



UNIVERSITI PUTRA MALAYSIA

**RELATIONSHIPS BETWEEN SELF-EFFICACY, PARENTAL
ATTACHMENT, PEER ATTACHMENT AND AGGRESSION AMONG
ADOLESCENTS IN SELANGOR, MALAYSIA**

CHOY CHIAU WEI

FEM 2017 32



**RELATIONSHIPS BETWEEN SELF-EFFICACY, PARENTAL ATTACHMENT,
PEER ATTACHMENT AND AGGRESSION AMONG ADOLESCENTS IN
SELANGOR, MALAYSIA**

By

CHOY CHIAU WEI

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

November 2016

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



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Master of Science

**RELATIONSHIPS BETWEEN SELF-EFFICACY, PARENTAL
ATTACHMENT, PEER ATTACHMENT AND AGGRESSION AMONG
ADOLESCENTS IN SELANGOR, MALAYSIA**

By

CHOY CHIAU WEI

November 2016

Chair: Zainal bin Madon, PhD

Faculty: Faculty Human Ecology

Aggression has been recognized as a significant social problem worldwide especially when it is affecting the foundation of a country, which is the young generation. Due to the rising awareness on the severity of this chronic problematic behavior and increasing astonishing cases reported occasionally in Malaysia, more studies are imperative to identify the factors and remedies pertaining to this situation in order to effectively ameliorate this issue that has spread throughout the entire country. The manifestations of aggression among the younger generations nowadays have contributed several social problems such as substance abuse, antisocial problems, peer rejection and academic failure which each and every one of those must not be neglected by the society. Therefore, this study is essential and necessary to investigate the relationship between self-efficacy, parental (father and mother) attachment, peer attachment and aggression among adolescents in Malaysia.

This study is a quantitative study and utilized a correlational design. Total of 471 adolescents aged 14 were selected from eight secondary schools in Selangor, Malaysia, recruited using multistage cluster sampling method. Data were collected using a self-administered questionnaire. The questionnaires consisted of the revised version of the Inventory of Parent and Peer Attachment (IPPA), Self-Efficacy Questionnaire for Children (SEQ-C) and Reactive-Proactive Aggression Questionnaire (RPQ).

The results revealed that self-efficacy, parental (father and mother) attachment, peer attachment were significantly related to adolescent's aggression. Multiple regression analysis showed that self-efficacy was significantly contributed to adolescent's aggression. Among the independent variables studied, only self-

efficacy appeared to be the predictor for adolescent's aggression in this study. These results highlighted the important role of self-efficacy in preventing aggression among adolescents.

A series of multiple regression analysis was carried out to examine the mediation effect of self-efficacy on the relationship between parental (father and mother) attachment, peer attachment and adolescent's aggression. The current study found that the relationship between father attachment and aggression was partially mediated by self-efficacy while the relationship between mother attachment and aggression also found partially mediated by self-efficacy. In addition, self-efficacy fully mediated the relationship between peer attachment and adolescent's aggression. The findings of this study emphasized the important influences of personal factors (self-efficacy) and environmental factors (parental attachment and peer attachment) of aggression among Malaysian adolescents.

The result of the study was found to strengthen previous findings which explain that parents and peers have a direct and indirect influence on the social and behavioral development of adolescents.

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

**PERKAITAN ANTARA EFIKASI KENDIRI, PERAPATAN IBU BAPA DAN
RAKAN SEBAYA DAN AGRESIF DALAM KALANGAN REMAJA DI
SELANGOR, MALAYSIA**

Oleh

CHOY CHIAU WEI

November 2016

Pengerusi: Zainal bin Madon, PhD

Fakulti: Fakulti Ekologi Manusia

Isu tingkah laku agresif telah dikenalpasti sebagai satu masalah sosial yang ketara di seluruh dunia di mana ia membawa kesan terhadap asas sebuah negara, iaitu generasi muda. Disebabkan kesedaran semakin timbul atas keseriusan tingkah laku bermasalah yang kronik ini dan peningkatan kes-kes yang mengejutkan dilaporkan kadang-kadang di Malaysia, lebih banyak kajian untuk mengenal pasti faktor-faktor dan cara penyelesaian yang berkesan adalah sangat penting dalam menangani isu ini supaya dapat memperbaiki keadaan yang telah merebak di seluruh Negara dengan berkesan. Pada masa kini, manifestasi keagresifan di kalangan generasi muda telah menyebabkan beberapa masalah sosial seperti penyalahgunaan dadah, masalah antisosial, penolakan rakan sebaya, dan kegagalan akademik, di mana setiap orang antara mereka tidak harus diabaikan oleh masyarakat. Sehubungan dengan itu, kajian ini adalah penting dan perlu dijalankan untuk mengkaji perkaitan antara efikasi sendiri, perapatan ibu bapa, dan rakan sebaya dengan agresif dalam kalangan remaja di Malaysia.

