of Youth Transitions and Crime, number 4*. Edinburgh: Centre for Law and Society, University of Edinburgh

- McLeod, B. D., Wood, J. J., & Weisz, J. R. (2007). Examining the association between parenting and childhood anxiety: A meta-analysis. *Clinical Psychology Review*, 27, 155–172.
- McMahon, S. D., Watts R. J. (2002). *Ethnic identity in urban African American youth: Exploring links with self-worth, aggression, and other psychosocial variables. Journal of Community Psychology*, 30, 411-431..
- McMahon, S. D., Martinez, A., Espelage, D., Reddy, L. A., Rose, C., Lane, K., Brown, V. (2012). Violence directed against teachers: Results from a national survey. Manuscript submitted for publication.
- McMillan, B., & Conner, M. (2003). Using the theory of planned behaviour to understand alcohol and tobacco use in students. *Psychology, Health, and Medicine*, 8, 317-328.
- McNamara, C., & Wentzel, K.R., (2006). Friend influence on prosocial behavior: the role of motivational factors and friendship characteristics. *Developmental psychology*, 42, 153\_163.
- McRobbie, J. (2001). Are small schools better? San Francisco, CA: Wested.
- McLeod, S. A. (2007). Simply Psychology; Social Psychology. Retrieved 12 April 2012, from <http://simplypsychology.org/social-psychology.html>
- Meier, M. H., Slutske, W. S., Arndt, S., & Cadoret, R. J. (2008). Impulsive And callous Traits Are More Strongly Associated with Delinquents Behavior in Higher Risk Neighborhoods among Boys and Girls. *Journal of Abnormal Psychology*.
- Meier, M. H., Slutske, W. S., Arndt, S., & Cadoret, R. J. (2008). Impulsive And callous Traits Are More Strongly Associated with Delinquents Behavior in Higher Risk Neighborhoods among Boys and Girls. *Journal of Abnormal Psychology*.
- Meloy, J. R. (2006). Empirical basis and forensic application of affective and predatory violence. *Australian and New Zealand Journal of Psychiatry*, 40, 539-547.
- Mendez, M.F. (2009). The Neurobiology of Moral Behaviour: Review and Neuropsychiatric Implications. *CNS Spectrums*, 14(11), 608-620.
- Messerschmidt, J. W. (2000). *Nine Lives: Adolescent Masculinities, the Body and Violence*.
- Mikami, A.Y., Lerner, M.D., & Lun, J. (2010). Social context influences on children's rejection by their peers. *Child Development Perspectives*. 4:123-130.
- Miles, M, & Huberman, A. (1994) *Qualitative Data Analysis*. 2nd edn. Sage, Thousand Oaks. Ca

- Miles, J., & Banyard, P. (2007). *Understanding and using statistics in psychology: a practical introduction*: Sage Publications Ltd.
- Miller, J. D., & Lynam, D. (2001). Structural models of personality and their relation to antisocial behavior: A meta-analytic review. *Criminology*, 39, 765-798.
- Miller, K. (2005). *Communications theories: perspectives, processes, and contexts*. New York: McGraw-Hill.
- Millie, A., Jacobson, J. McDonald, E. & Hough, M. (2005). *Anti-social behaviour strategies: Finding a balance*. Bristol: Policy Press. *Crime and Disorder Act, 1998* (c.37).
- Mink, M. D., Charity, G. M, Andrew O. J, Janice C. P. & Amy B. M. (2005). "Violence and Rural Teens: Teen Violence, Drug Use, and School-Based Prevention Services in Rural America." Rockville, MD: South Carolina Rural Health Research. Retrieved on January, 27, 2008 ([http://rhr.sph.sc.edu/report/SCRHRC\\_TeenViolence.pdf](http://rhr.sph.sc.edu/report/SCRHRC_TeenViolence.pdf))
- Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7, 109–117.
- Moffitt, T. E., Caspi, A., Harrington, H., & Milne, B. J. (2002). Males on the life-course- persistent and adolescence-limited antisocial pathways: Follow-up at age 26 years. *Development and Psychopathology*, 14, 179–207.
- Mojtabai, R. (2006). Serious emotional and behavioral problems and mental health contacts in American and British children and adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 1215–1223.
- Mollen, C. J., Fein, J. A., Localio, A. R., & Durbin, D. R. (2004). Characterization of interpersonal violence events involving adolescent girls vs. events involving adolescent boys. *Archives of Pediatric Adolescence Medicine*, 158, 545–550
- Molnar B. E., Browne, A., Cerda, M., & Buka S. L (2005). Violent behavior by girls reporting violent victimization: a prospective study. *Arch Pediatr Adolesc Med*. 2005 Aug; 159(8):731-9.
- Monks, C., Ortega-Ruiz, R., & Rodriguez- Hidalgo, A. J. (2008). Peer victimization in multicultural schools in Spain and England. *European Journal of Developmental Psychology*, 5, 507-535.
- Moon, B., Blurton, D., & McCluskey, J. D. (2008). General strain theory and delinquency focusing on the influences of key strain characteristics on delinquency. *Crime & Delinquency*, 54(4), 582-613
- Morris, C. G., & Maisto, A. A. (2005). *Psychology: An introduction*, 12th Ed. New Jersey: Pearson, Prentice Hall.

- Muijs, D., & Reynolds, D. (2005). "Effective teaching: evidence and practice", 2nd edit. SAGE Publication Ltd. London, UK.
- Mulia, N., Ye, Y., Greenfield, T.K., & Zeng, S. E. (2009). Disparities in alcohol-related problems among white, black, and Hispanic Americans. *Alcohol Clin Exp Res.* 2009;33(4):654-62
- Munoz, L.C., Frick, P.J., Kimonis, E. R., & Aucoin, K.J. (2008). Verbal ability and delinquency: Testing the moderating role of psychopathic traits. *Journal of Child Psychology and Psychiatry*, 49(4), 414-421.
- Munoz, L.C., Kerr, M., & Beajic, N. (2008). The peer relationships of youths with psychopathic personality traits; A matter of perspective. *Criminal Justice and Behavior*, 35 (2), 212-227.
- Murray, C., & Murray, K. M. (2004). Child level correlations of teacher-students relationships: an examination of demographic orientation characteristics, academia orientations, and behavioral orientations. *Psychology in the Schools*, 41, 751-762.
- Murray-Close, D., Ostrov, J. M., & Crick, N. R. (2007). A short-term longitudinal study of growth of relational aggression during middle childhood: Associations with gender, friendship intimacy, and internalizing problems. *Development and Psychopathology*, 19, 187-203.
- Muschkin, C., Glennie, E., & Beck, A. (2006). Peer influence of old-for-grade and retained students: Disciplinary infractions and suspensions in middle school. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Mushtaq, A. (2007). *Aggressive children's status among peers and their social information processing styles* (Unpublished M. Phil. dissertation). National Institute of Psychology, Quaid-i-Azam University: Islamabad, Pakistan.
- Musitu, G., Estévez, E. & Emler, N. (2007). Adjustment problems in the family and school contexts, attitude towards authority and violent behaviour at school in adolescence. *Adolescence*, 42, 779-794.
- Myburgh, C., & Poggenpoel, M. (2009). Meta-synthesis on learners' experience of aggression in secondary schools in South Africa. *South African Journal of Education*, 29:445-460.
- Najman, J. M., Hayatbakhsh, M. R., McGee, T., Bor, W. O'Callaghan, M., & Williams, G. M. (2009). The impact of puberty on aggression/delinquency: adolescence to young adulthood. *Australian and New Zealand journal of criminology* 42, 369-386.

- Nation, M., & Heflinger, C. A. (2006). Risk factors for serious alcohol and drug use: The role of psychosocial variables in predicting the frequency of substance use among adolescents. *American Journal of Drug and Alcohol Abuse*, 32, 415-433.
- National Collaborating Centre for Mental Health. Antisocial personality disorder. Treatment, management and prevention. London (UK): National Institute for Health and Clinical Excellence (NICE); 2009 Jan. 48 p. (Clinical guideline; no. 77.
- National Institutes of Health, National Library of Medicine, MedlinePlus, 2006. Antisocial Personality Disorder. [www.nlm.nih.gov/medlineplus/ency/article/000921.htm](http://www.nlm.nih.gov/medlineplus/ency/article/000921.htm).
- National School Climate Council. (2007). *The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. Available at: <http://www.schoolclimate.org/climate/documents/policy/school-climate-challenge-web.pdf>.
- National Survey on Drug Use and Health. (2009, December 17). The NSDUH Report: Violent Behaviors among Adolescent Females. Washington, DC: Office of Applied Studies, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. Retrieved September 17, 2010, from [www.oas.samhsa.gov/2k9/171/171FemaleViolenceHTML.pdf](http://www.oas.samhsa.gov/2k9/171/171FemaleViolenceHTML.pdf)
- Nebbitt, V, E., & Lombe, M. (2008). Assessing the moderating effects of depressive symptoms on antisocial behavior among urban youth in public housing. *Child Adolescence Social Work Journal*, 25, 409-424. Retrieved May 17, 2010 from ProQuest database.
- Nebbitt, V. E., Lombe, M. L. & Williams, J. H. (2008). Assessing the Moderating Effects of Anxiety Sensitivity on Antisocial Behavior among Urban African American Youth. *Journal of Health Care for the Poor and Underserved*, 19, 277-293.
- Nesdale, D., Durkin, K., Maass, A., Kiesner, J., & Griffiths J. (2008). Effects of group norms on children's intentions to bully. *Soc Dev* 17:889-907.
- Nesdale, A.R., & Flessner, D. (2001). Social identity and the development of children's group attitudes. *Child Development*, 72, 506-517
- Nesdale, D., & Lambert, A. (2007). Effects of experimentally-manipulated peer rejection, on children's negative affect, self-esteem, and maladaptive social behavior. *International Journal of Behavioral Development*, 31, 115-122.
- Nesdale, D., Durkin, K. & Maass, A., & Griffiths, J. (2005) Threat, group identification, and children's ethnic prejudice. *Social Development*, 14, 189-205. New York: Guilford Press.

