



UNIVERSITI PUTRA MALAYSIA

**RELATIONSHIP BETWEEN PERSONALITY TYPE, AGGRESSIVE
BEHAVIOUR AND SELF-ESTEEM AMONG SECONDARY SCHOOL
STUDENTS IN SELANGOR, MALAYSIA**

ADIBAH BINTI AZMAN

FEM 2019 17



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By

ADIBAH BINTI AZMAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfillment of the Requirements for the
Degree of Master of Science**

November 2018

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DEDICATION

I dedicated this work to my most precious personages...

*To my dearest father and mother,
Thank you for your infinite love and sacrifice, amare et sapere vix deo
conceditur.*

*To my two little brothers and little sister,
Thank you for lending me your hands when I need it at the most.*

*To my amazing husband,
Thank you for your unlimited support, encouragement and endless love
towards your wife.*

*To my exquisite Amiraa Ali Mansor,
Thank you for your valuable knowledge, experience and inspiration.*

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Master of Science

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ADIBAH BINTI AZMAN

November 2018

Chairman : Amna Binti Md Noor, PhD
Faculty : Human Ecology

The purpose of the present study is to determine the relationship between personality type, aggressive behaviour and self-esteem among secondary school students in Selangor. As stated previously in past researchers, moral damage and behavioural problem among teenagers rise from year to year. Teenagers or to be precise in this study, secondary school students are a group of individuals who usually facing the challenges and problems. They are at the unstable stage and still in the process of shaping their identity and personality. Hence, the aims of this study is to investigate the personality type as well as self-esteem among the secondary school students with their aggressive behaviour. This study also aim to identify the mediation effect of self-esteem on the relationship between type of personality and aggressive behaviour. This research involved 400 secondary school students (200 male and 200 female) from state of Selangor.

This study applied correlational analysis. Respondents were selected through systematic random sampling method and data collection conducted among the students at 9 secondary schools throughout Selangor. Big five personality factors (openness, conscientiousness, extraversion, agreeableness, neuroticism) as independent variables were measured by using Big Five Inventory (BFI). In addition, self-esteem as mediator variables was evaluated by Rosenberg Self-Esteem Scale, meanwhile, aggressive behaviour (physical aggression, verbal aggression, anger and hostility) as a dependent variable was assessed by Buss Perry Aggression Questionnaire (BPAQ). The statistical techniques applied in the research were descriptive statistic, independent sample *t*-test, one way ANOVA, Pearson correlation and multiple

linear regression. This research used and was based on three theoretical approaches and models; Five-Factor Model, General Aggression Model (GAM) and Leary's Sociomotor Theory of Self-Esteem.

The result showed that there was positive correlation between openness and hostility ($r=.144$, $p< 0.00$); negative correlation between conscientiousness and physical aggression ($r= -.291$, $p< 0.00$), anger ($r= -.131$, $p< 0.00$) and hostility ($r= -.100$, $p< 0.05$); positive correlation between extraversion and verbal aggression ($r= .145$, $p< 0.00$), negative correlation between agreeableness and all aggressive behaviour; physical ($r= -.305$, $p< 0.01$), verbal ($r= -.194$, $p< 0.01$), anger ($r= -.183$, $p< 0.01$) and hostility ($r= -.188$, $p< 0.01$). Meanwhile, neuroticism was found to have positive significant relationship with physical ($r= .118$, $p< 0.05$), anger ($r=.173$, $p<0.01$) and hostility ($r= .288$, $p<0.01$). The findings also illustrated that there were negative correlation between openness ($r= -.120$, $p< 0.05$), conscientiousness ($r= -.278$, $p< 0.00$), extraversion ($r= -.112$, $p< 0.05$), agreeableness ($r= -.159$, $p< 0.00$) and self-esteem, while, a positive correlation between neuroticism ($r= .256$, $p< 0.00$) and self-esteem. Besides that, Pearson correlation results also illustrated that there were positive correlation between self-esteem and physical aggression ($r= .106$, $p< 0.05$), anger ($r= .177$, $p< 0.00$) and hostility ($r= .212$, $p< 0.00$). This research also had proved that self-esteem is a mediator factors for relationships between conscientiousness, agreeableness, neuroticism and aggressive behaviour. Besides that, the study also had found that there were no significant difference between gender [physical ($t= .743$, $p> 0.05$), verbal ($t= .506$, $p>0.05$), anger ($t= .906$, $p>0.05$), hostility ($t= 1.256$, $p>0.05$)], race [physical ($F= .705$, $p> 0.05$), verbal ($F= .850$, $p> .05$), anger ($F= .026$, $p> 0.05$), hostility ($F= 2.569$, $p> 0.05$)] and residential area [physical ($t= -.752$, $p> 0.05$), verbal ($t=1.930$, $p> 0.05$), anger ($t= 1.299$, $p> 0.05$), hostility ($t= .211$, $p> 0.05$) in terms of all aggressive behaviour. The findings also illustrated that there was no significant relationship with total family income. However, the results indicates that there was significant relationship between age ($r= .110$, $p< 0.05$) and verbal aggression as well as significant relationship between number of siblings ($r= .123$, $p< 0.05$) and hostility.

Based on the findings of this research, it can be concluded that physical aggression is predicted by agreeableness ($\beta= -.211$, $p< 0.00$) and conscientiousness ($\beta= -.183$, $p< 0.00$). Meanwhile, verbal aggression is predicted by agreeableness ($\beta= -.227$, $p< 0.00$), extraversion ($\beta= .183$, $p< 0.00$) and age ($\beta= .105$, $p< 0.01$). The findings also illustrated that anger is predicted by agreeableness ($\beta= -.154$, $p< 0.00$) and neuroticism ($\beta= .141$, $p< 0.00$) while hostility is predicted by neuroticism ($\beta= -.237$, $p<0.00$), agreeableness ($\beta= -.197$, $p< 0.00$), openness ($\beta= .204$, $p< 0.00$), and number of siblings ($\beta= .120$, $p< 0.05$). As conclusion, from the correlation results, it can be summarized that those secondary school students who are high in openness showed high in hostility, meanwhile, those who are high in conscientiousness indicates that they were low in performing physical

aggression, anger and hostility. Besides that, those who were high on extraversion were proved to have high tendency in committing verbal aggression and those who are high in agreeableness revealed to be low in performing all types of aggressive behaviour, whereas high neuroticism secondary school students showed that they are high in involving with physical aggression, anger and hostility.

This study had proposes few recommendations for the society about the prevention pertaining to aggressive behaviours that occurred among the secondary schools students. This study also suggested that the schools need to consider to have a suitable activities and prevention ways that suits the personality of the students. In addition, the teachers as well as parents can work together to boost up the self-esteem of the students and teach them how to relate self-esteem with pro-social behaviour. As a wrap up, the study had gave a new light in the context of social psychology especially in aggressive behaviour among secondary school students in Selangor.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia,
sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN DI ANTARA JENIS PERSONALITI, TINGKAH LAKU
AGRESIF DAN HARGA KENDIRI DALAM KALANGAN PELAJAR
SEKOLAH MENENGAH DI NEGERI SELANGOR, MALAYSIA**

Oleh

ADIBAH BINTI AZMAN

November 2018

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Fakulti : Ekologi Manusia

Tujuan kajian ini adalah untuk menentukan hubungkait diantara jenis personaliti, tingkah laku agresif dan estim diri dalam kalangan pelajar sekolah menengah di Selangor. Seperti yang telah dinyatakan di dalam kajian lepas, kerosakkan moral dan permasalahan tingkah laku dikalangan remaja meningkat saban tahun. Remaja atau lebih tepat untuk kajian ini, pelajar sekolah menengah merupakan sekumpulan individu yang biasanya terdedah kepada cabaran dan permasalahan. Mereka masih di peringkat yang kurang stabil dan masih membentuk identiti serta personaliti mereka. Oleh itu, tujuan kajian ini adalah untuk mengkaji jenis personaliti serta estim diri pelajar sekolah menengah dan hubungannya dengan tingkah laku agresif. Selain itu, kajian ini juga bertujuan untuk mengkaji fungsi harga sendiri terhadap jenis personaliti dan tingkah laku agresif. Seramai 400 orang pelajar sekolah menengah (200 lelaki dan 200 perempuan) dari negeri Selangor terlibat sebagai responden.