Kajian ini berbentuk kuantitatif dan menggunakan reka bentuk kolerasi. Seramai 471 remaja sekolah yang berumur 14 tahun dipilih dari lapan buah sekolah menengah di Selangor, Malaysia, dengan menggunakan kaedah persampelan kelompok pelbagai peringkat. Data telah dikumpul dengan menggunakan borang soal selidik yang dijawab sendiri oleh responden. Borang soal selidik tersebut mengandungi *Self-Efficacy Questionnaire for Children (SEQ-C)*, *the revised version of the Inventory of Parent and Peer Attachment (IPPA)* dan *Reactive-Proactive Aggression Questionnaire (RPQ)*.

Hasil kajian ini menunjukkan bahawa efikasi sendiri, perapatan ibu bapa, dan rakan sebaya mempunyai perkaitan signifikan dengan agresif remaja. Analisis regresi pelbagai menunjukkan bahawa efikasi merupakan peramal yang signifikan kepada agresif remaja. Antara pembolehubah tidak bersandar yang dikaji, hanya efikasi sendiri muncul sebagai prediktor kepada agresif remaja dalam kajian ini. Hasil kajian ini menunjukkan pentingnya peranan efikasi sendiri dalam menghalang sifat agresif remaja. Satu siri analisis regresi berganda dijalankan untuk menguji kesan pengantara efikasi sendiri dalam hubungan antara perapatan ibu bapa, perapatan rakan sebaya serta agresif remaja. Kajian ini mendapati bahawa efikasi sendiri menjadi pengantara secara separa kepada hubungan antara perapatan bapa dengan agresif dalam kalangan responden manakala penglibatan efikasi sendiri sebagai pengantara secara separa juga didapati dalam hubungan antara perapatan ibu dengan agresif. Tambahan lagi, efikasi sendiri menjadi pengantara secara penuh kepada hubungan antara perapatan rakan sebaya dengan agresif dalam kalangan responden. Dapatan kajian ini menitikberatkan betapa pentingnya pengaruh faktor peribadi (efikasi sendiri) dan faktor persekitaran (perapatan ibu bapa dan rakan sebaya) terhadap tingkah laku agresif dalam kalangan remaja di Malaysia.

Dapatan kajian ini menguatkan penemuan lalu di mana ibu bapa dan rakan sebaya mempunyai pengaruh langsung dan tidak langsung kepada pembangunan sosial dan tingkah laku remaja.

ACKNOWLEDGEMENTS

I would like to express deepest appreciation and grateful to my supervisor, Dr Zainal bin Madon, for his leadership, support and guidance from the beginning to the final process. I would also like to thank and express my utmost gratitude and appreciation to my co-supervisor, Associate Prof. Dr Mariani Mansor for all her advices and valuable feedback throughout the completion of the thesis.

I also wish to acknowledge the schools involved and the cooperation given by the administrators and teachers whose help out in the process of data collection until completed and contributed to the success of this thesis. Words cannot express my deepest love and appreciation to my family members, who always loving, giving limitless encouragement, supportive, patience and caring for me all the time. Last but not least to express thankfulness to my friends who directly or indirectly giving support and caring for me until the completion of the thesis.

Indeed, thank you so much for everyone and Miss Kok Cher Yen who involved in my successful thesis.

CHOY CHIAU WEI

2016

I certify that a Thesis Examination Committee has met on 18 November 2016 to conduct the final examination of Choy Chiau Wei on her thesis entitled "Relationships between Self-Efficacy, Parental Attachment, Peer Attachment and Aggression among Adolescents in Selangor, Malaysia" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

Members of the Thesis Examination Committee were as follows:

Lee Yok Fee, PhD

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

Hanina Halimatusaadiyah binti Hamsan, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Datin Hajjah Sapora Sipon, PhD

Associate Professor
Universiti Sains Islam Malaysia
Malaysia
(External Examiner)

NOR AINI AB. SHUKOR, PhD

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 26 January 2017

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the Degree of Master of Science. The members of the Supervisory Committee were as follows:

Zainal bin Madon, PhD

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

Mariani Mansor, PhD

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

ROBIAH BINTI YUNUS, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 26 January 2017

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.: CHOY CHIAU WEI, GS33986

Declaration by Members of Supervisory Committee

This is to confirm that:

- The research conducted and the writing of this thesis was under our supervision;
- Supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: _____

Name of Chairman
of Supervisory
Committee:

Signature: _____

Name of Member of
Supervisory
Committee: _____

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER	
1 INTRODUCTION	1
2 LITERATURE REVIEW	23
2.1 Adolescent's Aggression	23
2.2 Parental Attachment and Aggression	26
2.3 Peer Attachment and Aggression	29
2.4 Self-Efficacy and Aggression	31
2.5 Self-Efficacy as a Mediator	33
2.6 Chapter Summary	35
3 METHODOLOGY	36
3.1 Research Design	36
3.2 Study Location	36
3.3 Study Population	37
3.4 Determination of Sample Size	37
3.5 Sample and Sampling Method	39
3.5.1 Sampling Method	40
3.6 Sample Selection Procedure	41
3.7 Sampling Framework	41
3.8 Data Collection	41
3.9 Translation of Instruments	42
3.10 Measurement of Variables	43
3.10.1 Independent Variables	43
3.10.2 Dependent Variable	45
3.10.3 Demographic Characteristics Questionnaire	45
3.11 Reliability of the Instruments	46
3.12 Data Analysis	47
3.12.1 Exploratory Data Analysis (EDA)	47
3.12.2 Descriptive Statistics	47
3.12.3 Inferential Statistics	49
3.13 Ethical Consideration	50
3.14 Chapter Summary	50

4	RESULTS AND DISCUSSION	51
4.1	Descriptive and Univariate Findings	51
4.1.1	Personal and Family Characteristics	51
4.1.2	Family Characteristics	52
4.1.3	Respondent's score on the Main Study Variables	
4.2	Bivariate Findings	53
4.2.1	Self-Efficacy and Aggression	54
4.2.2	Parental Attachment and Aggression	55
4.2.3	Peer Attachment and Aggression	58
4.3	Multivariate Findings	59
4.3.1	Predictors of Adolescent's Aggression	59
4.4	Mediation Analysis	61
4.5	Summary of Findings	68
4.6	Chapter Summary	69
5	SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH	70
	REFERENCES/BIBLIOGRAPHY	81
	APPENDICES	100
	BIODATA OF STUDENT	118
	LIST OF PUBLICATIONS	119

LIST OF TABLES

Table		Page
3.1	Measures and Sources	43
3.2	Reliability Coefficients for all the Study Instruments Used in Pilot and Actual Study	46
3.3	Normality of All the Variables Using EDA and Skewness Kurtosis (N=471)	48
3.4	Pearson's Product-moment Correlation Coefficients Matrix between the Study Variables in Overall Sample (n=471)	49
3.5	Results of Multicollinearity Tests for all the Independent Variables (N=471)	49
4.1	Frequency Distribution of Personal Background Characteristics (N=471)	51
4.2	Frequency Distribution of Family Characteristics (N=471)	52
4.3	Distribution of Respondent by Categories of Variables (N=471)	53
4.4	Relationship between Self-Efficacy, and Aggression (N=471)	55
4.5	Relationships between Parental Attachments, Peer Attachment and Aggression (N=471)	57
4.6	Regression Model of Adolescent's Aggression (N=471)	60
4.7	Means, standard deviation (SD), and Zero-Order Correlations for all study variables (N=471)	62
4.8	Relationships between father attachment and Adolescent's Aggression mediated by self- efficacy (N = 471)	63
4.9	Relationships between mother attachment and Adolescent's Aggression mediated by self- efficacy (N = 471)	65
4.10	Relationships between peer attachment and Adolescent's Aggression mediated by self- efficacy (N = 471)	67
4.11	Summary of Findings	68

LIST OF FIGURES

Table		Page
1.1	Triadic Influence in Social Cognitive Theory	15
1.2	Theoretical Framework for the Study on “Relationships between Self-Efficacy, Parental (Father and Mother) Attachment, Peer attachment and Aggression among Adolescents in Selangor, Malaysia”.	19
1.3	Conceptual Framework for the Study on “Relationships between Self-Efficacy, Parental Attachment, Peer Attachment and Aggression among Adolescents in Selangor, Malaysia”.	21
3.1	Sample Selection Procedure	41
4.1	Mediation Model of the relationship between the independent variables and the outcome variable	61
4.2	Mediation Model for self-efficacy mediates the relationship between father attachment and aggression among respondents.	63
4.3	Mediation Model for self-efficacy mediates the relationship between mother attachment and aggression among respondents	65
4.4	Mediation Model for self-efficacy mediates the relationship between peer attachment and aggression among respondents.	67