- Neuman, W.L. (2006). *Social research methods: qualitative and quantitative approaches*. 6<sup>th</sup> ed. Boston, MA.:Pearson.
- Neumann, C. S., & Hare, R. D. (2006). Psychopathic traits in the MacArthur Skeem community sample: Links with violence, substance use and intelligence. Paper presented at the 21<sup>st</sup> Annual Conference of the Society for Research in Psychopathology, San Diego, CA, October, 12–15
- Neumann, C. S., Hare, R. D., & Newman, J. P. (2007). The superordinate nature of the psychopathy. *Journal of Personality Disorders*, 21, 102-117.
- New Straits Times <http://www.nst.com.my/nation/general/rise-in-crime-rate-in-13-to-15-age-group-1.109597#ixzz2yHUdSHB> (19 July 2012).
- Nguyen,T.D.Q., Siemanond K., &Bagajewicz M.J. (2005). On the Determination of Downside Financial Loss of Instrumentation Networks in the Presence of Gross Errors. *ICheap-7 (Seventh Italian Conference on Chemical and ProcessingEngineering)*, Italy
- Nihart, T., Lersch, K. M., Sellers, C. S., & Mieczkowski, T. (2005). Kids, cops, parents and teachers: Exploring juvenile attitudes toward authority figures. *Western Criminology Review*, 6, 79–88.
- Nishimura, S. T., Hishinuma, E. S., Else, I. R., Goebert, D. A., &Andrade, N. N. (2005). Ethnicity and adolescent substance use. *Cultural Diversity and Ethnic MinorityPsychology*, 11, 239-258.
- Nolan, J.M., Schultz, P.W., Cialdini, R.B., Goldstein, N.J., & Griskevicius, V. (2008). Normative Social Influence is Underdetected. *Personality and Social Psychology Bulletin*, 34(7), 913-923
- Norman, P., Clark, T., & Walker, G. (2006). The theory of planned behaviour, descriptive norms, and the moderating role of group identification. *Journal of Applied SocialPsychology*, 35, 1008-1029.
- Nouvion, S. 0;Cherek, D. R.,Lane. S. D.. Tcheremissine, O. V., & Lieving, L M. (2007). Human proactive aggression: Association with personality disorders and psychopathy. *Aggressive Behavior*, 33(6), 552-562.
- Nooshin, S. E., Siti. N, Y., & Rumaya, J. (2013). Predictors of delinquency among adolescents of divorced families. *Asian Social Science*, 9(11), 41-49.
- Nor Afiah M. Z, Hejar A. R, Kulanthayan S, Law T. H. (2006) Cigarette smoking: characters and activities of adolescents in Selangor, Malaysia. *Int Med J* 2005;4(1).available at: <http://www.e-imj.com/Vol4-No1/Vol4-No1- B11.htm>. accessed 5 January 2006.
- Nwamaka, G.O., (2010). Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District. *Edo Journal of Counselling* Vol. 3, No. 1, 2010. P.66.

- O'Connor, E., & McCartney, K. (2007). Examining teacher–child relationships and achievement as part of an ecological model of development. *American Educational Research Journal*, 44(2), 340–369
- O'Farrell, S.L., Morrison, G.M., & Furlong, M.J. (2006). School engagement. In G.C. Bear & K.M. Minke (Eds), *children's needs 111; development, prevention, and intervention* (pp.45-58). Washington, DC; National Association of School psychologists.
- O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental differences in the social-emotional problems among frequent bullies, victims, and bully/victims. *Psychology in the Schools*, 46(2), 100-115.
- Ocholla, D., & Le Roux, J. (2011, March). Conceptions and misconceptions of theoretical frameworks in Library and Information Science Research. In 6th Biennial Prolissa Conference, Pretoria (pp. 9-11).
- Odgers, C. L., & Moretti, M. M. (2002). Aggressive and antisocial girls: Research update and challenges. *International Journal of Forensic Mental Health*, 1, 103–119.
- Oetting, E. R., Edwards, R. W., & Kelly, K., et al. (1997). Risk and Protective Factors for Drug Use Among Rural American Youth. In: *NIDA Research Monograph* 168. 1997:90-130.
- Official Documents from the Royal Malaysian Police, 2004.
- Ogilvie, J.M., Stewart, A.L., Chan, R.C.K., & Shum, D. (2011). Neuropsychological measures of executive function and antisocial behavior: A meta-analysis. *Criminology*. 2011;49:1063–1107.
- Ojala, K., & Nesdale, D. (2004). Bullying and social identity: The effects of group norms and distinctiveness threat on attitudes towards bullying. *Br J Dev Psychol* 22:19–35.
- Okpako, J. E. F (2009). Parenting the Nigerian Adolescents Towards Smooth Transition to Adulthood. In *Contemporary Issue and Research in Adolescents* (I. A. Nwazuke; O. Bamgbose & O. A. Morokola (Ed) Ibadan Omoade Printing Press pp 275 – 288.
- Olthof, T. (1980). Blame, anger, and aggression in children. A social-cognitive approach, Unpublished doctoral dissertation, Katholieke Universiteit Nijmegen, Nijmegen, The Netherlands.
- Orobio de Castro, B., Merk, W., Koops, W., Veerman, J.W., & Bosch, J.D. (2005). Emotions in social information processing and their relations with reactive and proactive aggression in referred aggressive boys. *Journal of Clinical child & Adolescent Psychology*, 34, 105-116.

- Orpinas, P., & Horne, A.M. (2006). Bullies: The problem and its impact. In P. Orpinas, & A.M. Horne (Eds.), *Bullying prevention: Creating a positive school climate and developing social competence* (pp. 11-31). Washington, DC: American Psychological Association.
- Orpinas, P., Murray, N., & Kelder, S. (1999). Parental influences on students' aggressive behaviors and weapon carrying. *Health Education and Behavior*, 26(6), 774-787.
- Ortega, R., Sanchez, V., Ortega Rivera, J. Y.& Viejo, C. (2011). La violencia sexual en las relaciones interpersonales de adolescentes en M. Lameiras e I., Iglesias. (Eds). *Violencia de Género. La violencia sexual a debate*. (pp. 99-126). Valencia: Tirant Lo Blanch.
- Orue, I., & Calvete, E. (2009). Adaptation and validation of the questionnaire "what do you think" to assess children's social information processing. *Estudios de Psicología*, 30, 317-329.
- Osgood D.W.,& Anderson, A. L. (2005). Unstructured socializing and rates of delinquency. *Criminology* 42: 519-550.
- Osgood, D. W., & Anderson, A. L. (2004). Unstructured socializing and rates of delinquency. *Criminology*, 42, 519-549.
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of educational research*, 70(3), 323-367.
- Ostrov, J. M.,& Crick, N. R. (2007). Forms and functions of aggression during early childhood: A short-term longitudinal study. *School Psychology Review*, 36, 22-43.
- Ostrov, J. M., & Houston, R. J. (2008). The utility of forms and functions of aggression in emerging adulthood: association with personality disorder symptomatology. *Journal Youth Adolescence*, 37, 1147-1158. Retrieved January 8, 2011 from ProQuest database.
- Otuadah, C. E. (2006). Parental Behaviour and Peer Group Influence as Correlates of Delinquent Behaviour among Secondary School Students in Warri Metropolis. Unpublished M.Ed Thesis of Delsu, Abraka
- Ozmen, S. K. (2006). İlköğretim öğrencilerinin maruz kaldıkları şiddetin türleri ve sıklığı, Kars İli Örneği [Nature and prevalence of being exposed to violence among primary school students, an example of Kars province]. I. Şiddet ve Okul: Okul ve Çevresinde Çocuklara Yönelik Şiddet ve Alınabilecek Tedbirler Uluslararası Katılımlı Sempozyumu [First (Internationally Participated) Symposium of Violence and School: Violence to Children in Environment of School and Preventions], Ankara. (In Turkish).

- Pachter, L. M., & Garcia Coll, C. (2009). Racism and child health: a review of the literature and future directions. *Journal of Developmental and Behavioral Pediatrics*, 30, 255e263.
- Pagani, L. S., Larocque, D., Vitaro, F. & Tremblay, R. E. (2003). Verbal and physical abuse toward mothers: The role of family configuration, environment, and coping strategies. *Journal of Youth and Adolescence*, 32, 215–223
- Pajares, F., & Urdan, T. (eds). (2008). The ones we remember: Scholars reflect on teachers who made a difference. Charlotte: Information Age.
- Palk, G., Davey, J., & Freeman, J. (2007). Prevalence and characteristics of alcohol-related incidents requiring police attendance. *Journal of Studies on Alcohol and Drugs*, 68, 575-581.
- Pallant, J. (2007). *Survival Manual: A Step by Step Guide to Data Analysis using SPSS for Windows*. Open University Press.
- Palmer E.J. (2007). Criminal thinking. In D Carson, B Milne, F Pakes, K Shalev, A Shawyer (Eds.). *Applying psychology to criminal justice* (pp 147–165). Chichester, UK: Wiley.
- Paradies, Y.A.(2006). A systematic review of empirical research on self-reported racism and health. *International Journal of Epidemiology*, 35, 888-901.
- Pardini, D. & Fite, P. (2010). Symptoms of Conduct Disorder, Oppositional Defiant Disorder, Attention-Deficit/Hyperactivity Disorder, and Callous-unemotional Traits as Unique Predictors of Psychosocial Maladjustment in Boys: Advancing an Evidence Base for DSM-V. *Journal of American Academy of Child and Adolescent Psychiatry*, 49, p. 1134\_1144.
- Park, H. S., & Smith, S. W. (2007). Distinctiveness and Influence of Subjective Norms, Personal Descriptive and Injunctive Norms, and Societal Descriptive and Injunctive Norms on Behavioral Intent: A Case of Two Behaviors Critical to Organ Donation. *Human Communication Research*, 33(2), 194-218.
- Park, H. S., & Smith, S. W. (2007). Distinctiveness and Influence of Subjective Norms, Personal Descriptive and Injunctive Norms, and Societal Descriptive and Injunctive Norms on Behavioral Intent: A Case of Two Behaviors Critical to Organ Donation. *Human Communication Research*, 33(2), 194-218.
- Park, J. H., Schaller, M., & Crandall, C. S. (2007). Pathogen-avoidance mechanisms and the stigmatization of obese people. *Evolution and Human Behavior*, 28, 410-414.