Kajian ini menggunakan rekabentuk korelasi. Responden dipilih secara rawak sistematik dan pengumpulan data dijalankan di sembilan buah sekolah menengah di Selangor. Faktor personaliti *big five* (keterbukaan, kehematan, extraversi, kepersetujuan, neurotisme) sebagai pembolehubah bebas dan diukur menggunakan Inventori *Big Five* (BFI). Estim diri merupakan pembolehubah pengantara yang diukur menggunakan Skala Harga Kendiri Rosenberg manakala, tingkah laku agresif (fizikal, lisan, kemarahan dan permusuhan) sebagai pembolehubah tidak bebas diukur menggunakan Soalan Tingkah Laku Agresif Buss Perry (BPAQ). Teknik statistik yang digunakan dalam kajian ini ialah deskriptif, ujian-*t* bebas, analisis varian

(ANOVA), kolerasi dan analisis regresi pelbagai. Kajian ini menggunakan tiga teori dan model iaitu; Model Lima Faktor, Model Agresif Umum (GAM) dan Teori Estim Diri Sosiomotor Leary.

Keputusan kajian menunjukkan terdapat kolerasi yang positif diantara keterbukaan dan permusuhan ($r = .144$, $p < 0.00$); kolerasi yang negatif diantara kehematan, agresif fizikal ($r = -.291$, $p < 0.00$); kemarahan ($r = -.131$, $p < 0.00$) dan permusuhan ($r = -.100$, $p < 0.05$); kolerasi positif diantara extraversi dan agresif lisan ($r = .145$, $p < 0.00$); kolerasi yang negatif diantara kepersetujuan dan semua tingkah laku agresif; fizikal ($r = -.305$, $p < 0.01$), lisan ($r = -.194$, $p < 0.01$), kemarahan ($r = -.183$, $p < 0.01$) and permusuhan ($r = -.188$, $p < 0.01$). Sementara itu, neurotisme didapati mempunyai hubungan signifikan yang positif diantara fizikal ($r = .118$, $p < 0.05$), kemarahan ($r = .173$, $p < 0.01$) and permusuhan ($r = .288$, $p < 0.01$). Hasil kajian juga telah menunjukkan kolerasi yang negatif diantara keterbukaan ($r = -.120$, $p < 0.05$), kehematan ($r = -.278$, $p < 0.00$), extraversi ($r = -.112$, $p < 0.05$) dan kepersetujuan ($r = -.159$, $p < 0.00$) dengan estim diri, manakala kolerasi yang positif diantara neurotisme ($r = .256$, $p < 0.00$) dan estim diri. Selain itu, kolerasi Pearson juga telah menunjukkan satu kolerasi yang positif diantara estim diri dan agresif fizikal ($r = .106$, $p < 0.05$), kemarahan ($r = .177$, $p < 0.00$) dan permusuhan ($r = .212$, $p < 0.00$). Hasil kajian ini juga telah membuktikan bahawa estim diri merupakan faktor penengah untuk hubungkait diantara kehematan, kepersetujuan, neurotisme dan tingkah laku agresif. Selain itu, kajian ini juga menunjukkan tiada perbezaan yang signifikan di antara jantina [fizikal ($t = .743$, $p > 0.05$), lisan ($t = .506$, $p > 0.05$), kemarahan ($t = .906$, $p > 0.05$), permusuhan ($t = 1.256$, $p > 0.05$)], bangsa [fizikal ($F = .705$, $p > 0.05$), lisan ($F = .850$, $p > .05$), kemarahan ($F = .026$, $p > 0.05$), permusuhan ($F = 2.569$, $p > 0.05$)] dan kawasan tempat tinggal [fizikal ($t = -.752$, $p > 0.05$), lisan ($t = 1.930$, $p > 0.05$), kemarahan ($t = 1.299$, $p > 0.05$), permusuhan ($t = .211$, $p > 0.05$)] dari segi kesemua tingkah laku agresif. Dapatan kajian juga menunjukkan tiada hubungan yang signifikan dengan jumlah pendapatan keluarga. Walau bagaimanapun, dapatan kajian menunjukkan terdapat hubungan yang signifikan diantara umur ($r = .110$, $p < 0.05$) dan tingkah laku agresif lisan serta hubungan yang signifikan diantara bilangan adik beradik ($r = .123$, $p < 0.05$) dan permusuhan.

Berdasarkan hasil kajian untuk kajian ini, tingkah laku agresif fizikal diramal oleh personaliti kepersetujuan ($\beta = -.211$, $p < 0.00$) dan personaliti kehematan ($\beta = -.183$, $p < 0.00$). Manakala, tingkah laku agresif lisan diramal oleh personaliti kehematan ($\beta = -.227$, $p < 0.00$), extraversi ($\beta = .183$, $p < 0.00$) serta umur responden ($\beta = .105$, $p < 0.01$). Hasil kajian juga menunjukkan bahawa kemarahan diramal oleh personaliti kehematan ($\beta = -.154$, $p < 0.00$) dan neurotisme ($\beta = .141$, $p < 0.00$). Manakala, permusuhan diramal oleh faktor personaliti neurotisme ($\beta = -.237$, $p < 0.00$), kehematan ($\beta = -.197$, $p < 0.00$), keterbukaan ($\beta = .204$, $p < 0.00$) serta bilangan adik beradik ($\beta = .120$, $p < 0.05$). Kesimpulannya, daripada hasil kajian korelasi, ianya boleh diringkaskan bahawa pelajar sekolah menengah yang mempunyai sifat keterbukaan yang

tinggi menunjukkan mereka lebih tinggi untuk terlibat dengan permusuhan, sementara itu, mereka yang tinggi dalam kehematan menunjukkan kurang cenderung untuk melakukan tingkah laku agresif fizikal, kemarahan dan permusuhan. Selain itu, mereka yang tinggi extraversi membuktikan bahawa mereka mempunyai kebarangkalian yang tinggi dalam melakukan tingkah laku agresif lisan dan mereka yang mempunyai personaliti kepersetujuan yang tinggi dilihat mempunyai kurang kecenderungan untuk terlibat dengan semua tingkah laku agresif. Manakala, pelajar sekolah menengah yang tinggi neurotisme pula menunjukkan bahawa mereka lebih tinggi untuk terlibat dengan agresif fizikal, kemarahan dan permusuhan.

Kajian ini telah memberikan beberapa cadangan kepada Kementerian Pendidikan Malaysia, sekolah-sekolah, para guru, ibu bapa dan masyarakat tentang cara menangani tingkah laku agresif yang berlaku dalam kalangan pelajar sekolah menengah. Kajian ini juga mencadangkan bahawa pihak sekolah perlu pertimbangkan untuk menjalankan aktiviti yang sesuai dengan personaliti pelajar sekolah menengah. Tambahan lagi, para guru dan ibu bapa boleh bekerjasama untuk meningkatkan harga diri dikalangan pelajar-pelajar ini dan mendidik serta membentuk mereka untuk mengkaitkan harga diri dengan sikap pro-sosial. Secara keseluruhannya, kajian ini telah menemukan satu dapatan yang penting terutamanya dalam konteks psikologi sosial, khususnya tingkah laku agresif dikalangan pelajar sekolah menengah di Selangor.

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Committee: Dr. Amna Binti Md. Noor

Signature: _____
Name of Member
of Supervisory
Committee: Dr. Azlina Binti Mohd Khir

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LIST OF ABBREVIATIONS

BBC	British Broadcasting Corporation
SMK	Sekolah Menengah Kebangsaan
FELDA	Federal Land Development Authority
PDRM	Polis Diraja Malaysia
GAM	General Aggression Model
NEO-PI	Neuroticism, Extraversion and Openness Personality Inventory
BFI	Big Five Inventory
FFM	Five Factor Model
BPAQ	Buss Perry Aggression Questionnaire
SPSS	Statistical Package for Social Science
MOE	Ministry of Education
JPN	Jabatan Pendidikan Negeri
EDA	Exploratory Data Analysis
ANOVA	Analysis of Variance

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Aggression had been defined as an emotional state, which is accompanied with a desire to attack others driven by the internal or external factors (Adam & Berzonsky, 2003). Human aggression is any behaviour that is directed toward another individual that is carried out with the immediate intent to cause harm (Anderson & Bushman, 2002). In addition, it is believed that the behaviour will harm the target and the target is motivated to avoid such negative behaviour (Bushman & Anderson, 2001; Baron & Richardson, 1994; Berkowitz, 1993 & Geen, 2001). However, there is also a term called accidental harm which is not been categorized as aggressive behaviour since it is not intended. Human aggression is a part of social behaviour and it had been studied from many perspective. The theoretical framework and empirical research from social psychology field have provided with the strongest framework from which to understand it.