LIST OF ABBREVIATIONS

DV	Dependent Variable
IVs	Independent Variables
SPSS	Statistical Package for Social Sciences
RPQ	Reactive - Proactive Aggression Questionnaire
SEQ-C	Self-Efficacy Scale Questionnaire for Children
BES	Basic Empathy Scale
IPPA	The Inventory of Parent and Peer Attachment
SIP	Social Information Processing
SCT	Social Cognitive Theory



CHAPTER 1

INTRODUCTION

In this chapter, the overall research directions are presented. The chapter begins with the presentation of the background of the study on adolescent's aggression and the impact of personal factor (self-efficacy), and environmental factors (attachment relationships with parents and peers). Next, statement of the problem is discussed, followed by research questions with research objectives and research hypotheses, definitions of the main variables, theoretical background and the conceptual framework of this study. This chapter ends with the presentation of the importance of the study and chapter summary.

1.1 Background of the Study

Adolescence is a critical link between childhood and adulthood, characterized by significant physical, psychological, and social transitions. These transitions carry new risks the moment they endure through the new and diverse experiences which relates to the world and individuals. The entire adolescence phase can be very challenging stage in life for most adolescents due to the gradual onset of cognitive, social and emotional changes (Elias, Bruene Butler, 2005) which the interconnection between family (especially parental), peers and self-efficacy are crucial (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). These changes may result in the increased vulnerability to emotional and behavioral problems (Oleszkowicz & Senejko, 2013), including delinquency, experimenting aggression as well as other behavior incompetency (Krahe & Moller, 2004). A longitudinal studies conducted by Pellegrini and Long (2004), revealed that aggression tends to increase in early adolescence and decrease gradually towards the end of life development.

As amazing as it seems, aaggression can be defined as any behavior directed towards another to cause harm or injury often intentionally (Zirpoli, 2008; Shaffer, 2005) and is believed to be executed under the sober state of mind with the desire to achieve some future goals through specific behaviors. Aggression is a matter of public health concern, particularly, aggression among adolescents (Werner & Crick, 2004) is widely acknowledged to be a serious social problem (Devine, Gilligan, Miczek, Shaikh & Pfaff, 2004), and probably the most common and noticeable problem among school adolescents (Werner & Crick, 2004). It had received great attention from mental health associations, school authorities and media as it is frequently linked with maladjustment.

According to Michaud (2009); Sullivan, Farrell, and Kliewer (2006), some of the examples of adolescent's aggression include bullying, backbiting and tripping. Aggression at young age is being implicated as one of the causes of increasing cases of violence in the society today which poses a persistent challenge towards the civilization. In a Malaysian Youth Mental Health and Well-Being Survey done by Teoh, Woo and Cheong, (2012), the findings found that emotional problems and aggressiveness among Malaysian teenagers were reported to be significantly high, with 49% and 41%, respectively.

Youth engaging in aggressive acts and violence could cause both physical and psychological harms on victims. The victims might experience isolation from their peers as the peers would probably perceive that by being the same group as the victims could invite threats from the aggressors. Long term anxiety and depression risen from such circumstances will provoke emotional, behavioral and mental disorder (Houbre, Tarquino & Thuillier, 2006), personality disorder, poor academic performance and could potentially lead to a bleak career in the future (Chee-Leong, 2006). Additionally, teens who are the victims of bullying in school tend to have high risk for depression and suicide thoughts or attempts (North Shore-Long Island Jewish, 2015).

Past studies (Sheehan & Watson, 2008; Proctor, 2006) had showed negative effects of aggression. Aggressive adolescents might lead to serious negative outcomes either in risk for externalizing problems or internalizing problems (Card, Stucky, Sawalani & Little, 2008), crimes committed, substance abuse, conduct disorders, poor self-adjustment, antisocial behavior, peers rejection and difficulties in academic as well. Also, according to Aljorshy, (2007), adolescent aggression has negative repercussions on social-emotional development throughout adolescence stage due to they have emotional dysfunction and difficulty in expressing emotions and more trouble managing their anger. There will be a substantial cost to society due to the increase need for the interventions and the services of psychotherapy for those victims of aggression (Mccarthy, 2005). Indeed, aggression in the stage of adolescence is a severe problem which in turn being detrimental towards psychology, academy, social and even economy.