- Parker, J. G., Low, C. M., Walker, A. R., & Gamm, B. K. (2005). Friendship jealousy in young adolescents: individual differences and links to sex, self-esteem, aggression, and social adjustment. *Developmental psychology*, 41(1), 235.
- Pascoe, E.A. Richman L.S. (2009). Percieved discrimination and health: A meta-analysis review *Psychological Bulletin*,135: 531-554.
- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148–169.
- Patrick, F. F, (2011) "Family Structure and Expulsion or Suspension from School." Available at <http://www.frc.org/mappingamerica/mapping-america-20-family-structure-and-expulsion-or-suspension-from-school>. Accessed 22 September 2011.
- Patrick, C.J. (2006). Back to the future: Cleckley as a guide to the next generation of psychopathy research. In C. Patrick (Ed.), *Handbook of psychopathy* (pp.605-617). New York: Guilford Press.
- Patterson, G.R., DeBaryshe, B.D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*, 44, 329-335.
- Paul, C., Beatty., & Gordon, B. W. (2007) Research Synthesis: The Practice of Cognitive Interviewing. *Public Opinion Quarterly* (2007) 71:287-311.
- Payne, A. (2008). "A multilevel analysis of the relationships among communal school organization, student bonding and delinquency." *Journal of Research in Crime and Delinquency*. Vol. 45, no. 4. p. 429-455
- Payne, A., D. Gottfredson and G. Gottfredson. (2003). "Schools as communities: The relationships among communal school organization, student bonding, and school disorder." *Criminology*. Vol. 41, no. 3. p. 749-778.
- Pearson, M., Sweeting, H., West, P., Young, R., Gordon., J&Turner, K. (2006). Adolescent substance use in different social and peer contexts: A social network analysis. *Drugs: Education, Prevention & Policy*. 2006;13(6):519–536.
- Peets, K., Hodges, E. V. E., & Salmivalli, C. (2008). Affect-congruent social-cognitive evaluations and behaviors. *Child Development*, 79, 170–185.
- Pellegrini, A. D. (2002). Affiliative and aggressive dimensions of dominance and possible functions during early adolescence. *Aggression and Violent Behavior*, 7, 21-31.
- Pelling, E. L., & White, K. M. (2009). The theory of planned behavior applied to young people's use of social networking web sites. *Cyberpsychology & Behavior*, 12, 755-759.

- Pepler, D., & Craig, W. (Eds.). (2008). Understanding and addressing bullying: An international perspective. Bloomington, IN: Author House.
- Pepler, D., Jiang, D. Craig, W., & Connolly, J. (2008). Developmental trajectories of bullying and associated factors. *Child Development*, 79, 325-338.
- Pepler, J., Madsen, K., Webster, C. & Levene, K. (Eds.) (2006). The development and treatment of girlhood aggression. Mahival, NJ: Erlbaum.
- Perez, T; Arnould, B; Grosbois, J-M; Bosh. V; Guillemin, I; Bravo,M-L; Brun,M &Tonne, A-B .(2009). Validity, reliability, and responsiveness of new short visuals implied respiratory questionnaire for health-related quality of life assessment in chronic obstructive pulmonary disease:*International Journal of COPD, Dovemedical press ltd. Quality of Life, Journal of Dental Research*; 459-463, 2002.
- Perkins, H.W., Haines, M.P., &Rice, R.M (2005). Misperceiving the college drinking norm and related problems: A nationwide study of exposure to prevention information, perceived norms, and student alcohol misuse. *J. Stud. Alcohol* 66: 470-478, 2005.
- Peskin, M.F., Tortolero, S.R., & Markham, C.M. (2006). Bullying and victimization among Black and Hispanic adolescents. *Adolescence*, 41, 467-484.
- Petra H, Masyn K, lalongo N, (2011). The developmental impact of two first grade prevention interventions on aggressive / disruptive behaviour in childhood and adolescence: An application of latent transition growth mixture modeling. *Prevention Science*. 2011;12:300-313.
- Petty, R. E., Briñol, P., & DeMarree, K. G. (2007). The Meta-Cognitive Model (MCM) of attitudes: Implications for attitude measurement, change, and strength.*Social Cognition*,25, 657-686.
- Petty, R. E., Fazio, R. H., & Briñol, P. (Eds.) (2009). Attitudes: Insights from the new implicit measures. New York: Psychology Press.
- Petty, R. E., Tormala, Z. L., Brinol, P., & Jarvis,W. B. G. (2006). Implicit ambivalence from attitude change: An exploration of the PAST model. *Journal ofPersonality and Social Psychology*, 90, 21–41.
- Phillips, D. A. (2007). Punking and bullying: Strategies in middle school, high school, and beyond. *Journal of Interpersonal Violence*, 22(2), 158-178.
- Phoenix, A, Frosh, S., & Pattman, R. (2003). “Producing Contradictory Masculine Subject Positions: Narratives of Threat, Homophobia and Bullying in 11–14 Year Old Boys.” *Journal of Social Issues* 59(1):179–95.
- Phaik, G, L., Maria, C, A., Habibah, E., & Jegak, U. (2010). Development of antisocial behaviour. *Procedia Social and Behavioural Sciences*, 7(C), 383-388 <http://dx.doi.org/10.1016/j.sbspro.2010.10.52>.

- Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R. M., & Morrison, F. J. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal*, 45 (2), 365–397.
- Pich, J., Hazelton, M., Sundin, D. & Kable, A. (2011). Patient-related violence at triage: A qualitative study. In *International Emergency Nursing* 19, 12-19.
- Pihl, R. O. (2007) Personality disorders, behavioral disinhibition, and addiction: a commentary. *Biol Psychiatry*. 2007;62(6):551-2.
- Pinker, S. (2011). *The Better Angels of Our Nature: The Decline of Violence In History And Its Causes*. Great Britain: Allen Lane.
- Pires, P., & Jenkins, J. (2007). A growth curve analysis of the joint influences of parenting affect, child characteristics and deviant peers on adolescent illicit drug use. *Journal of Youth & Adolescence*, 36(2), 169-183.
- Pitner, R. O., Astor, R. A., Benbenishty, R., Haj-Yahia, M. M., & Zeira, A. (2003). Adolescents' approval of peer and spousal retribution in their culture vs. other cultures. The role of group stereotypes. *British Journal of Developmental Psychology*, 21, 221–242.
- Platt, R.A.L., Nalbone, D.P., Casanova, G.M., & Wetchler, J.L. (2008). Parental conflict and infidelity as predictors of adult children's attachment style and infidelity. *The American Journal of Family Therapy*, 36, 149-161.
- Pollak, S. D. (2008). Mechanisms linking early experience and the emergence of emotions. *Current Directions in Psychological Science*, 17, 370–375.
- Posada, R., & Wainryb, C. (2008). Moral development in a violent society: Columbian children's judgments in the context of survival and revenge. *Child Development*, 79, 882–898.
- Poteat, V. P. (2007). Peer group socialization of homophobic attitudes and behavior during adolescence. *Child Development*, 78, 1830–1842..
- Poulin, F., & Boivin, M. (2000). The role of proactive and reactive aggression in the formation and development of boys' friendships. *Developmental Psychology*, 36, 233–240.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.
- Primack, B. A., Switzer, G. E., & Dalton, M. A. (2007). Improving Measurement of Normative Beliefs Involving Smoking Among Adolescents. *Arch Pediatr Adolesc Med*, 161(5), 434-439.

- Prinstein, M.J., Cheah, C.S.L., Guyer, A.E. (2005). Peer victimization, cue interpretation, and internalizing symptoms: Preliminary concurrent and longitudinal findings for children and adolescents. *Journal of Clinical Child and Adolescent Psychology*. 2005;34:11–24.
- Proctor, L. J. (2006). Children growing up in a violent community: The role of the family. *Aggression and Violent Behavior*, 11, 558-576.
- Propper, C., & Moore, G. A. (2006). The influence of parenting on infant emotionality: A multi-level psychobiological perspective. *Developmental Review*: 26., (4), 427–460.
- Pulay, A.J., Dawson, D.A., Hasin, D.S., Goldstein, R.B, Ruan, W.J, Pickering R.P, Huang, B, Chou, S.P, & Grand B.F. (2008). Violent behavior and DSM-IV psychiatric disorders: results from the national epidemiologic survey on alcohol and related conditions. *J Clin Psychiatry* 69:12–22.
- Puskar, K., Bernardo, L., Haley, T., & Hetager S. K. (2008). Anger correlated with Psychosocial variables in rural youth, *Issues in Comprehensive Pediatric Nursing*, 31, 71-87.
- Qin, D. B., Way, N., & Mukherjee, P. (2008). The other side of the model minority story: The familial and peer challenges faced by Chinese American adolescents. *Youth and Society*, 39 , 480–506.
- Qin, D. B., Way, N., & Rana, M. (2008). Understanding psychological and social adjustment of Chinese American adolescents at school. *New Directions for Child and Adolescent Development*, 121 , 27–42.
- Quigley, P. (2007) Unpublished presentation, Wakefield Health Frontiers of Medicine and Surgery Conference, September 7, Wellington.
- Reddy, L. A., Espelage, D. L., McMahon, S. D., Lane, K. L., Anderman, E. M., Brown, V. E., . Jones, A. (2012). Understanding violence against teachers through case analysis. Manuscript submitted for publication.
- Reef, J., van Meurs, I., Verhulst, F. C., & van der Ende, J. (2010). Children's problems predict adults' DSM-IV disorders across 24 years. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 1117-1124.
- Reidy, D. E., Zeichner, A., & Martinez, M. A. (2008). Effects of psychopathy traits on unprovoked aggression. *Aggressive Behavior*, 34, 319-328. doi: 10.1002/ab.20238.
- Reyna, C., Lello, M.G., Sanchez, A., Brussino, S., (2011). The Buss-Perry Aggression Questionnaire: Construct validity and gender invariance among Argentinean adolescents. *International Journal of Psychological Research*, 4(2), 30-37.