However, in human aggression, it is hard to interpret research findings and theories about aggression without a clear definition and many different definitions have been used in history (Warburton & Anderson, 2015). The definition of aggression among social psychologists have converged around the notion that aggression is any behaviour related with the intention to harm other person who is motivated to avoid that harm (Anderson & Bushman, 2002; Bushman & Huesman, 2010). Remarkably, teenagers or young adolescents of today that were exposed with a lots of influence from social media and modern high technologies gadgets were assume to have higher chance to involve with this negative behaviour. In Malaysia, the aggressive behaviour among the youngsters in Malaysia increase year after year (Rahman, Nasir, Sabariah, Noor, Aziz, Zulkifli, Bazlan, Jazimin & Junainah, 2013). For example, in November 2015, four secondary school students have been arrested for allegedly bullying a girl at a school following the discovery of a video footage that shows them committing the act on social media. In addition, on Jun 2017, a friend could only watch helplessly as a gang of youths bashed his childhood friend with motorcycle helmets and fists. All of these cases indicates that aggressive behaviour among Malaysian youth are worrying all class of societies including parents and teachers.

Extended to this study, personality type are known to be more useful when predicting the negative or offensive behaviour because it is relatively stable, even though, aggression was said to be multi-determined (Sarchiapone, Carli, Cuomo, Marchetti, & Roy, 2009). According to Hall, Lindzey and Campbell

(1998), personality factors can guide, while Pervin (1993) stated that personality aspects can provide explanations toward the offensive behaviour or behaviour of a particular person. Along in line with these thoughts, there is an evidence that personality factors are more crucial compared to environmental factors in creating or developing the aggressive traits in certain individual (Ferguson, Cruz, Martinez, Rueda, Ferguson and Negy, 2008).

Another variable in this particular study is self-esteem and self-esteem can be widely defined as the overall evaluation of oneself in either a positive or negative way (Malbi & Reasoner, 2000). It shows the extent to which an individual believes himself or herself to be competent and worthy of living. Self-esteem is essentially self-competence and self-worth of an individual. The relationship between aggressive behaviour and self-esteem among youth has received renewed attention during the past decade (Donellan, Trzesniewski, Robin, Moffitt & Caspi, 2005). In the past research, the researcher suggested that aggression tends to negatively relate to self-esteem but it does show positive relationship with narcissism (Donellan et. al, 2005). However, the literature review contains some inconsistency finding. Moderate positive correlation between measures of self-esteem and narcissism that causes self-esteem and narcissism to function as “mutual suppressors” in reducing the association each has with aggression and this is perhaps one source of the inconsistencies that was found in the literature review. In support of this hypothesis, removing the variance that was shared by self-esteem and narcissism does tend to strengthen the negative esteem-aggression relationship and the positive narcissism-aggression relationship (Donnellan et. al, 2005; Paulhus, Robins, Trzesniewski & Tracy, 2004; Smalley & Stake, 1996). Nevertheless, there were previous study that using self-esteem as a mediating effect to study the relationship between parenting styles and aggressive behaviour, however, there were very limited study that was conducted to identify the mediating effect of self-esteem on the relationship of personality type and aggressive behaviour especially among secondary schools in Malaysia.

1.2 Statement of Problem

Over last few years, aggressive behaviour and violence level had increase sharply among secondary school students and young adulthood especially in Malaysia. Previously, it was found that moral damage and behavioral problem among teenagers rise from year to year (Maizatul Akmam, 2007). Referring to this current research respondents, secondary school students are categorized as teenagers and they are a group of individuals who usually facing the challenges and problems. They are at the unstable stage and still in the process of shaping their identity and personality (Nurul Aainaa, 2014). In this process, the teenagers are easily absorbing both positive and negative elements into their life in shaping their personality when they are entering adulthood phase (Nurul Aainaa, 2014).

According to Prof Madya Dr. P. Sundramoorthy (2017), a criminologist from University Sains Malaysia, he stated that there are patterns of aggressive behaviour among youth in Malaysia even though there is lack of data pertaining how serious this issues evolving in this recent years. Despite of that, it was found that, for a period from January until April 2016, the crime cases due to aggressive behaviour was recorded to be at 38, 877 cases. The total cases showed an increase for 4.6 percent compared to the same period on 2015. Furthermore, the crime and violent among the adolescents due to aggression increase on 2013 which recorded 7, 816 cases compared to 3, 700 cases on 2012. Heavy crimes involving the adolescents who had finished their school recorded a tremendous increase of 137 percent to 2, 011 cases on 2013 compared to 849 cases on 2012 (Harian Kosmo, October 2014).

As a developing country in South-East Asia region, Malaysia is also one of the country where aggressive-related behaviours such as bullying and physical fighting is reported to be at 28 percent involving the adolescents (Mat Hussin, Abd Aziz, Hasim, & Sahril, 2014) compared to 13.3 percent of the Dutch adolescents (Jansen, Veenstra, Ormel, Verhulst, & Reijneveld, 2011). In addition, according to STAR online newspaper dated September 24, 2017, more studies are needed since there are seems to be an emerging patterns of aggressive behavior among youths in Malaysia. In addition, according to PDRM Bukit Aman statistic, the crimes and violent involving schools children due from aggressive behaviour in 2014 had dropped slightly from 542 in 2013, meanwhile the cases involving non-school children had jumped by five percent from 2011 cases in 2013.

On the other hand, Malaysia Mental Health Association had stated that aggressive behaviour among youth is not healthy (Malaysia Mental Health Association, 2017). Peer conflicts are normal among teenagers however, it is not normal and healthy when these teenagers turn to aggression and violence to deal with the conflicts (Malaysian Mental Health Association, 2017). Adolescents whom are usually resort to aggression and violence to deal with conflicts and problems, have poor impulse control and low to tolerance, combined with a lack of developed skills to cope with frustration (Malaysia Mental Health Association, 2017). Other than that, the gap of this current research is where the number of this type of research were limited in number since most the previous studies focused on working group of people when conducting study pertaining to personality type. Hence, by highlighting the potential problems of this study, the solutions and outcomes can be proposed and focused in the upcoming chapters in addressing the arising problems especially in context of aggressive behaviour among secondary school students in Malaysia.

1.3 Significant of Study

Every research that had been conducted has its own importance and significant to the reader and the society or even benefit to the future research that going to study the certain topic in depth. Since there were many cases that had reported and widely known all across the country, this research will give information about how personality of the secondary students affect their aggressive behaviour. It is vital for the school administration, teachers and parents to identify the students personality in order to get to know whether that kind of personality easily or difficult to overt aggression. Feeling of anger, revenge and hatred are the things that most of the people know when aggressive issues happened. The society tends to said that the person who involve must be anger over something so that is why made them to act like so. No doubt to all that because as mentioned in the previous cases that had happened throughout Malaysia is due to the misunderstanding and dissatisfaction that rise towards the victims.

Previous research has mentioned that personality is linked with aggression directly or indirectly (Warburton & Anderson, 2015). Each personality traits have their own response when they face with anger and how the different personality traits react to it, will be investigate further in this research. In addition, this study also will guide the teachers and parents to identify what are the suitable ways to prevent aggressive behaviour based on their personality. By doing so, the prevention will be suitable for them as it is create and design based on their personality traits instead of doing what is oppose to their characteristic. For example, if a students is an extrovert and type of aggression that he is likely to involve is physical aggression, by referring to his personality, the teachers and parents may do an activity that suits with his traits such as sending him to a self-building camp where he can socialize with others and from there he will learn to avoid aggression and make new friends instead of enemies. Furthermore, this study will also guide the governments and other important bodies to help the psychologist in overcoming this problems that were seem to evolve from year to year. This research can help these parties to overcome the problem by taking a holistic approach as well as helping in identifying the students who were exposed to aggressive behaviour and start to provide an intensive counselling session.