The ability to cope with obstacles and challenges are essential among adolescents, due to the failure in exercise self-efficacy could lead to negative outcomes, such as substance abuse, low self-confident (Tam, Chong, Kadirvelu, & Khootherefore, 2012). Therefore, adolescent's self-belief in restraining themselves from engaging any misbehavior are closely related to their level of self-efficacy. This ability not only affecting adolescent's behaviors, but also has a major impact on their well-being. Self-efficacy defines as the beliefs in own selves to perform a particular behavior and have control over a given event in lives. It plays a significant role when it comes to how individuals overcoming their difficulties and changes either from cognitive, emotional or physical aspects, and the motivation to attempt to solve the problem, regardless of whether the attempt is positive or negative. Individuals with high level of self-efficacy, tend to embrace hardships with open hearts, positive

developmental outcomes in mental health (Ferla, Valcke, & Schuyten, 2008), enthusiasm and work towards the desired outcomes, it also meaning to say that they are more likely to recover quickly from setbacks (Bandura, 1997). In contrast, low self-efficacy lead individuals to magnify the negative outcomes in social and emotional relationships (Zajacova, Lynch, & Espenshade, 2005) and have relatively low confidence in accomplishing the tasks.

Furthermore, in adolescence stage, self-efficacy conceived as an enablement factor which helping adolescents in structuring their environments and is one of the life skills adolescents can use when confronted with problems. Bandura (1997) believed that individuals who develop strong sense of efficacy will equip them to structure their environments in a ways to set a successful life. On the contrary, those who develop a low sense of efficacy tend to transport their vulnerability to distress, for instant, vulnerable to peers pressure of delinquent activities and debility to the new environmental demands. In other words, self-efficacy have a significant role in adolescent's effort and resilience in encountering difficulties. Besides, a strong sense of self-efficacy has been related to individual's psychosocial well-being (Vieno, Santinello, Pastore, & Perkins, 2007; Smetana, Campione-Bafr & Metzgef, 2006), successful adaptation during adolescence (Saunders, Davis, Williams, & Williams, 2004; Bandura, Pastorelli, Barbaranelli, & Caprara, 1999) as well as predict a wide variety of outcomes, such as lack of self-efficacy has been linked to aggressive behavior (Erdley & Asher, 1996), and delinquency (Singh and Bussey 2009; Bandura, 1997).

Aggressive acts may also relate to the result from the interaction among individuals and exposure to environmental factors such as parents and peers. (Hage, Van, Fluttert, & Berden, 2009; Woods & Ashley, 2007; Proctor, 2006; Lewis, 2005). There are numbers of researchers focus on the impact of family variables, for instance parental attachment on the development of aggression (Buschgens, van Aken, Swinkels, Ormel, Verhulst & Buitelaar, 2010; Woodhouse, Dykas, & Cassidy, 2009). According to Attachment Theory, Bowlby (1969, 1988) suggested a connection between parent-child attachment and aggression. Children who developed insecure attachment relationship with parents tend to form a maladaptive internal working models (viewing others as hostile and untrustworthy and own selves as unlovable and invaluable). In contrast, children who are securely attached to their parent place themselves as lovable and valuable and others as friendly and trustworthy. Adolescents tend to less engaged in high risk behaviors when they are facilitated with secure attachment and emotional connectivity with parents.

Throughout adolescence, the level of dependency on parents will be reducing while the level of attachment with peers will spike when it comes to attachment related functions, such as seeking for comfort when under pressure or stress (Allen, 2008), protection and support from peers. Peers serve as increasingly important and influential sources of attachment support in adolescent's lives (Allen, 2008; Rubin, Bukowski, & Laursen, 2009; Hoeve, Stams, Put, Dubas, Laan, & Gerris, 2012). Peers who provide positive emotional support and care

would help to motivate adolescents in embracing difficulties and challenges easier than those who are less attached with peers. The statement is in agreement with a study done by Laible, Carlo, and Raffaelli (2000), revealed that adolescents with high level of peer attachment are less likely to exhibit aggressive acts and tends to be more sympathetic to their peers. Nonetheless, according to Armsden & Greenberg (1987), despite the dependence on parents is seem to be reduced, the parent-child relationship is still impactful and is important in predicting adolescent's well-being due to this relationship persists throughout the lifetime.