- Reinke, W. M., & Herman, K.C. (2002). Creating school environment that deter antisocial behaviors in youth. *Psychology in the Schools*, 39, 549-559.
- Reijneveld, S.A., Brugman, E., & Verhulst F.C, et al. (2005). Area deprivation and child psychosocial problems a national cross-sectional study among school aged children. *Soc Psychiatry Psychiatr Epidemiol* 2005;40:18–23.
- Reiss, D., & Leve, L.D. (2007). Genetic expression outside the skin: Clues to mechanisms of Genotype x Environment interaction. *Development and Psychopathology*, 19, 1005–1027. *Research Quarterly*, 29(3), 30-51.
- Rhodes, R. E., & Courneya, K. S. (2003). Investigating multiple components of attitude, subjective norm, and perceived control: An examination of the theory of planned behaviour in the exercise domain. *British Journal of Social Psychology*, 42, 129-146.
- Rich, J. A., & Grey, C. M. (2005). Pathways to recurrent trauma among young Black men: Traumatic stress, substance use, and the “code of the street.” *American Journal of Public Health*, 95, 816–824.
- Rigby, K. (2010). *Enhancing responses to bullying in Queensland schools*. Brisbane, Queensland: Department of Education and Training.
- Ringrose, J. (2006). A new universal mean girl: Examining the discursive construction and social regulation of a new feminine pathology. *Feminism & Psychology*, 16(4), 405 - 424.
- Rippy, A.E.V., & Newman, E. (2006). Perceived religious discrimination and its relationship to anxiety and paranoia among Muslim Americans. *Journal of Muslim Mental Health*, 1(1), 5-20
- Rivas-Drake, D., Hughes, D., & Way, N. (2008). A closer look at peer discrimination, ethnic identity, and psychological well-being among urban Chinese American sixth graders. *Journal of Youth and Adolescence*, 37, 12–21.
- Rivis, A., & Sheeran P. (2003). Social influences and the theory of planned behavior: Evidence for a direct relationship between prototypes and young people's exercise behavior. *Psychology and Health*. 2003;18:567–583
- Rivis, A., & Sheeran, P. (2003) "Descriptive Norms as an Additional Predictor in the Theory of Planned Behaviour: A Meta-Analysis". 2003.
- Robers, S., Zhang, J., Truman, J., & Snyder, T. D. (2010). Indicators of school crime and safety: 2010 (NCES 2011–002/NCJ 230812). Washington, DC: National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.

- Roberts, C.M., Kane, R., Bishop, B., Cross, D., Fenton, J., & Hart, B. (2010). The prevention of anxiety and depression in children from disadvantaged schools. *Behaviour Research and Therapy*, 48, 68-73.
- Robinson, F., & Keithley, J. (2000). The impacts of crime on health and health services: A literature review. *Health, Risk, and Society*, 2, 253-266.
- Roche, A. M., Watt, K., McClure, R., Purdie, D. M., & Green, D. (2001). Injury and alcohol: a hospital emergency department study. *Drug and Alcohol Review*, 20, 155-166.
- Rodkin, P.C., Farmer, T.W, Pearl, R., & Van Acker R. (2006). They're cool: Social status and peer group supports for aggressive boys and girls. *Social Development*. 2006;15:175-204.
- Rodkin, P.C., & Berger, C. (2008). Who bullies whom? Social status symmetries by victim gender. *International Journal of Behavioral Development*, 32, 473-485.
- Rogers, R., & Rogstad, J. E. (2010). Psychopathy and APD in non-forensic patients: Improved predictions or disparities in cut scores? *Journal of Psychopathology and Behavioral Assessment*. doi: 10.1007/s10862-009-9175-8
- Roscigno, V. J., Tomaskovic-Devey, D., & Crowley, M. (2006). Education and the inequalities of place. *Social Forces*, 84, 2121-2145.
- Rose, A. J., & Swenson, L. P. (2009). Do perceived popular adolescents who aggress against others experience emotional adjustment problems themselves? *Developmental Psychology*, 45, 868-872. doi: 10.1037/a0015408.
- Rose, A. J., & Rudolph, K. D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, 132, 98-131.
- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35 (4), 420-451.
- Rothbart, M.K., & Bates, J.E. (2006). Temperament. In W. Damon (series Eds) & N. Eisenberg (Vol. Ed), *Handbook of child psychology. Vol. 3. Social, emotional, and personality development* (6<sup>th</sup> ed., pp.99-166). Hoboken, NJ; Wiley.
- Rowe, F., & Stewart, S. (2009). Promoting connectedness through whole-school approaches: a qualitative study. *Health Education*. 2009;109:396-413.
- Royal Malaysia Police, 2004, 2008
- Roberto, A. J, Meyer, G, Boster, F. J. (2001). Predicting adolescents' decisions about fighting: A test of the theory of planned behavior. *Commun Res Rep* 2001;18(4): 315-323.

- Rubin, K. H., Bukowski W. M., Parker J. G.,(2006). Peer interactions, relationships and groups in N. Eisenberg, W. Damon, R. M. Lerner (eds.), *Handbook of child psychology*, Vol. 3 : *Social, emotional, and personality development*, Hoboken (NJ), Wiley, pp. 571-645.
- Rubin, A.,& Bubbies, R.E. (2005).*Research Methods for Social Work*. New York : S a g e Publishers.
- Rubin, K. H., Bukowski, W., &Parker, J. G. (1998). Peer interactions, relationships, and groups. In W.Damon (*Series Ed.*) &N.Eisenberg (*Vol. Ed.*) *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*(5th ed., pp. 619–700). New York: Wiley.
- Rubin, K. H., Bukowski, W., & Parker, J. G. (2006). Peer interactions, relationships, and groups. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: vol. 3, Social,emotional, and personality development* (6th ed., pp. 619-700). Hoboken, NJ: Wiley.
- Ruiz, B. S., Stevens, S. J., McKnight, K., Godley, S. H., & Shane, P. (2005). Treatment issues and outcomes for juvenile-justice-involved youth from rural and nonrural areas. *Prison Journal*, 85(1), 97-121.
- Rusdy, J.C., Forrester, K.K., Biglan, A., &Metzler, C.W. (2005). Relationships between peer harassment and adolescent problem behaviours. *Journal of Early Adolescence*, 25;453-477.
- Ruus, V., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E., & Veisson, A. (2007). Students' well-being, coping, academic success, and school climate. *Social Behavior & Personality: An International Journal*, 35(7), 919-936.
- Ryan, A. M., & Shim, S. (2008). An exploration of young adolescents' social achievement goals and social adjustment in middle school. *Journal of Educational Psychology*, 100, 672-687.
- Sacks, S., Cleland, C.M, Melnick, G, Flynn, P.M, Knight, K, Friedmann, P.D, Prendergas,t M.L, &Coen, C. (2009). Violent offense associated with co-occurring substance use and mental health problems: evidence from CJDATS. *Behav Sci Law* 27:51–69.
- Sadock, B. J., & Sadock V. A. (2007). Synopsis of psychiatry. Philadelphia: Lipincott, Williams & Wilkins.
- Said, A., Lin, L., & Jim, P. (2009). Barriers to adopting technology for teaching and learning in Oman. *Computers and Education*, 53, 575-590.
- Salmivalli, C. (2010). Bullying and the peer group:A review. *AggrViolent Behav* 15:112–120.
- Salmivalli, C., & Peets, K. (2009). Pre-adolescents peer-relational schemas and social goals across relational contexts. *Social Development*, 18, 817-832.

- Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviors associated with bullying in schools. *International Journal of Behavioral Development*, 28, 246–258.
- Sameroff, A. (2010). A unified theory of development: a dialectic integration of nature and nurture. *Child development*, 81(1), 6-22.
- Sampath., S. (2005). "Sampling Theory and Methods";
- Sato, S. M., Schulz, K. M., Sisk, C. L., & Wood, R. I. (2008). Adolescents and androgens, receptors and rewards. *Hormones and Behavior*, 53, 647–658.
- Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research methods for business students*. 4th ed. London: Prentice Hall.
- Schmidt, S., & Petermann, F. (2009). Developmental psychopathology: attention deficit hyperactivity disorder (ADHD). *BMC Psychiatry* 9.
- Schneider, B. H. (2001). *Friends and Enemies: Peer Relations in Childhood*. Oxford, UK: Oxford University Press.School, Regent's Park.
- Schreurs, B., Deros, E., DeWitte, K., Proost, K., Andriessen, M., & Glabeke, K. (2005). Attracting potential applicants to the military: the effects of initial face-to-face contacts. *Human Performance* 18, 105-122.
- Schult, C. A. (2002). Children's understanding of the distinction between intentions and desires.
- Schwartz, D., Gorman, A.H., Duong, M.T., & Nakamoto, J. (2008). Peer relationships and academic achievement as interacting predictors of depressive symptoms during middle childhood. *Journal of Abnormal Psychology*, 117,289-299
- Schwartz, D., Proctor L.J., &Chein, D.H. (2001). The aggressive victims of bullying: Emotional and behavioural dysregulation as a pathway to victimization by peers. In Juvonen J, and Graham, S. (Eds.). *Peer harassment in school: The plight of the vulnerable and victimized* (pp.147-174). New York: Guilford Press.
- Schwartz, J. P. Lindley, L. D., & Buboltz, W. C. (2007). Adult attachment orientations: Relation.
- Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*, 25, 638–656.
- Schmidt, C. O; &Kohlmann, T, (2008). "When to use the odds ratio or the relative risk?". *International journal of public health* 53 (3): 165–167. doi:10.1007/s000-00-7068-3.