This research also will benefit the readers or future researcher who are intended to write their paper or thesis pertaining to the personality traits, self-esteem and aggressive behaviour among the schools teenagers. This study will give them information and facts that they needed to pursue their writing in the same field. It also will increase the research pertaining to aggression in Malaysia and will become one of the reading material that will help and guide the reader in the future time.

In general, earlier studies and researches on aggressive behaviour have not dealt with personality type of the students who were studying at public secondary school in Selangor. Additional to previous line, most of the previous research had focused on working group of people when conducting the research pertaining to personality type. Furthermore, this study is one of the few studies that focused on these groups of secondary school students and examines the relationship between personality types, aggressive behaviour and self-esteem. Additionally, the present study also focuses self-esteem as mediator variables on the relationships between personality type and aggressive behaviour.

1.4 Research Questions

The central question in this study indicated how personality type associated with aggressive behaviour and how self-esteem mediated those association of secondary school students in Selangor, Malaysia. The subsequent questions of the study are mentioned as follow:

1. What is the socio-demographic factor of the secondary schools students?
2. What is the level of personality type, aggression behaviour and self-esteem among the secondary schools students?
3. Is there any differences between aggressive behaviors in terms of socio-demographic factors among the secondary school students?
4. Is there any relationship between socio-demographic factors, personality type, self-esteem and aggressive behaviour among the secondary school students?
5. What are predictive factors for aggressive behaviour among the secondary school students?
6. Is there any mediating effect of self-esteem on relationship between personality type and aggressive behaviour among the secondary school students?

1.5 Objective of Study

The section of the study presents general objective and specific objectives.

1.5.1 General Objective

The main purpose of the current study, in general, is to determine the relationship between big five personality factors and aggressive behaviour among adolescents in Selangor, Malaysia.

1.5.2 Specific Objectives

According to general objective declared above, the specific objectives of the present study are outlined as follow:

1. To identify the socio-demographic factors of the secondary school students.
2. To identify the level of personality type, aggressive behaviour and self-esteem of the secondary school students.
3. To identify the differences between aggressive behaviours in terms of socio-demographic factors among the secondary school students.
4. To identify the relationship between socio-demographic factors, personality type, self-esteem and aggressive behaviour among the secondary schools students.
5. To determine significant predictors of aggressive behaviour among the secondary school students.
6. To examine the mediation effect of self-esteem on the relationships between personality type and aggressive behaviour among the secondary school students.

1.6 Hypothesis of Study

In Malaysia, aggression and anti-social behaviour issues and cases are at a worrying state and has already reached the “red flag”. Additionally, the typical problem behaviours symptoms of aggressive behaviour usually associated with the adolescents’ physiological, physical, emotional and psychological changes occurred during the puberty onset (Kail & Cavanaugh, 2016). These type of behaviours were the result of different interaction in which the adolescents surrounded and socialized. According to Ahmad Badayai, Khairudin, Ismail and Wan Sulaiman (2016), they stated that there were differences in aggressive behaviour between male and female and the aggressive behaviour were the evident to show differences between male and female juvenile offenders. However there were previous research that have totally contradicting results compare to other existing literature. Some studies indicates that female are more inclined than male to express certain type of aggressive behaviour such as verbal aggression and other form of social aggression such as spreading rumors or gossiping (Staniloiu & Markowitsch, 2012).

Previously, the researchers had found that there we no significant difference in aggressive behaviour between early (11-13 years old), middle (14-16 years old) and late (17-19 years old) adolescents (Ahmad Badayai, Khairudin, Ismail & Wan Sulaiman, 2016). Hence, the aggressive behaviour did not differ at different ages during the adolescents’ stages and this can be said that

aggressive behaviour possibly expressed and exhibited in any age of adolescent stage (Ahmad Badayai, Khairudin, Ismail & Wan Sulaiman, 2016). Besides that, family socio-economic status can also influence the development of aggressive behaviour in children and adolescents. Poverty, low-social economic status and low parental monitoring were found to be associated with aggression (Aaron & Johnson, 2010). Mannes and colleagues (2005) found that those adolescents who have low income families or ethnic minorities are more likely to involve with aggressive behaviour. They also had found that adolescents with low development assets such as relationships, skills and values were four times more likely to engage with this anti-social behaviour regardless their economic status (Mannes, Roehlkepartain & Benson, 2005).

Other than that, previous researchers had stated that race or ethnicity was associated with aggressive behaviour. Chinese at risk adolescents was reported to have higher levels of aggressive behaviour as compared to the other group (Haslinda Abdullah, Nobaya Ahmad & Ortega, 2015). The type of upbringing, community dynamics and stress level experience by the adolescents would serve as an opportunity for them to behave aggressively. However, more depth studies were needed in order to investigate further the cores of aggressive behaviour among the ethnic groups (Haslinda Abdullah, Nobaya Ahmad & Ortega, 2015). In other hand, siblings is also one of the aggressive behaviour factor and sibling conflict was frequent and in some cases, it can last up to 8 times an hour (Tucker & Finkelhor, 2015) and most siblings aggression was found as mild in nature (Tucker, Finkelhor, Shattuck & Turner, 2013). Previous researcher had found that sibling aggression is correlated with variety of internalizing and externalizing behaviours (Tucker, Finkelhor, Turner & Shattuck, 2013). Although most parents were concerned pertaining to siblings' fights and aggressive behaviour toward one another, there has been attention among the public and practitioners to address this matters and view it as one form of family violation (Shadik, Perkins & Kovacs, 2013).

Besides the socio-demographic factors, personality type and aggression had also been addressed in this present study. Notably, previous researchers had conducted the study about these variables and they found that few personality type had verified its relationship with aggressive behaviour (Cavalcanti & Pimentel, 2016). They found that there were significant positive relationships between neuroticism and the factors physical aggression and aggressive emotions. Cavalcanti and Pimentel (2016) had also found that there was a negative association between agreeableness and aggressive behaviour. Other than personality type, self-esteem was also one of the factors investigate in this present research. Supporting form the previous research findings, Singh, Hassan and Wani (2017) had found that self-esteem was associated with aggressive behavior between male and female and self-esteem is an influential variables in aggressive behaviour. However, the role

of self-esteem as mediator in the relationship between personality types and aggressive behaviour were limited in numbers and there were in depth studies needed pertaining to this mediation factors. Hence, from the previous researches review, the following hypothesis were constructed based on the research objectives.

Objective 3: To identify the differences between aggressive behaviour in terms of socio-demographic factors among the secondary school students.

Ha1: There are significant difference between aggressive behaviours and socio-demographic factors (gender, residential area, races) among the secondary schoolstudents in Selangor.

Ha1a: There is significant difference in physical aggression between male and female among the respondents.

Ha1b: There is significant difference in verbal aggression between male and female among the respondents.

Ha1c: There is significant difference in anger between male and female among the respondents.

Ha1d: There is significant difference in hostility between male and female among the respondents.

Ha1e: There is significant difference in physical aggression between rural and urban residential area among the respondents.

Ha1f: There is significant difference in verbal aggression between rural and urban residential area among the respondents.

Ha1g: There is significant difference in anger between rural and urban residential area among the respondents.

Ha1h: There is significant difference in hostility between rural and urban residential area among the respondents.

Ha1i: There is significant difference in physical aggression between races among the respondents.

Ha1j: There is significant difference in verbal aggression between races among the respondents.

Ha1k: There is significant difference in anger between races among the respondents.

Ha1l: There is significant difference in hostility between races among the respondents.

Objective 4: To identify the relationship between socio-demographic factors, personality type, self-esteem and aggressive behaviour among the secondary schools students.

Ha2: There are significant relationships between socio-demographic factors (age, total family income and number of siblings) and aggressive behaviour among the secondary school students in Selangor.

Ha2a: There is significant relationship between age and physical aggression among the respondents.

Ha2b: There is significant relationship between age and verbal aggression among the respondents.

Ha2c: There is significant relationship between age and anger among the respondents.

Ha2d: There is significant relationship between age and hostility among the respondents.

Ha2e: There is significant relationship between total family income and physical aggression among the respondents.

Ha2f: There is significant relationship between total family income and verbal aggression among the respondents.

Ha2g: There is significant relationship between total family income and anger among the respondents.

Ha2h: There is significant relationship between total family income and hostility among the respondents.

Ha2i: There is significant relationship between number of siblings and physical aggression among the respondents.

Ha2j: There is significant relationship between number of siblings and verbal aggression among the respondents.