In summary, a variety of factors influence adolescent's aggression: parental attachment, peer attachment and self-efficacy. The phenomenon of aggression is a major concern nowadays, in order to manage aggression, researcher need to truly understand the nature of aggression as well as the causes related to it should be well addressed. This is one of the crucial conditions to identify the aggressive acts among adolescents so that early intervention is involved to effectively address this challenging behavior. In relation to issues being discussed above as well as the perspectives of aggression among adolescence, particularly how aggression is defined, how individuals recognized aggression in themselves and others as well as what trigger aggressive behavior is poorly understood.

Although there is numbers of factors may cause adolescent's aggression, nonetheless, this study particularly focuses to full in the knowledge gap regarding to the self-efficacy, parental (father and mother) attachment, peer attachment and aggression among school-going adolescents in Malaysia. In addition, this study also seeks to examine the potential mediator variable, which is self-efficacy in affecting the relationship between parental (father and mother) attachment, peer attachment and aggression among adolescents. This study attempts to examine how personal (internal) factor and environmental factors combined to predict aggression.

1.2 Statement of the Problem

There has been a noticeable increase of studies on topic of aggression among school adolescents analyzing the factors and effects reflecting the growing seriousness of these issues in the society nowadays (Estefania, Sergio, Gonzalo, & David, 2008). Aggression is not only disruptive towards the individuals' learning and development process, but also the well-being of community surrounding them. Most of these cases are often found to be happening in school environment (Veera Pandiyan, 2010; Chapman, 2010; Sagayam & Wong, 2010; Horne, Stoddard & Bell, 2007; Orpinas & Horne, 2006) where close to half of time in a day would be spent in school alone and this is notably true as most of the cases of aggression revolved around the school settings. This could be illustrated better with some breaking news reported in regards to school students of misbehaving characters. For instance, in early January 2007, Malaysia was shaken by the unprecedented death

incident of a Form 4 student, in a secondary technical school in Bintulu, Sarawak. Methews Mering, 16, was bullied by 18 students, resulting in the victim's death believed to have been killed in one of the block of the school's hostels. Another incident have had the Malaysia shaken again when a Form Two student was reported dead upon the group fight with 5 secondary students from neighbouring school at Pulau Sebang bus terminal in Tampin (R.S.N. Murali, 2012).

There are still countless of similar tragedies occurring along these years and adolescents are at high risk of serious and chronic aggressive acts (Kokko & Pulkkinen, 2005). This was supported by Zinat Motlagh, Ataee, Jalilian, Mirzaei Alayijeh, Aghaei and Karimzadeh Shirazi (2013), where aggression exists since childhood and continues in adolescence towards adulthood with the peak falls during the adolescence time. In other words, during the adolescence stage, shall one's aggression problems not being treated or addressed, the individual could grow up into a more aggressive and violent adult eventually (Tremblay, 2000). According to Waschbusch (2002), untreated and disruptive adolescents tend to continue to be aggressive thereafter or even in their later stages of life and would most likely contribute to the higher rate of antisocial behavior, crimes, job troubles, divorce cases, violence or even drugs or substance abuse.

Bullying represents a form of aggression and this type of aggressive behavior is probably one of the very common issue in many schools nowadays and can result in terrible tragedies such as suicide attempts and commit suicide among youth (Navis, 2012). Deputy Education Minister, Datuk Dr Wee Ka Siong reported that there is 65.08% of the secondary school students involved in the problems of indiscipline whereas only 34.92% among primary school students (MySin Chew, 2010). This implies that the severity of adolescent aggression has again being reiterated. Looking abroad, adolescent aggression is in fact an issue that occurs in most of the Western developed countries, such as European countries (Sethi, Mitis, & Junger-Tas, 2010) and the U.S.A. (Wilson, 2000). According to Sethi, Mitis, and Junger-Tas (2010), in European Union Region, interpersonal aggressive act causes roughly 430 school children aged between 10-24 years die on daily basis. Moving on, in mental health settings, individual's aggression is a major worldwide problem which can bring disruptions in family, school and peers relationship. Additionally, aggression is the reactions in particular stressful situations which individuals are inability to control which may in turn cause discipline problems in schools and place these students at risk of school exclusion (Cassen, Feinstein, & Graham, 2009) and social exclusion as well (Christle, Jolivet, & Nelson, 2005).