- Scott, B. G., & Weems, C. F. (2010). Patterns of actual and perceived control: Are control profiles differentially related to internalizing and externalizing problems in youth? *Anxiety, Stress & Coping: An International Journal*, 23(5), 515–528.
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach*, 2003: New Delhi: John Wiley and Son Inc.
- Sekaran, U. (1983). Methodological and theoretical issues and advancement in cross cultural research. *Journal of International Business Studies*, 14(2), 61–73.
- Sekuk, R. T. Rimfat, D. Z & Ogbonna, B. B. (2003). Prevalence of Delinquent Behaviour among Adolescents: Implications for Counselling. The Behaviour problems of the Nigeria Child. A Publication of the Nigerian Society for Educational Psychologists (NISEP) Edited by R. Onwukwe Nnachi & P. S. E. Ezech pp. 59 – 68.
- Sellstrom, E., & Bremberg, S. (2006). The significance of neighbourhood context to child and adolescent health and well-being: A systematic review of multilevel studies. *Scand J Public Health* 2006;34:544–54.
- Selangor Maju Criteria". Bernama. Archived from the original on 10 April 2007. retrieved 10 June 2009.
- Senn, D. (2008). *Bullying in the Girl's World: A School-Wide Approach to Girl Bullying*.
- Sentse M, Scholte R, Salmivalli C, & Voeten M. (2007). Person-group dissimilarity in involvement in bullying and its relation with social status. *J Abnorm Child Psychol* 35:1009–1019.
- Sestir, M.A., & Bartholow, B. (2007). Theoretical explanations of aggression and violence. In T Gannon, T Ward, AR Beech, D Fisher (Eds.). *Aggressive offenders cognition. Theory, research and practice* (pp 157–178). Chichester, UK: Wiley.
- Shahinfar, A., Kupermidt, J.B. & Matza, L.S. (2001). The relation between exposure to violence and social information processing among incarcerated adults. *Journal of Abnormal Psychology*, 110, 136–41.
- Schaffer, R. (2007). *Introducing Child Psychology*. England; Oxford Blackwell.
- Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2009). *Research Methods in Psychology* (8th ed.). New York, NY: McGraw-Hill Companies.
- Shears, J., Edwards, R.W., & Stanley, L.R. (2006). School Bonding and Substance Use in Rural Communities. *Soc Work Res.* 2006; 30(1): 6–18.

- Shetgiri, R., Lin, H., Avila, R.M., & Flores, G. (2012). "Parental characteristics associated with bullying perpetration in US children aged 10 to 17 years," *Research and Practice*, vol. 102, no. 12, pp. 2280–2286,
- Shields, P., & Rangarjan, N. (2013). *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*. [2]. Stillwater, OK: New Forums Press. p. 24.
- Shipley, S. L., & Arrigo, B.A. (2008). Serial killers and serial rapists: preliminary comparison of violence typologies. In R.N. Kocsis (Ed.), *Serial murder and the psychology of violent crimes*. Totowa, NJ: Humana Press.
- Shively, M. (2001). Male self-control and sexual aggression. *Deviant Behavior*, 22, 295-321.
- Shochet, I.M., Dadds, M.R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child & Adolescent Psychology*, 35, 170-179.
- Siever, L. J. (2008). Neurobiology of aggression and violence. *American Journal of Psychiatry*, 165, 429–442.
- Sijtsema, J. J., Veenstra, R., Lindenberg, S., & Salmivall, C. (2009). Empirical test of bullies' status goals: Assessing direct goals, aggression, and prestige. *Aggr Behav* 35:57–67.
- Sijtsema, J.J., Ojanen, T., Veenstra, R., Lindenberg, S., Hawley, P.H., & Little, T.D. (2010). Forms and functions of aggression in adolescent friendship selection and influence: A longitudinal social network analysis. *Social Development*, 19, 515-534.
- Silong, A. D, (2009). *Leadership theories, Research and Practices, Framing Future Leadership Thinking*. Malaysia: UPM press.
- Simons, R. L., Simons, L. C., & Wallace, L. E. (2004). *Families, delinquency, and crime: Linking society's most basic institution to antisocial behavior*. Los Angeles: Roxbury.
- Sinclair, S., Dunn, E., & Lowery, B. (2005). The relationship between parental racial attitudes and children's implicit prejudice. *Journal of Experimental Social Psychology* Vol. 41 (3) , 283-289.
- Sivarajasingam, V., Morgan, P., Shepherd, J., Matthews, K. (2009). Vulnerability to assault injury: an emergency department perspective. *Emergency Medicine Journal*, 26, 711-714.

- Skeem, J. L., & Mulvey, E. P. (2001). Psychopathy and community violence among civil psychiatric patients: Results from the MacArthur violence risk assessment study. *Journal of Consulting and Clinical Psychology*, 69, 358–374.
- Skiba, R. J., Shure, L., & Williams, N. (2012). Racial and ethnic disproportionality in suspension and expulsion. In A. L. Noltemeyer & C. S. McLoughlin (Eds.), *Disproportionality in education and special education* (pp. 89-118). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- Slovak, K., Carlson, K., & Helm, L. (2007). The influence of family violence on youth attitudes. *Child & Adolescent Social Work Journal*, 24, 77–99.
- Smetana, J. G., Campione-Barr, N., & Yell, N. (2003). Children's moral and affective judgments regarding provocation and retaliation. *Merrill-Palmer Quarterly*, 49, 209–236.
- Smith, C. J., Garber, J., Ciesla, A., & Cole, D. A. (2006). Modeling relations between hassles and internalizing and externalizing symptoms in adolescents: A four-year prospective study. *Journal of Abnormal Psychology*, 115, 428-442.
- Smith, A.B., Gollop, M.M., Taylor, N.J., & Marshall, K.A. (2004) *The Discipline and Guidance of Children: Messages from Research*, Children's Issues Centre and the Office of the Children's Commissioner, Dunedin.
- Smith, D. J. (2006). *School experience and delinquency at ages 13 to 16. Edinburgh Study of Youth Transitions and Crime, number 13*. Edinburgh: Centre for Law and Society, University of Edinburgh.
- Smith, E.A.; Mulder, B. M.; Hill, K. (2001). "Controversies in the evolutionary social sciences: A guide to the perplexed". *Trends in Ecology and Evolution* 16 (3): 128–135.
- Smith, J. R., Terry, D. J., & Hogg, M. A. (2006). Who will see me: The impact of type of audience on willingness to display group-mediated attitude-intention consistency. *Journal of Applied Social Psychology*, 36, 1173-1197.
- Smith, J.D., Ryan, W., & Cousin, J.B. (2007). Antibullying programs: A survey of evaluation activities in public school. *Studies in Educational Evaluation*, 33, 120-134.
- Smith, P. (2007). Why has aggression been thought of as maladaptive? In P. Hawley, T. Little, & P. Rodkin (Eds.), *Aggression and Adaptation: The Bright Side to Bad Behavior* (pp. 65–83). Mahwah, NJ: Lawrence Erlbaum.
- Smith, P., Cowie, H. and Blades, M. (2003). *Understanding children's development* (4th ed.). UK: Blackwell Publishing.

- Smith, S. C., Ellis, J. B., & Benson, T. A. (2001). Gender, gender roles and attitudes towards violence: Are viewpoints changing?. *Social Behaviour and Personality*, 29(1), 43–48.
- Smith, S. R., & Handler, L. (2006). The clinical assessment of children and adolescents: A practitioner's handbook (1st ed.). New York: Taylor and Francis group.
- Smokowski P. R., & Kopasz K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools* 27:101–110.
- Smokowski, P. R., & Kopasz, K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools*, 27, 101–110.
- Snijders, T.A.B., Steglich, C.E.G., & van de Bunt, G.G. (2010). Introduction to actor-based models for network dynamics. *Social Networks*, 32, 44-60.
- Snyder, J., Prichard, J., Schrepferman, L, Patrick, M. R., & Stoolmiller, M., (2004). Child impulsiveness-inattention, early peer experiences, and the development of early onset conduct problems. *Journal of Abnormal Child Psychology* 2004;32:579–594. [PubMed: 15648526].
- Snyder, H. N., & Sickmund, M. (2006). *Juvenile offenders and victims: 2006 national report*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Snyder, J., McEachern, A., Schrepferman, L., Zettle, R., Johnson, K., Swink, N. & McAlpine, C. (2006). Rule-Governance, Correspondence Training, and Discrimination Learning: A Developmental Analysis of Covert Conduct Problems. *SLP-ABA*, 1(1), 43-54.
- Solomon, B. S., Bradshaw, C. P., Wright, J., & Cheng, T. L. (2008). Youth and parental attitudes toward fighting. *Journal of Interpersonal Violence*, 23, 544-560.
- Spano, R., Rivera C., Bolland J. (2006). *The impact of timing of exposure to violence on violent behavior in a high poverty sample of inner city African American youth*. *Journal of Youth and Adolescence*, 35, 681-692.
- Spano, R., & Nagy, S. (2005). Social guardianship and social isolation: An application and extension of lifestyle routine activities theory to rural adolescents. *Rural Sociology*, 70(30), 414-437.
- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 41, 283 – 293.