Ha2k: There is significant relationship between number of siblings and anger among the respondents.

Ha2l: There is a significant relationship between number of siblings and hostility among the respondents.

Ha3: There are significant relationships personality type and self-esteem among the secondary school students in Selangor.

Ha3a: There is significant relationship between openness and self-esteem among the respondents.

Ha3b: There is significant relationship between conscientiousness and self-esteem among the respondents.

Ha3c: There is significant relationship between extraversion and self-esteem among the respondents.

Ha3d: There is significant relationship between agreeableness and self-esteem among the respondents.

Ha3e: There is significant relationship between neuroticism and self-esteem among the respondents.

Ha4: There are significant relationships between personality type and aggressive behaviour among the secondary school students in Selangor.

Ha4a: There is significant relationship between openness and physical aggression among the respondents.

Ha4b: There is significant relationship between openness and verbal aggression among the respondents.

Ha4c: There is significant relationship between openness and anger among the respondents.

Ha4d: There is significant relationship between openness and hostility among the respondents.

Ha4e: There is significant relationship between conscientiousness and physical aggression among the respondents.

- Ha4f: There is significant relationship between conscientiousness and verbal aggression among the respondents.
- Ha4g: There is significant relationship between conscientiousness and anger among the respondents.
- Ha4h: There is significant relationship between conscientiousness and hostility among the respondents.
- Ha4i: There is significant relationship between extraversion and physical aggression among the respondents.
- Ha4j: There is significant relationship between extraversion and verbal aggression among the respondents.
- Ha4k: There is significant relationship between extraversion and anger among the respondents.
- Ha4l: There is significant relationship between extraversion and hostility among the respondents.
- Ha4m: There is significant relationship between agreeableness and physical aggression among the respondents.
- Ha4n: There is significant relationship between agreeableness and verbal aggression among the respondents.
- Ha4o: There is significant relationship between agreeableness and anger among the respondents.
- Ha4p: There is significant relationship between agreeableness and hostility among the respondents.
- Ha4q: There is significant relationship between neuroticism and physical aggression among the respondents.
- Ha4r: There is significant relationship between neuroticism and verbal aggression among the respondents.
- Ha4s: There is significant relationship between neuroticism and anger among the respondents.
- Ha4t: There is significant relationship between neuroticism and hostility among the respondents.

Ha5: There are significant relationships between self-esteem and aggressive behaviour among the secondary school students in Selangor.

Ha5a: There is significant relationship between self-esteem and physical aggression among the respondents.

Ha5b: There is significant relationship between self-esteem and verbal aggression among the respondents.

Ha5c: There is significant relationship between self-esteem and anger among the respondents.

Ha5d: There is significant relationship between self-esteem and hostility among the respondents

Objective 5: To determine significant predictors of aggressive behaviour among the secondary school students.

Ha6: There are significant factors that uniquely predict aggressive behaviour among the secondary school students in Selangor.

Ha6a: Agreeableness significantly predict physical aggression among the respondents.

Ha6b: Conscientiousness significantly predict physical aggression among the respondents.

Ha6c: Agreeableness significantly predict verbal aggression among the respondents.

Ha6d: Extraversion significantly predict verbal aggression among the respondents.

Ha6e: Age significantly predict verbal aggression among the respondents.

Ha6f: Agreeableness significantly predict anger among the respondents.

Ha6g: Neuroticism significantly predict anger among the respondents.

Ha6h: Neuroticism significantly predict hostility among the respondents.

Ha6i: Agreeableness significantly predicts hostility among the respondents.

Ha6j: Openness significantly predicts hostility among the respondents.

Ha6k: Number of siblings significantly predicts hostility among the respondents.

Objective 6: To examine the mediation effect of self-esteem on the relationships between personality type and aggressive behaviour among the secondary school students.

Ha7: There are significant mediation effect of self-esteem on the relationship between personality type and aggressive behaviour among secondary school students in Selangor.

Ha7a: There are significant mediation effect of self-esteem on the relationship between openness and aggressive behaviour among the respondents.

Ha7b: There are significant mediation effect of self-esteem on the relationship between conscientiousness and aggressive behaviour among the respondents.

Ha7c: There are significant mediation effect of self-esteem on the relationship between extraversion and aggressive behaviour among the respondents

Ha7d: There are significant mediation effect of self-esteem on the relationship between agreeableness and aggressive behaviour among the respondents

Ha7e: There are significant mediation effect of self-esteem on the relationship between neuroticism and aggressive behaviour among the respondents.

1.7 Theoretical Framework

This section provides an overview of the principle component of the theoretical approaches to the study. In this research, the primary elements of the theoretical approaches involve General Aggression Model (GAM) that followed the Five-Factor Model and Leary's Sociometer Theory of Self-Esteem. The theory and models were discussed in the following sections.

1.7.1 General Aggression Model

The General Aggression Model (GAM) is a model that is dynamic, social-cognitive and developmental model that provides an integrative framework for domain-specific aggression theories. It includes situational, personological and biological variables. GAM draws heavily on social-cognitive and social learning theories that have been developed over past 40 years by social, personality, cognitive and developmental psychologists (Bandura, 1997; Berkowitz, 1993; Dodge, 1986; Crick & Dodge, 1994). These perspective had create the way for understanding the learning and developmental process that involved in shaping the aggressive behaviour. According to DeWall, Anderson and Bushman (2011), they stated that General Aggression Model is a comprehensive and integrative framework for explaining and understanding human aggression. They also stated that GAM includes the elements from many domain-specific theories of aggression including cognitive neoassociation theory, social learning theory, script theory, excitation transfer theory and social interaction theory (DeWall, Anderson & Bushman, 2011).

There are variety of situational factors that trigger aggressive behaviour that had been identified by the social psychologists; provocation, exposure to weapons, a hot environment, unpleasant odors, loud noises, violent media and physical pain (Anderson & Bushman, 2002). In other hand, the example of person factors that are known to increase aggression are hostile attribution bias, narcissism, being male, and a host of beliefs, attitudes, values, and behavioral scripts. According to Anderson (2002), person factors all the characteristics a person brings to the situation, such as personality traits, attitudes and genetic predispositions. Related with this research, personality traits are the independent variables that going to be investigate their relationship with aggression, which according to Anderson (2002) personality traits is one of the person factor in this model. Certain traits predispose individuals to high levels of aggression.

Situation and person factors are not mutually exclusive. Some situational factors give rise to states that closely resemble person variables; for example, social rejection or playing violent video games can strengthen hostile cognitive biases (Bushman & Anderson, 2002; DeWall, Twenge, Gitter & Baumeister, 2009). Situational variables often interact with person variables to predict aggression. In response to provocation, for example, narcissistic people tend to behave quite aggressively, whereas narcissists do not show high levels of aggression in response to praise (Bushman & Baumeister, 1998). Similarly, exposure to hunting and assault weapons influences the mental accessibility of hostile cognitions and aggressive behaviour differently according to whether people have developed knowledge structures though experience to certain kinds of weapons or those who have less differentiated knowledge about types of weapons (Barthlow, Carnagey & Anderson, 2005).

As for the internal state of GAM, it is suggested that person and situation variables influence aggression through the internal states they create. This means, the internal states serve as mechanisms underlying the relationship between person and situation variables and outcomes of appraisal and decision-making processes. The three most significant internal states were represent by affect, arousal and cognition. A specific person variable (e.g. high trait hostility) or situational variable (e.g. viewing violent media) may influence one, two or all three types of internal states.

In GAM, the third stage which is the outcomes, includes complex appraisal and decision processes that range from automatic to heavily controlled (Strack & Deutsch, 2004). Therefore, inputs (stage 1) affect internal states (stage 2), which in turn it will influence the appraisal and decision process (stage 3). The appraisal and decision processes include automatic processes which referred as “immediate appraisal” and more controlled processes referred as “reappraisal”. These actions enter a feedback loop that becomes part of the input for the next episode.