Adolescence is a period of time where both cognitive and emotional functions being further developed from the elementary phase towards maturity. Everything is established around this time such as relationships and social life. Especially important is the way individuals think about themselves. Thus, according to Bandura (1977), self-efficacy play an important role and is needed for people to believe that an outcome will be favorable and they have the ability

to accomplish the desired outcome. Additionally, self-efficacy could influence social decisions made by adolescents, and is important elements in social cognitive theory (Bandura, 1986). This beliefs is indeed essential for adolescents to be more capable in embracing the risks and life challenges, particularly during the transitional period of adolescence and the success is undeniably reliant on the strength of self-efficacy (Bandura et al., 1999). Nevertheless, there is paucity in the study of efficacy belief (self-belief) and problem behavior, such as aggression among adolescents. The majority of researches revolving around self-efficacy has focused on students' perceived self-efficacy to perform and the academic functioning related to it (Bandura, Barbaranelli, Caprara, Pastorell, 1996). Although it is widely known that self-efficacy certainly plays a significant role, be it direct or indirect effect in social competency (Holloway & Watson, 2002), little research actually focused on the relationship between self-efficacy and aggression.

Also, adolescence is a period of time where a "secure base" is crucially needed from their primary caregivers (Bowlby, 1982) to debilitate psychological problems (Bowlby, 1969), high level of emotional and social competence (Laible, 2007), and low level of aggressiveness and shyness (Dykas, Ziv, & Cassidy, 2008). Parent-adolescent attachments is affecting individual's emotional, cognitive and social functioning where there are number of studies revealed that those who facilitated with parental secure attachment had lower engagement in externalizing problem behavior, such as aggression and delinquent behaviors than those who less secure attached with parents (Fanny Ho, 2007; Bosmans, Braet, Leeuwen, & Beyers, 2006; Rubin, Dwyer, Booth-LaForce, Kim, Burgess, & Rose-Krasnor, 2004). Besides, Laible et al., (2000) examined attachment and level of self-reported aggression among high school students. The results showed that there was a connection between higher quality of parent-child attachment and lower level of aggression. Research findings also indicated better quality relationship between parent and child tend to be associated with a decrease in the risk of aggression and social stress (Kobak, Rosenthal, Zajac, & Madsen 2007; Ooi, Ang, Fung, Wong, & Cai, 2006). There is less research exists on the father attachment in affecting children later developmental outcomes. Thus, this study is seeks to investigate the effects of father attachment on aggression among adolescents.

Besides, children are more likely to decide their own peers who share something in commons such as interests, attitudes and values with them. This is strongly suggesting a fact that peers serve as a significant factor during the children's development of self-efficacy (Schunk & Meece, 2001). Through selective classification of peers will then encourage and stimulate self-efficacy towards mutual interests and may impoverish the development of other potential self-efficacies. Nevertheless, we have to aware that not every form of behavior derived from high level of self-efficacy is socially affiliating. For instance, children being influenced by aggression will perceive themselves as highly efficacious in obtaining their goal with aggression (Bandura, 1986). The quality of peer attachment is as important as quality of parental attachment in adolescent's psychological health and well-being (Karreman & Vingerhoets, 2012; Mikulincer & Shaver, 2005). However, the impacts of peer attachment on

adolescent's later developmental outcomes, particularly at this crucial developmental period are lacking in Malaysian context, and it should be continued to provide more empirical evidences regarding peer attachment and aggression.

The literature gaps in this study was the paucity of studies examining the relationship between parental (father and mother) attachment, peer attachment and aggression with the considering of mediating effect of self-efficacy. Although there are multiple studies conducted in Malaysia among adolescents yet more studies that provides a more comprehensive angle on this problematic behavior are totally valuable, particularly the important role of self-efficacy belief in inhibiting aggression. This was the gap that the current study sought to fill. Till date, all of these variables have not been considered together in one single study. In addition, no past study has attempts to seek the possible mediating effect of self-efficacy on the relationship between attachment relationships with parents and peers, and aggression. Thus, it continues to be a need for Malaysian researchers to examine the environmental factors of what are the sources of self-efficacy belief (Schunk & Meece, 2005) which in turn affect adolescent's behavior.