- Squires, P. (ed) (2008). *ASBO nation: the criminalization of nuisance*. Bristol, UK: Policy Press.
- State/District Data Bank Time Series Indicators: Kedah 2000 –2007. Putrajaya, Malaysia: Malaysia Department of Statistics; 2009.
- Storch, E. A., & Ledley D. (2005) Peer victimization and psychosocial adjustment in children: current knowledge and future directions. *Clinical Pediatrics* 2005;44:29-38.
- Stearns, E., Dodge, K.A., Nicholson, M., & the Conduct Problems Prevention Research Group. (2008). Peer contextual influences on the growth of authority acceptance problems in early elementary school. *Merrill-Palmer Quarterly*, 54(2), 208-231.
- Steglich, C.E.G., Snijders, T.A.B., & Pearson, M. (2010). Dynamic Networks and Behavior: Separating Selection from Influence. *Sociological Methodology*, 40, 329-393.
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9, 69-74.
- Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental psychology*, 43(6), 1531.
- Sterba, S. K., Prinstein, M. J., & Cox, M. J. (2007). Trajectories of internalizing problems across childhood: heterogeneity, external validity, and gender differences. *Development and Psychopathology*, 19(2), 345-366.
- Stewart, E. A. (2003). "School Social Bonds, School Climate, and School Misbehavior: A Multilevel Analysis." *Justice Quarterly* 20:575-601.
- Stewart, E. A., & Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. *Criminology; an interdisciplinary journal*, 48(2), 569-605.
- Stewart-Knox B.J, Sittlington J, Rugkåsa J, Harrison S, Treacy M, &Abaunza P.S (2005). Smoking and peer groups: results from a longitudinal qualitative study of young people in Northern Ireland.Br J Soc Psychol. 2005 Sep; 44(Pt 3):397-414.
- Stockwell, T., McLeod, R., Stevens, M., Phillips, M., Webb, M., & Jelinek, G. (2002). Alcohol consumption, setting, gender and activity as predictors of injury: a population-based case-control study. *Journal of Studies on Alcohol*, 63, 372-379.
- Storebo, O.J., &Simonsen,E. (2013). The Association Between ADHD and AntisocialPersonalityDisorder ASPD A ReviewPersonalityDisorder ASPD : *Journal of Attention Disorders* November 27, 2013 DOI:

- Stout, M. (2005). *The Sociopath Next Door*. NY: Broadway.
- Straus, M. A. (2001). *Beating the devil out of them*. New Brunswick, NJ: Transaction.
- Strayhorn, T. L. (2009). Different folks, different hopes: The educational aspirations of Black males in urban, suburban, and rural high schools. *Urban Education*, 44, 710-731
- Strüber, D., Lück, M., & Roth, G. (2008). Sex, aggression and impulse control: An integrative account. *Neurocase*, 14, 93–121.
- Sullivan, T. N., Farrell, A. D., & Klierer, W. (2006). Peer victimization in early adolescence: Association between physical and relational victimization and drug use, aggression, and delinquent behaviors among urban middle school students. *Development and Psychopathology*, 18, 119 . 137.
- Svensson, R., & Oberwittler, D. (2010) It's not the time they spend, it's what they do. The interaction between delinquent friends and unstructured routine activity on delinquency: Findings from two countries. *Journal of Criminal Justice* 38: 1006–1014.
- Swahn, M.H, Donovan, J.E. (2006). Alcohol and violence: comparison of the psychosocial correlates of adolescent involvement in alcohol-related physical fighting versus other physical fighting. *Addict Behav.* Nov; 31(11):2014-29.
- Swaim, R. C., Kimberly L. H., & Kathleen, K. (2006). “Predictors of Aggressive Behaviors among Rural Middle School Youth.” *Journal of Primary Prevention* 27:229-43.
- Swearer, S. M., Wang, C., Maag, J. W., Siebecker, A. B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology* 50, 503–520.
- Syvertsen, A. K., Flanagan, C. A., & Stout, M. D. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology*, 101(1), 219-232. doi:10.1037/a0013246.
- Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York: HarperCollins.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using Multivariate Statistics* (4th ed.). Boston, MA: Allyn and Bacon.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Allyn.

- Taylor, N., Prichard, J., & Charlton, K. (2004). National project on drink spiking: Investigating the nature and extent of drink spiking in Australia. Canberra: Australian Institute of Criminology..
- Reinke, W. M., & Herman, K.C. (2002). Creating school environment that deter antisocial behaviors in youth. *Psychology in the Schools*, 39, 549-559.
- Tee, S. E. (2009). *Keeping children safe from bullies in Malaysia*. Retrieved April 4, 2010, from [http://www.unicef.org/protection/malaysia\\_50269.html](http://www.unicef.org/protection/malaysia_50269.html).
- Teicher, M. H., Samson, J. A., Polcari, A., & McGreenery, C. E. (2006). Sticks, stones, and hurtful words: Relative effects of various forms of childhood maltreatment. *The American Journal of Psychiatry*, 163(6), 993–1000.
- Terry, M. (2006). The importance of interpersonal relations in adult literacy programs. *Educational Research Quarterly*, 30(2), 30–43.
- Testa, M. & Livingston, J.A. (2009). Alcohol consumption and women's vulnerability to sexual victimization: Can reducing women's drinking prevent rape? *Substance Use & Misuse*. 44(9-10): 1349-1373.
- Thaweekoon, T. (2006). Effects of exposure to community violence on adolescent adjustment problems. Doctoral Dissertation, University of Virginia. The truth about false belief. *Child Development*, 72, 655–684. doi:10.1111/1467-8624.00304,
- Thomas, D.E., Bierman, K.L., & The Conduct Problems Prevention Research Group. (2006). The impact of classroom aggression on the development of aggressive behavior problems in children. *Development and Psychopathology*, 18, 471-487. PMCID: PMC2750030.
- Tiet Q.Q., Wasserman, G.A., Loeber, R., McReynolds, L.S., & Miller, L.S. (2001). Developmental and sex differences in types of conduct problems. *Journal of Child and Family Studies*, 10, 181-197.
- Ting, T. S. (2011). Antisocial Behaviour Among Malaysian Adolescents. Research Project Submitted In Partial Fulfillment Of The Requirements For The Bachelor of Social Science (Hons) Psychology Faculty Of Arts And Social Science Universiti Tunku Abdul Rahman.
- Tittle, C. R., & Botchkovar, E. V. (2005). Self-control, criminal motivation and deterrence: An investigation using Russian respondents. *Criminology*, 43, 307-353.
- Tormala, Z. L., & Petty, R. E. (2002). What doesn't kill me makes me stronger: The effects of resisting persuasion on attitude certainty. *Journal of Personality and Social Psychology*, 83, 1298–1313.

- Tormala, Z. L., Clarkson, J. J., & Petty, R. E. (2006). Resisting persuasion by the skin of one's teeth: The hidden success of resisted persuasive messages. *Journal of Personality and Social Psychology*, 91, 423–435.
- Tosh, A. K., & Simmons, P. S. (2007). Sexual activity and other risk-taking behaviours among Asian-American adolescents. *Journal Pediatric Adolescents Gynecology*, 20, 29-34. Retrieved January 10, 2011 from ScienceDirect database.
- Trafimow, D., Sheeran, P., Conner, M., & Finlay, K. A. (2002). Evidence that perceived behavioral control is a multidimensional construct: Perceived control and perceived difficulty. *British Journal of Social Psychology*, 1, 101–121.
- Tremblay, R. E., & Nagin, D. S. (2005). The developmental origins of physical aggression in humans. In R. E. Tremblay, W. H. Hartup & J. Archer (Eds.), *Developmental origins of aggression* (pp. 83–106). New York, NY: Guilford Press.
- Tremblay, R.E., Nagin, D.S., Seguin, J.R., Zoccolillo, M., Zelaco, P.D., Boivin, M., Perusse, D., and Japel, C. (2004). Physical aggression during early childhood: Trajectories and predictors. *Pediatrics*, 114, 43-50.
- Tremblay, R. E., Hartup, Willard W. & Archer, John (eds.) (2005). *Developmental Origins of Aggression*. New York: The Guilford Press.
- Trentacosta, C.J. & Shaw, D.S. (2009). Emotional self-regulation, peer rejection, and antisocial behavior: Developmental associations from early childhood to early adolescence. *Journal of Applied Developmental Psychology*, 30 (3) (2009), pp. 356–365
- Trochim, M., William, M. K. (2006). "Descriptive statistics". *Research Methods Knowledge Base*. Retrieved 14 March 2011.
- Trull, T.J., & Durrett, C.A. (2005). Categorical and dimensional models of personality disorder. *Annual Review of Clinical Psychology*, 1, 355-380.
- Trulson, C. R., Caudill, J. W., Haerle, D. R., & DeLisi, M. (2012). Cliques up: The postincarceration recidivism of young gang-related homicide offenders. *Criminal Justice Review*, 37, 174–190.
- Turner, H.A., & Kopiec, K. (2006). Exposure to inter parental conflict and psychological disorder among young adults. *Journal of Family Issues*, 27(2), 131-158.
- Turner, R. J., & Gil, A. G. (2002). Psychiatric and substance disorders in South Florida: Racial/ethnic and gender contrasts in a young adult cohort. *Archives of General Psychiatry*, 59, 43–50.