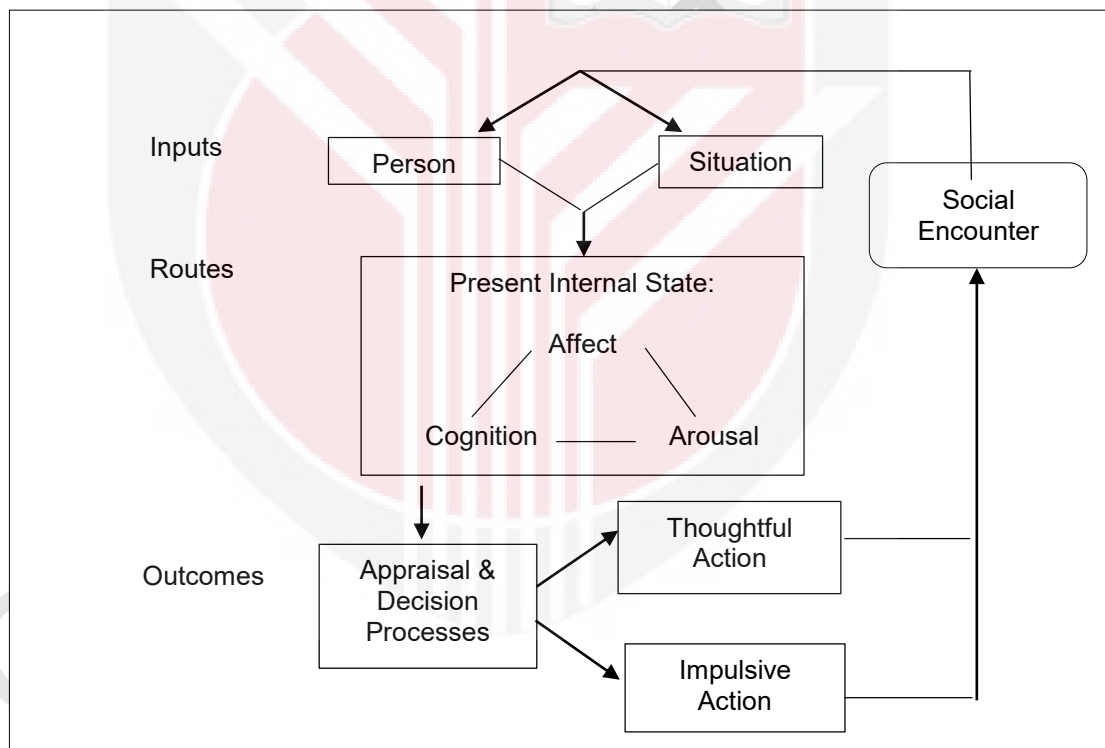


Figure 1.1 : General Aggression Model (Anderson & Bushman, 2002)

1.7.2 Five-Factor Model

The Five-Factor Model was proposed by Costa and McCrae (1992) and it illustrated five factors of personality which influenced different population such as adolescents separately. It also explained the chain between various factors of personality with different behaviours as well as reactions. In fact, this model expanded over the last five decades in diverse cultures and the researchers were the strongest supporters of this model (Rothmann & Coetzer, 2003). Openness, conscientiousness, extraversion, agreeableness and neuroticism are the broad higher personality traits that comprise the Big Five. The Five-Factor Model of personality began as a lexical approach to capture how people describe themselves and others (John & Srivastava, 1999) and it had been identified in adults across 50 different cultures (Livesley, 2001; McCrae, Terracciano & Personality Profiles of Cultures Project, 2005).

According to Pervin and John (1997), extraversion factor accounts for the amount and intensity of social interaction, activity level, the need for external stimulation and the feature of joy. Individuals scoring high on that dimension can be described as sociable, active, venturesome, talkative and optimistic, as ones who like parties and fun as well as those who are warm-hearted. Opposite to them, person who low on that dimensions are described as unsociable, quiet, reserved, not exuberant, balanced, serious, aloof and task-oriented.

Agreeableness factor assesses quality of interpersonal orientation towards the others along a continuum from pity and compassion to adversary, antagonism in thoughts, emotions and actions. Trninić (2008) stated that person scoring high on that dimension are described as soft-hearted, being of a good nature, trusting, helping, forgiving, open person, straightforward, honest, meanwhile, those who are opposed to these were seen as cynical, mocking, rude, irritable, suspicious, vengeful, ruthless, uncooperative and manipulative.

Conscientiousness describes as those who are task-oriented and goal-oriented behaviour and socially required impulse control. Individuals scoring high on that dimension are known as organized, reliable, assured, self-disciplined, punctual, scrupulous, neat, polite and persevering. Trninić (2008) mentioned that those who were found to be opposed with these behaviour were seen as unreliable, lazy, careless, negligent, imprudent, inconsiderate, indifferent, weak-willed, hedonistic, aimless and with no aspirations.

Factor neuroticism identifies the person tend to feel negative emotions such as anxiety, bitterness and sorrow. Neurotic people suffer from unrealistic ideas, excessive yearning and urges as well as suffer from maladaptive stress-coping strategies. Individuals highly positioned on this dimension were

exemplify as worrying, nervous, irritable, easy jumping, too emotional, insecure, unreliable, inadequate and frequently hypochondriacal. Those who low were seen as someone who is calm, relaxed, not too emotional, hardy, secure and self-satisfied.

Openness factor assess proactive seeking and appreciation of experience for its own sake, tolerance for the unknown and exploration of the unfamiliar where they assess the width, depth and complexity of their “spiritual world” and life experience (Trninic, 2008). Individual who were higher on this dimension are described as curious, of broad interests, creative, operational, imaginative and non-conventional. Contradict to those who were higher, they were seen as someone who is traditional, down-to-earth, narrow-hearted, limited, inartistic, not curious and not interested to explore (Pervin & John, 1997).

Agreeableness and conscientiousness from the Five-Factor Model have a moderate high correlation with the factor of psychoticism. The theory suggested that agreeableness and conscientiousness are fundamental dimensions whereas psychoticism is their particular combination (Goldberg & Rosalack, 1994; Costa & McCrae, 1992). In Eysenck’s personality theory, its relationship with aggressiveness regards, aggressiveness is classified within the framework of psychoticism. According to certain studies, aggressiveness was found to be unassociated with the dimension of extraversion (Zuzul, Fietze & Arambasic, 1989). However, there was a significant correlation found between neuroticism and aggressiveness, with the latent aggressiveness having a higher correlation with neuroticism than the manifest one.

1.7.3 Leary’s Sociometer Theory of Self-Esteem

According to sociometer theory, self-esteem is essentially a psychological meter, or gauge, that monitors the quality of people’s relationships with others (Leary, 1999; Leary & Downs, 1995). The theory is based on the assumption that human being possess a pervasive drive to maintain significant interpersonal relationships, a drive that evolved because early human beings who belonged to social groups were more likely to survive and reproduce than those who did not (Baumeister & Leary, 1995). This theory were developed in order to response to psychological phenomenon such as social emotions, inter- and intra- personal behaviours, self-serving biases and reactions to rejections. Based from the original model by Leary (1995), Kirkpatrick and Ellis (2001) stated that many sociometers have develop to perform a variety of distinct function and this include aggression where from this point of view, aggressive behaviour was viewed as a class of behavioural strategies that were synchronized in part of self-esteem.

The sociometer monitors the social environment continuously for cues regarding the degree to which the individual is being accepted versus rejected by other people. The sociometer appears to be particularly sensitive to changes in relational evaluation which is the degree to which others regard their relationship with the individual as valuable, important or close (Leary, 1999). When evidence of low relational evaluation is detected, particularly, a decrement in relational evaluation, the sociometer attracts the person's conscious attention to the potential threat to social acceptance and motivates him or her to deal with it (Leary, 1999). The affectively laden self-appraisals that constitute the "output" of the sociometer are what people typically called as self-esteem (Leary, 1999).

Self-esteem researchers distinguish between state self-esteem, a momentary fluctuations in a person's feelings about him or herself, and trait self-esteem, the person's general appraisal of his or value. Both are aspects of the sociometer (Leary, 1999). Sociometer theory suggests that the emphasis psychologists and the lay public have placed on self-esteem has been somewhat misplaced. Self-esteem is certainly involved in many psychological phenomena, but its role is different than has been supposed. Subjective feelings of self-esteem provide ongoing feedback regarding one's relational value by other people. By focusing on the monitor rather than on what the monitor measures, people had been distracted from the underlying interpersonal processes and the importance of social acceptance to human well-being (Leary, 1999).