- Turner, R. J., Russell, D., Glover, R., & Hutto, P. (2007). The social antecedents of anger proneness in young adulthood. *Journal of Health and Social Behavior*, 48, 68-83.
- U.S. Census Bureau (2012). The 2012 statistical abstract. Retrieved from [http://www.census.gov/compendia/statab/cats/transportation/motor\\_vehicle\\_accidents\\_and\\_fatalities.html](http://www.census.gov/compendia/statab/cats/transportation/motor_vehicle_accidents_and_fatalities.html).
- U.S. Department of Education, National Center for Education Statistics. (2000). 2000 annual report on school safety. Washington, DC: Author.
- U.S. Department of Justice, Bureau of Justice Statistics. (2011). Homicide trends in the United.
- Umemoto, K. (2000). From Vincent Chin to Joseph Ito: Asian Pacific Americans and hatecrime policy. In P. M. Ong (Ed.), *Transforming race relations* (pp. 243–278). Los Angeles, CA: LEAP & UCLA Asian American Studies Center.
- Underwood, M. K. (2007). Gender and children's friendship: Do girl's and boy's friendships constitute different peer cultures, and what are the trade-offs for development? *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 53, 319-324.
- Underwood, M. K. (2003). *Social aggression among girls*. New York, NY: Guilford Press.
- Uniform Crime Reports, Federal Bureau of Investigation (UCR). 2006. "Crime in the United States in 2006." Retrieved on January 22, 2008.
- Utusan Malaysia (2011). Jumlah jenayah juvana membimbangkan – KP Pelajaran. Retrieved March 22, 2012 from [http://www.utusan.com.my/utusan/info.asp?y=2011&dt=0418&pub=Utusan\\_Malaysia&sec=Terkini&pg=bt\\_17.htm](http://www.utusan.com.my/utusan/info.asp?y=2011&dt=0418&pub=Utusan_Malaysia&sec=Terkini&pg=bt_17.htm).
- Vaillancourt, T., & Hymel, S. (2006). Aggression and social status: The moderating roles of sex and peer-valued characteristics. *Aggressive Behavior*. 2006;32:396–408
- Valdez, A. (2007). *Mexican American Girls and Gang Violence: Beyond Risk*. New York, NY: Palgrave Macmillan.
- Van Brakel A.M.L, Muris P, Bogels S.M, & Thomassen C. A (2006) multifactorial model for the etiology of anxiety in non-clinical adolescents: Main and interactive effects of behavioral inhibition, attachment and parental rearing. *Journal of Child and Family Studies*.;15:569–579.
- Van Coillie, H., Van Mechelen, I., & Ceulemans, E. (2006). Multidimensional individual differences in anger related behaviour. *Personality and Individual Differences*, 41, 27-38.

- Van Leeuwen, K., Mervielde, I., Braet, C. & Bosmans, G. (2004). Child personality and parental behavior as moderators of problem behavior: Variable- and person-centered approaches. *Developmental Psychology*, 40, 1028-1046.
- van Lier, P. A. C., Vitaro, F., & Eisner, M. (2007). Preventing aggressive and violent behaviour: Using prevention programs to study the role of peer dynamics in maladjustment problems. *European Journal on Criminal Policy and Research*, 13, 277-296.
- Van Overwalle, F., & Siebler, F. (2005). A connectionist model of attitude formation and change. *Personality and Social Psychology Review*, 9(3), 231-274.
- Vasey, M. W., Dangleish, T., & Silverman, W. K. (2003). Research on information processing factors in child and adolescent psychopathology: A critical commentary. *Journal of Clinical Child and Adolescent Psychology*, 32, 81-93.
- Vazsonyi, A. T., Trejos-Castillo, E., & Young, M. A. (2008). Rural and non-rural African American youth: Does context matter in the etiology of problem behaviors? *Journal of Youth and Adolescence*, 37, 798-811.
- Veenstra, R., & Steglich, C. (2012). Actor-based model for network and behavior dynamics. In B. Laursen, T.D. Little, & N.A. Card (Eds.), *Handbook of Developmental Research Methods* (pp. 598-618). New York: Guilford.
- Verkuyten, M. (2001). National identification and intergroup evaluation in Dutch children. *British Journal of Developmental Psychology*, 19, 559-571.
- Verkuyten, M. (2007). Ethnic in-group favoritism among minority and majority groups: Testing the self-esteem hypothesis among pre-adolescents. *Journal of Applied Social Psychology*, 37, 486-500.
- Verkuyten, M., & Thijs, J. (2001). Ethnic and gender bias among Dutch and Turkish children in late childhood: The role of social context. *Infant and Child Development*, 10, 203-217.
- Verkuyten, M., & Thijs, J. (2002). Racist victimization among children in the Netherlands: The effect of ethnic group and school. *Ethnic and Racial Studies*, 25, 310-331.
- Verona, E., Sprague, J., & Sadeh, N. (2012). Inhibitory control and negative emotional processing in psychopathy and antisocial personality disorder. *Journal of Abnormal Psychology*, 121, 498-510.
- Verona, E., Sprague, J., Sadeh, N., (2012). Inhibitory control and negative emotional processing in psychopathy and antisocial personality disorder. *Journal of Abnormal Psychology* 121, 498-510.

- Vincent, G. M., Vitacco, M. J., Grisso, T., & Corrado, R. R. (2003). Subtypes of adolescent offenders: Affective traits and antisocial behavior patterns. *Behavioral Science and the Law*, 21, 695-712.
- Virtanen, M., Kivimäki, M., Luopa, P., Vahtera, J., Elovainio, M., Jokela, J., & Pietikainen, M. (2009). Staff reports of psychosocial climate at school and adolescents' health, truancy and health education in Finland. *European Journal of Public Health*, 19(5), 554 - 560.
- Visser, M., Singer, E., van Geert, P. L. C., & Kunnen, E. S. (2009). What makes children behave aggressively? The inner logic of Dutch children in special education. *European Journal of Special Needs Education*, 24, 1-20.
- Vitacco, M. (2007). Psychopathy. *British Journal of Psychiatry*, 191, 357.
- Vitacco, M. J., Neumann, C. S., Robertson, A., & Durrant, S. L. (2002). Contributions of impulsivity and callousness in the assessment of adjudicated male adolescents: a prospective study. *Journal of Personality Assessment*, 78(1), 87-103. doi:10.1207/S15327752JPA7801\_06.
- Vitaro, F., Brendgen, M., & Tremblay, R.E. (2003). Influence of deviant friends on delinquency: searching for moderator variable. *Journal of Abnormal Child Psychology*, 28(4), 313-325.
- Vitaro, F., & Brendgen, M. (2005). Proactive and reactive aggression: A developmental perspective. In R.E. Tremblay, W.W. Hartup & J. Archer (Eds.), *The developmental origins of aggression* (pp. 202-222). New York: The Guilford Press.
- Vitaro, F., Brendgen, M., & Tremblay, R. E. (2000). Influence of deviant friends on delinquency: Searching for moderator variables. *Journal of Abnormal Child Psychology*, 28, 313-325.
- Vitaro, F., Brendgen, M., & Wanner, B. (2005). Patterns of affiliation with delinquent friends during late childhood and early adolescence: Correlates and consequences, *Social Development*, 14, 82-108.
- Volk, A., Craig, W., Boyce, W., & King, M. (2006). Adolescent risk correlates of bullying and different types of victimization. *International Journal of Adolescent Medicine and Health*, 18, 375-386.
- Waasdorp, T. E., & Bradshaw, C. P. (2011). Examining student responses to frequent bullying:
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics & Adolescent Medicine*, 166(2), 149-156.

- Wahad, A. K. (2006). Juveniles on remand: Trends and practices in Malaysia. United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders (pp. 196- 208). Fuchu: Tokyo.
- Wakefield, M., Terry-McElrath, Y., Emery, S., Saffer, H., Chaloupka, F. J., Szczypka, G., et al. (2006). Effect of televised, tobacco company – Funded smoking prevention advertising on youth smoking-related beliefs, intentions, and behavior. *American Journal of Public Health*, 96, 2154–2160.
- Walden, L.M, Beran, T.N. (2010). Attachment quality and bullying behavior in school-aged youth. *Can J School Psychol* 25:5–18.
- Walters, G. D. (2006a). Appraising, researching and conceptualizing criminal thinking: a personal view. *Criminal Behaviour and Mental Health*, 16, 87-99.
- Wang, J., Iannotti, R. J., & Luk, J. W. (2010). Bullying victimization among underweight and overweight U.S. youth: Differential associations for boys and girls. *Journal of Adolescent Health*, 47(1), 99–101.
- Wang, J., Iannotti, R. J., & Tonja, R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368–375.
- Warburton, J., & Terry, D. J. (2000). Volunteer decision making by older people: A test of a revised theory of planned behaviour. *Basic and Applied Social Psychology*, 22, 245- 257.
- Ward, T., & Siegert, R. J. (2002). Toward a comprehensive theory of child sexual abuse: A theory knitting perspective. *Psychology, Crime, and Law*, 9, 197–248.
- Warner, B.S., Weist, M.D., & Krulak, A. (1999). Risk factors for school violence. *Urban Education*, 34, 52–68.
- Warren, C. A. B., & Tracy X. K. (2005). *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*. Los Angeles: Roxbury.
- Warren, K., Schoppelrey, S., Moberg, D.P., & McDonald, M. (2005). A model of contagion through competition and aggressive behavior of elementary students. *Journal of Abnormal Child Psychology*. 33, 283–292.
- Waters J. (2005). Correlational Research. Capilano University 2055 Purcell Way, North Vancouver, British Columbia, Canada V7J 3H5.
- Web Search. "school shooting manifesto". [Cited: 10.12. 2010.]. 27.
- Webb, T. L., & Paschal. S. (2006). “Does Changing Behavioral Intentions Engender Behavior Change? A Meta-Analysis of the Experimental Evidence.” *Psychological Bulletin* 132:249–68.

- Webster, C., MacDonald, R. & Simpson, M. (2006). Predicting criminality? Risk factors, neighborhood influence and desistance. *Youth Justice*, 6, 7-22.
- Webster-Stratton C, Reid JM & Hammond M (2004) Treating children with early-onset conduct problems: intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology* 33 105–124.
- Wee Ka Siong, (May, 2011). Bullying in Schools can spread like wildfire if not nipped in the bud. Sunday, 22 May 2011 00:00, [www.klik4malaysia.com/index.php?...com](http://www.klik4malaysia.com/index.php?...com)
- Weems, C. F., & Silverman W. K. (2006). An integrative model of control: Implications for understanding emotion regulation and dysregulation in childhood anxiety. *Journal of Affective Disorders*, 91, 113-124.
- Weems, C. F., & Silverman W. K. (2006). An integrative model of control: Implications for understanding emotion regulation and dysregulation in childhood anxiety. *Journal of Affective Disorders*, 91, 113-124.
- Weerman F. M & Bijleveld, C. C. (2007) Birds of different feathers: School networks of serious delinquent, minor delinquent and non-delinquent boys and girls. *European Journal of Criminology* 4: 357–383.
- Weiss, B., Caron, A., Ball, S., Tapp, J., Johnson, M., & Weisz, J. R. (2005). Iatrogenic effects of group treatment for antisocial youth. *Journal of Consulting and Clinical Psychology*, 73, 1036-1044.
- Wendy, M., & Kathleen. L. (2011) "Adolescent Well-Being in Cohabiting, Married, and Single-Parent Families," *Journal of Marriage and Family* 65 (November 2003): 876-893. As cited by The Heritage Foundation: Family Facts. Available at <http://www.familyfacts.org/briefs/35/family-structure-and-childrens-education>. Accessed 20 July 2011.
- Wentzel, K. R. (2005). Peer relationships, motivation, and academic performance at school. In A. Elliot & C. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 279– 296). New York: Guilford.
- Werner, N. E., & Crick, N. R. (2004). Maladaptive peer relationships and the development of relational and physical aggression during middle childhood. *Social Development*, 13, 495–514.
- Werner, N.E., & Crick, N.R. (2004). Maladaptive peer relationships and the development of relational and physical aggression during middle childhood. *Social Development*, 13.
- Westermeyer, J. & Thuras, P. (2005). Association of antisocial personality disorder and substance disorder morbidity in a clinical sample. *American Journal of Drug and Alcohol Abuse*. Westview Press, Boulder, CO.

- Whelan, T. (2008). The escalating trend of violence towards nurses. *Journal of emergency nursing* 34, 130-133
- White, K. M., Terry, D. J., & Hogg, M. A. (1994). Safer sex behaviour: The role of attitudes, norms, and control factors. *Journal of Applied Social Psychology*, 24, 2164-2192.
- Whitlock, J. L. (2006). Youth perceptions of life at school: contextual correlates of school connectedness in adolescence. *Applied Developmental Science*. 2006;10:13–29.
- Wicker, A. W. (1969). Attitudes versus actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of Social Issues*. 1969;25:41–78.
- Williams, D.R., Neighbors H.W, & Jackson, J.S. (2003). Racial ethnic discrimination and health: findings from community studies. *American Journal of Public Health*. 93(2);S29-S37.
- Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: evidence and needed research. *Journal of Behavioral Medicine*, 32(1), 20-47.
- Wilson, D. (2004). The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74, 293–299.
- Wilson, D., Foster, J., Anderson, S., & Mance, G. (2009). Racial socialization's moderating effect between poverty stress and psychological symptoms for African American youth. *Journal of Black Psychology*, 35, 102-124.
- Wim De Mey., Filip. C, Michel, V., & Maria Bouverne-De Bie (2009). Innovations in Social Welfare Social work and parent support in reaction to children's antisocial behaviour: constructions and effects. (pp, 2), *Int J Soc Welfare* 2009: Journal compilation © 2009 Blackwell Publishing Ltd and the International Journal of Social Welfare.
- Winstok, Z. (2006). Sex differences in the structure and content of escalatory tendencies at the home and workplace. *Aggr Behav* 32: 433–441.
- Witherspoon, D. & Ennett, S. (2011). Stability and change in rural youths' educational outcomes through the middle and high school years. *Journal of Youth and Adolescence*, 40, 1077 – 1090.
- Witvliet, M., van Lier, P. A. C., Cuijpers, P., & Koot, H. M. (2009). Testing links between childhood positive peer relations and externalizing outcomes through a randomized controlled intervention study. *Journal of Consulting and Clinical Psychology*, 77, 905–915

- Woods, R. (2009). The use of aggression in primary school boys' decisions about inclusion in and exclusion from playground football games. *British Journal of Educational Psychology*, 79, 223-238.
- WordNet Search - 3.1". Wordnetweb.princeton.edu. Retrieved 2013-04-25.
- World Health Organisation [WHO]. (2006). Youth violence and alcohol (fact sheet). Retrieved from [http://www.who.int/violence\\_injury\\_prevention/violence/world\\_report/factsheets/fs\\_youth.pdf](http://www.who.int/violence_injury_prevention/violence/world_report/factsheets/fs_youth.pdf)
- Wrangham, R. W., & Glowacki, L. (2012). Intergroup aggression in chimpanzees and war in nomadic huntergatherers: Evaluating the chimpanzee model. *Human Nature*, 23(1), doi:10.1007/s12110-012-9132-1.
- Wright, D.R., & Fitzpatrick, K.M. (2006b). Violence and minority youth: The effects of risk and asset factors on fighting among African-American children and adolescents. *Adolescence*, 41(162), 251-261.
- Wu, L., Schlenger, W. E., & Galvin, D. M. (2007). Concurrent use of methamphetamine, MDMA, LSD, ketamine, GHB, and flunitrazepam among American youths. *Drug and Alcohol Dependence*, 84, 102-113.
- Xie, H., Li, Y., Boucher, S. M., Hutchins, B. C., & Cairns, B. D. (2006). What makes a girl (or a boy) popular (or unpopular)? African American children's perceptions and developmental differences. *Developmental Psychology*, 42, 599-612.
- Xie, H., Drabick, D., & Chen, D. (2011). Developmental trajectories of aggression from late childhood through adolescence: Similarities and differences across gender. *Aggressive Behaviour*, 37, 387-404.
- Xiong, Z. B., Rettig, K. K., & Tuicomepee, A. (2006). Parent-adolescent conflicts and adolescent adjustment in Hmong immigrant families in the United States. In D. M. Devore (Ed.). *Parent-Child Relations* (pp. 65-82). New York: NOVA Publishers.
- Yaakub, N. F., & Leong, G. C. (2007). Violence in Schools: Moving Forward. From [http://www.unicef.org/malaysia/protection\\_6930.html](http://www.unicef.org/malaysia/protection_6930.html). (Retrieved October 28, 2008).
- Yabiku, S. T, Marsiglia, F. F, Kulis, S, Parsai, M. B, Becerra, D, & Del-Colle, M. (2010). Parental monitoring and changes in substance use among latina and non-latino adolescents in the southwest. *Substance Use Misuse*. 2010;45(14):2524-2550.
- Yahaya, A., & Ahmad, A.L. (2006). Persepsi guru dan pelajar terhadap perlakuan buli di kalangan pelajar sekolah menengah di daerah Batu Pahat (teachers and students perception towards bully among high school students in the Batu Pahat area). *Jurnal Teknologi*, 43, 63-86.

- Yeager, D. S., Trzesniewski, K. H., Tirri, K., Nokelainen, P., & Dweck, C. S. (2011). Adolescents' implicit theories predict desire for vengeance after peer conflicts: Correlational and experimental evidence. *Developmental Psychology*, 47, 1090-1107. doi:10.1037/a0023769.
- Yoon, J. S., Barton, E., & Taiariol, J. (2004). Relational aggression in middle school: Educational implications of developmental research. *Journal of Early Adolescence*, 24, 303-318. York: Guilford Press.
- Young, E. L., Boye, A. E., & Nelson, D. A. (2006). Relational aggression: Understanding, identifying, and responding in schools. *Psychology in Schools*, 43, 297-312.
- Yu, R., Geddes., J. .R, &Fazel, S. (2012). Personality disorders, violence, and antisocial behavior: a systematic review and meta-regression analysis. *J Pers Disord* 26:775–792.
- Yzer, M. (2012). Perceived Behavioral Control in Reasoned Action Theory A Dual-Aspect Interpretation. *The ANNALS of the American Academy of Political and Social Science*, 640(1), 101–117.
- Zain, M. Z. M., Aten, H., & Idrus, R. M. (2004). The impact of information and communication technology (ICT) on the management practices of Malaysian smart schools. *International Journal of Educational Development*, 24(2), 201-211.
- Zaman, D. & Nadchatram, I. (2007). *Fighting the bullies with education and skills*. Retrieved on April 4, 2010, from [http://www.unicef.org/malaysia/protection\\_6945.html](http://www.unicef.org/malaysia/protection_6945.html).
- Zanobini, M., & Usai, C. (2002). Domain-specific self-concept and achievement motivation in the transition from primary to low middle school. *Educational Psychology*, 22(2), 203–217.
- Zeidler, D. L. (2007). What is a Theoretical Framework? University of South Florida. Retrieved on November 11, 2010, from <http://www.coedu.usf.edu/jwhite/secedseminar>.
- Zelli, A., Dodge, K. A., Lochman, J. E., & Laird R. D, (1999). Conduct Problems Prevention Research Group The distinction between beliefs legitimizing aggression and deviant processing of social cues: Testing measurement validity and the hypothesis that biased processing mediates the effects of beliefs on aggression. *Journal of Personality and Social Psychology*. 1999;77:150–166.
- Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: a poststructuralist view on emotion and identity in teaching. Paper presented at the annual meeting of the American Educational Research Association, April 2005, Montreal, Canada.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2009). *Business Research Methods* (8<sup>th</sup> Ed.). USA: South-Western College Publishing.

Zimmerman, R., Noar, S., Chaisamrej, R., & Thomas, L. (2005). A Comparison of Five Social Psychological Models of Condom Use: Implications for Designing Prevention

Zosuls, K., Miller, C., Ruble, D., Martin, C., & Fabes, R. (2011). Gender Development Research in Sex Roles: Historical Trends and Future Directions. *Sex Roles*, 64, 826-842.