1.7.4 Summarization of Theoretical Framework

In this current study, General Aggression Model, Five Factor Model and Leary's Sociometer Theory of Self-Esteem had been applied as theoretical framework. This section is going to summarized all these three theories by using General Aggression Model. According to Allen, Anderson and Bushman (2018), they stated that the General Aggression Model (GAM) is a comprehensive framework for understanding aggressive behaviour. This model considers the role of social, cognitive, personality, developmental and biological factors on aggression (Allen, Anderson & Bushman, 2018). General Aggression Model proximate processes detailed how person and situation factors influence these three elements which is cognition, feelings and arousal which in turn will affect the appraisal and decision process and from this point, it will influence aggressive or non-aggressive behavioural outcomes (Allen, Anderson & Bushman, 2018). Hence, figure 1.2 explains how another two theories in this research take place in General Aggression Model based on this model proximate process.

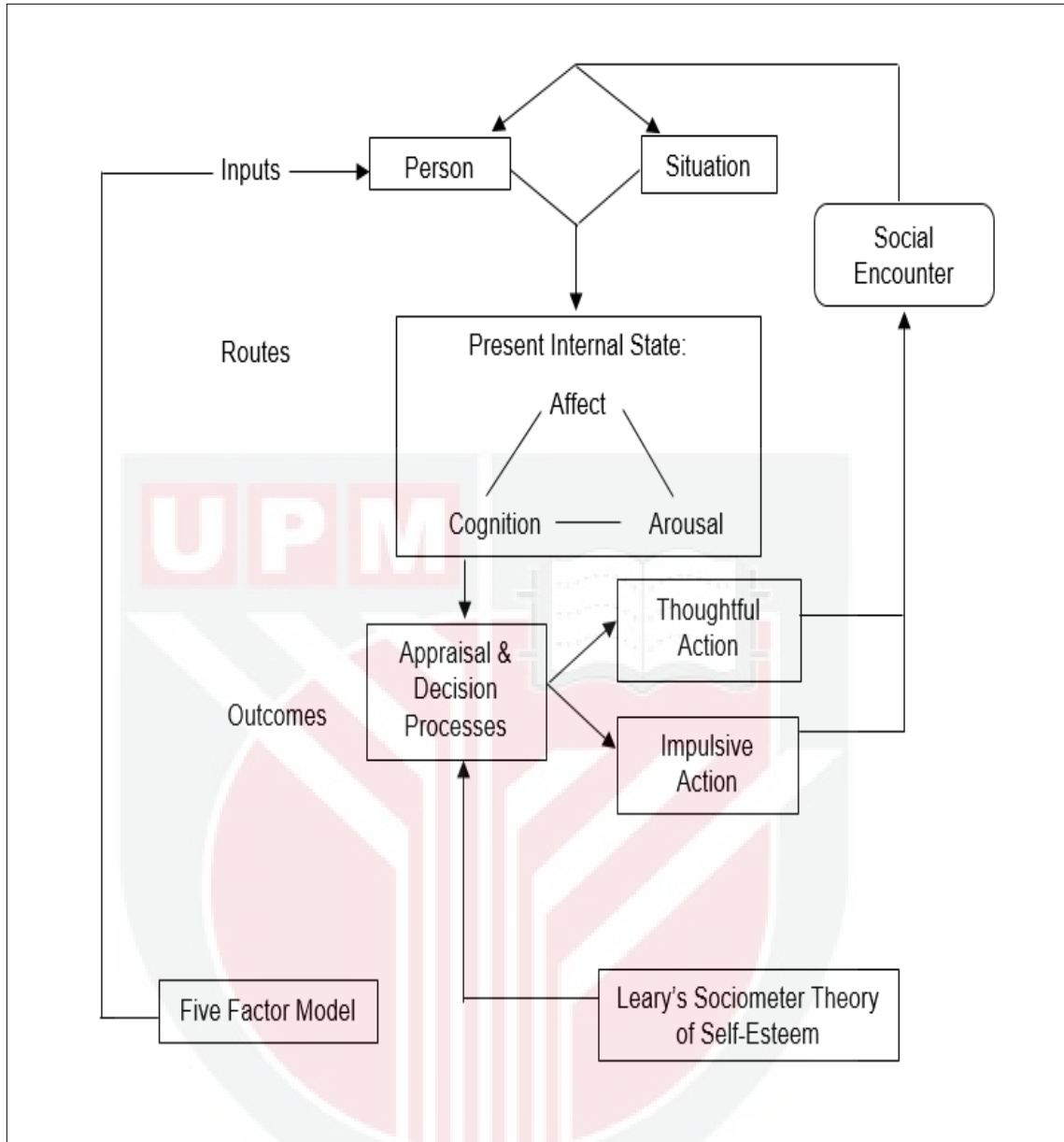


Figure 1.2 : Summarization of Theoretical Framework

Figure 1.2 explains how Five Factor Model and Leary's Sociometer Theory of Self-Esteem takes place in General Aggression Model. As stated earlier, the first stage of proximate process (input) for this model consists of two factors which is person and situational factor. Person factor are any individual differences that may influence how a particular person responds to their situation (Allen, Anderson & Bushman, 2018). Many person factors have been identified as risk factors for aggressive behaviour and these includes high trait anger, certain personality disorders, low self-control, high neuroticism, low agreeableness and low conscientiousness (Allen, Anderson & Bushman, 2018). Hence, this is where Five Factor Model is applied in this research where

the purposed is to identify which personality type of the secondary school students contributes and serve as input to their aggressive behaviour.

After the individual had received their input during the first stage of proximate process, they will move forward to second stage which is routes. This stage focus on the routes through which input factors (person or situation) exert their influence on appraisal and decision processes and thus affect aggressive or non-aggressive outcomes (Allen, Anderson & Bushman, 2018) at the third stage. At this stage, the proximate processes focuses on appraisal and decision processes and this is where Leary's Sociometer Theory of Self-Esteem play its role in this current study. In stage three, the individual appraises the situation and decided how to respond, by applying Leary's theory, the individual will have a pervasive drive to maintain significant interpersonal relationships and monitors the quality of their relationships with others. As suggested in Leary's Sociometer Theory of Self-Esteem (1999), by having a self-esteem in oneself, it can resolve the psychological phenomena such as aggressive behaviour, hence, to be relate with this General Aggression Model, the individual who have self-esteem will decided to respond through thoughtful action rather than impulsive action. So, the purpose of self-esteem theory in this current study is to identify whether with the existence of self-esteem within this secondary school students mediate the relationship between personality type and aggressive behaviour since it had been stated earlier that personality type is one of the person factor that serves as an input for aggressive behaviour.

As conclusion, General Aggression Model has already been used in many domains of aggression to guide a research and interventions. However, new research is needed to develop this model further which will serve as a comprehensive model of human aggression and violence (Allen, Anderson & Bushman, 2018). Besides that, General Aggression Model could be applied to help to develop preventions programs for aggressive behaviour at the individual, family, community and societal levels because the first step toward preventing and reducing aggressive behaviour is by understanding the underlying process and through this model, it shed lights on these underlying processes of aggression.

1.8 Conceptual Framework

The conceptual framework of this research is illustrated in the figure 1.3. Socio-demographic background such as age, gender, races, number of siblings, family income and residential area serve as an antecedent variable. Meanwhile, personality type namely openness, conscientiousness, extraversion, agreeableness and neuroticism are the independent variable in this study. Besides that, the dependent variable used in this study is aggressive behaviour which had been identified as physical aggression, verbal

aggression, anger and hostility, meanwhile, self-esteem served as mediating factor.

Based on the conceptual framework of the study illustrated in figure 1.3, the antecedent variable which is socio-demographic background of the respondents will be investigated its relationship with dependent variable namely aggressive behaviour. Other than that, the independent variable which is personality type will be studied about its relationship with self-esteem as well as dependent variable, meanwhile, mediating factor self-esteem will be tested its effect onto the relationship between independent and dependent variables.

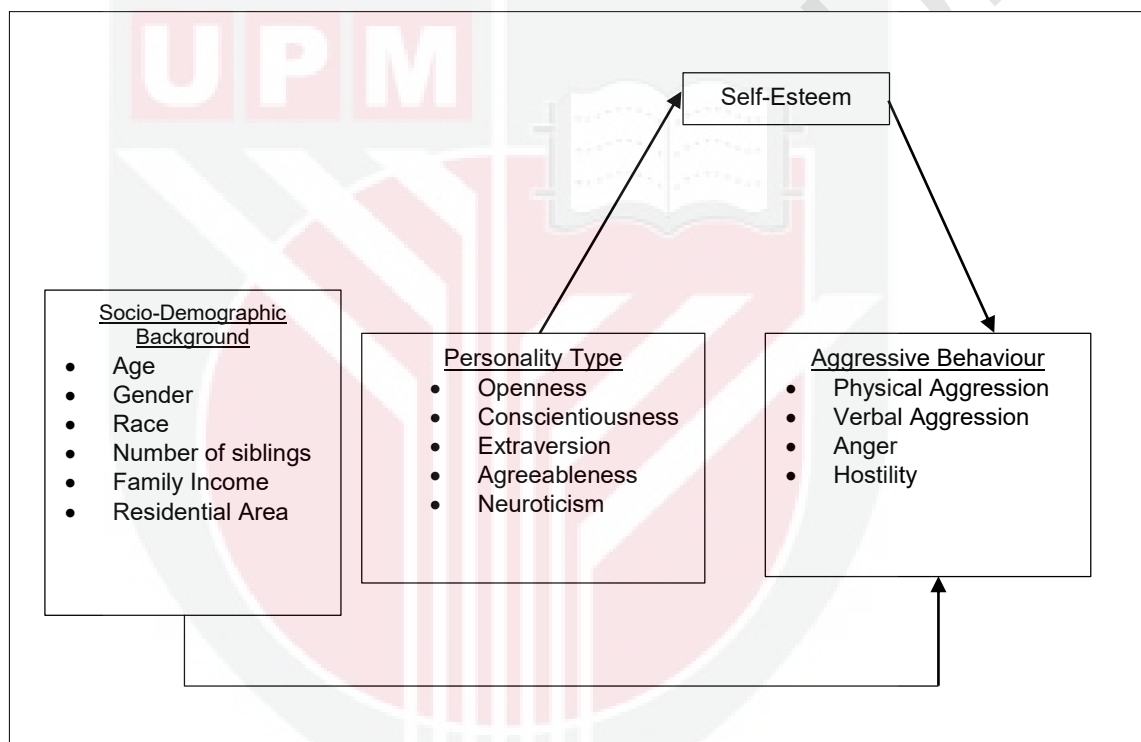


Figure 1.3 : Conceptual Framework of the Study

1.9 Conceptual and Operational Definitions

In this section, the researcher will explain both the definition, conceptual and operational that were used throughout this study. The terms that were used are adolescents, personality factors, aggressive behaviour and self-esteem.

1.9.1 Secondary School Students

Conceptual Definition

Conceptually, the term secondary school students in this research referring to a group of adolescent who still studying in secondary school in Selangor, hence, it can be defined as adolescent. Adolescents is dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. The years between the onset of puberty and the establishment of social independence is one of the conventionally understood critical development period (Steinberg, 2014). Ages between 10 to 18 years is the most commonly used chronologic definition of adolescents, but it also may incorporate a span of 9 to 26 years depending on the source (APA, 2002).

Operational Definition

The operational definition in this current research, secondary school students are the respondents which consisting Form 1, Form 2, Form 3 and Form 4 students from secondary schools in nine districts in the state of Selangor.

1.9.2 Personality Type

Conceptual Definition

Conceptually, personality is easy to observe but hard to pin down. To paraphrase Allport (1961), personality is the dynamic organization within the person of the psychological and physical systems that underlie that person's patterns of actions, thoughts, and feelings. What dynamics are assumed, however, and what systems are proposed to underlie those dynamics vary greatly across theoretical viewpoints. Personality can be described in terms of five basic factors, often labeled as the *Big Five* (e.g., Digman, 1990; John, 1990; McCrae, 1992; McCrae & Costa, 1984). The current labels for the personality factors are (I) Extraversion versus Introversion, (II) Agreeableness versus Hostility, (III) Conscientiousness versus Lack of Conscientiousness, (IV) Emotional Stability versus Neuroticism, and (V) Intellect/Autonomy or Openness to Experience versus Lack of Intellect/Autonomy or Closeness to Experience.

Operational Definition

The operational definition of personality type for the current study is that the personality factors of the respondents will be measured using Big Five Inventory (1991) that consists of 44-items. Each of the big five dimensions had been divided into personality facets. The respondents be able to choose the

range of 1 to 5 where 1=disagree strongly, 2=disagree 3=neither agree nor disagree, 4=agree and 5=strongly agree.

1.9.3 Aggressive Behaviour

Conceptual Definition

Conceptually, aggressive behavior has been defined in numerous ways over the years from the physical or relational aggression point of view (Murray, et al., 2007). Most of the definitions of physical aggression include either physical harm or threats of harm, it is including behaviors such as hitting, pushing, or threatening to beat up a peer (Brook et al., 2001; Casas et al., 2006; Ostrov & Keating, 2004; Murray, et al., 2007; Pellegrini & Roseth, 2006). Furthermore, aggressive behavior has been defined as “any form of behavior directed toward the goal of either harming or injuring another living being, which is motivated to avoid such treatment” (Baron & Richardson, 1994; cited in Byrd, 2011). Likewise, aggression has been defined as a behavior that is intended to injure or irritate another person leading to a costly social problem for which it is important society finds means to address and reduce the rate of aggression.

Operational Definition

Operational definition for aggressive behaviour in this current study is the aggressive behaviour of the respondents will be measured using Buss Perry Aggression Questionnaire (1992). This questionnaire consists of 29 items where the respondents have to rank the statements between five point continuum; ‘extremely uncharacteristic of me’ to ‘extremely characteristic of me’. The questionnaire returns scores for four dimensions of aggression which are; physical aggression, verbal, anger and hostility.

1.9.4 Self-Esteem

Conceptual Definition

Conceptually, Gail McEachron (1993) had defined self-esteem as the “judgment one makes about their self-concept. The terms self-concept refers to the attributes one has and McEachron (1993) supports this definition by referring to the work of Dr. Morris Rosenberg who defines self-esteem as the “attitude one holds toward themselves as an object”. Based on the work of James William, the other definition of self-esteem is the ratio of one’s successes over their pretensions or failures (McEachron, 1993). Additional definitions of self-esteem include the theory of “libidthal cathexis” and the theory of “self-dynamism”. Libidthal cathexis refers to the successful fulfillment of desires held by the super ego (Jackson, 1984). The ability or inability to fulfill

these desires determines one's self-esteem. The idea is that individuals whom are able to satisfy their super ego will possess a higher self-esteem than those whom cannot.

Operational Definition

The operational definition of self-esteem for this research is, the self-esteem of the respondents will be identify using Rosenberg Self-Esteem Scale (1965). The scale consists of 10 items that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional and all items are answered using 4 point Likert scale format ranging from strongly agree to strongly disagree.



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BIODATA OF STUDENT

Adibah Binti Azman is the eldest child of Mr. Azman Bin Abdullah and Mrs. Roslina Binti Ishak. She was born on 28th August 1991 at Pulau Pinang, Malaysia. She received her primary and secondary education in multiple schools due to her father got transferred frequently during her year of studies. She received her first primary education at Sekolah Kebangsaan Bayan Baru, Pulau Pinang in the year of 1997. Later, she changed her school to Sekolah Kebangsaan Treacher Methodist (P) in Taiping, Perak and she studied there from 1999 to 2000. In the year of 2001, she was sent to Sekolah Kebangsaan Convent Klian Pauh and she spent one year of learning before her father got transferred to Kedah where she finished her primary education at Sekolah Kebangsaan Malau in 2003. She received her secondary education in various schools; SMK Syed Abu Bakar, SMK Tun Sharifah Rodziah and SMK Dato' Wan Mohd Saman in Alor Star, Kedah. She ended her secondary school at Sekolah Menengah Teknik Seberang Perai Pulau Pinang before she continued her study in Diploma of Education (TESL) at University of Selangor. In 2011, she furthered her bachelor degree in Industrial Psychology at the same university and graduated with first class honors in 2015. She married to Mohd Zairul Afendy bin Ab Kadir in December, 2017.

LIST OF PUBLICATIONS

Mansor, A. A., Abdullah, H., & Azman, A. (2017). Sedentary lifestyle and body weight status among youth at public secondary schools in Selangor. *International Journal of Academic Research in Business and Social Sciences*, 7(8). pp. 652-650.

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