Research regarding to the above matter in Malaysian context needs to be addressed utterly in order to minimize or bring the youth social problems to standstill. Young generation is the future leaders in determining the direction of the country to achieve remarkable success. Therefore, inability to address and ease the problem among young generation will lead to a massive loss of potential human capital in future. Thus, researchers and clinicians must first able to identify and investigate the source, as well as to examine how adolescents learned to act aggressively if interventions were to be developed. It is vital to pinpoint the potential factors regarding to aggression which carry the implications to assist in the formulation of effective ways or strategies to improve adolescent's well-being and lives.

Based on the problem statement, the research questions were formed and shown as below:

- i. What are the levels of self-efficacy, father's attachment, mother's attachment, peer's attachment, and aggression among Selangor adolescents?
- ii. Are there any relationships between self-efficacy, father's attachment, mother's attachment, peer's attachment, and aggression among Selangor adolescents?
- iii. What is/are the factors that uniquely predict aggression among Selangor adolescents?

- iv. Does self-efficacy mediate the relationship between father's attachment, mother's attachment, peer's attachment and aggression?

1.3 Research Objective

This part describes the general objective and specific objectives of this study.

1.3.1 General Objective

The general objective of the present study was to determine the relationships between self-efficacy, parental (father and mother) attachment, peer attachment, and aggression among adolescents in Selangor, Malaysia.

1.3.2 Specific Objective

The specific objectives of the present study were outlined as follows:

1. To describe personal (gender and race) and family (parent's education level, employment status, monthly income and marital status) characteristics of the respondents.
2. To describe the levels of self-efficacy, parental attachment, peer's attachment, and aggression of the respondents.
3. To determine the relationships between self-efficacy, parental attachment, peer's attachment, and aggression among the respondents.
4. To determine the unique predictor/s of aggression among respondents of the study.
5. To determine the mediating role of self-efficacy on the relationship between parental attachment, peer's attachment and aggression among respondents

1.4 Research Hypotheses

With reference to the specific objectives 3, 4, and 5, the following hypotheses were formulated.

Objective 3: To determine the relationships between self-efficacy, parental attachment, peer's attachment, and aggression among the respondents.

- Ha1: Self-efficacy is correlated with aggression among adolescents.
- Ha2: Father's attachment is correlated with aggression among adolescents.
- Ha3: Mother's attachment is correlated with aggression among adolescents.
- Ha4: Peer's attachment is correlated with aggression among adolescents.

Objective 4: To determine the unique predictor/s of aggression among respondents.

- Ha5: The regression coefficients for all the selected independent variables are greater than zero when regressed against adolescent's aggression.

Objective 5: To examine the mediating role of self-efficacy on the relationship between parental attachment, peer's attachment and aggression among respondents.

- Ha6: Self-efficacy mediates the relationship between father's attachment and aggression among the adolescents.
- Ha7: Self-efficacy mediates the relationship between mother's attachment and aggression among the adolescents.
- Ha8: Self-efficacy mediates the relationship between peer's attachment and aggression among the adolescents.

1.5 Significance of the Study

The studies till date have provided valuable information in education field and to all units involved, such as psychology and counselling. This is definitely benefiting the researchers, schools teachers, social workers, counsellors, health psychologists, practitioners, parents, society and most importantly the young generation themselves as well for many years to come.

To better understand aggression among early adolescents, this study further examined the mediating role of self-efficacy on the relationships between parental (father and mother) attachment, peer attachment and aggression

among adolescents. The findings of the present study identify and explain how the selected factors could possibly influence the aggression among the adolescents in the transitional period from adolescence to adulthood.

The findings of this study will serve as references for future research and those who are concerned with the studies of child and adolescents development. Due to cultural influences and diversity, there is a need and important to conduct this study in Malaysian context in order to enrich the domestic theoretical knowledge in this field. Researchers in the fields of human development and family studies could utilize this information or knowledge in future scholarly journal and article writings as this research will provide the essential reference points for expansion of this research into a new context or idea in the near future.

Furthermore, the results obtained will be useful to provide relevant information to practitioners or other agencies, especially the Ministry of Education, Ministry of Health, Ministry of Women, Family and Community Development, and Ministry of Youth Malaysia in addressing the issues of school-going adolescent's aggression, bullying and violent behavior. The consequences of the alarming arising cases of aggressive or violent behavior among school-going adolescents could be taken as references in making new policy. The results obtained from this study may assist the relevant parties in promoting and organising preventive programs in the school curriculum, particularly in early awareness and detection and activities such as schools' educational campaigns as well as serving as a guideline for related bodies in workshops, trainings and projects emphasizing on human's development.

In schools, teachers play indispensable role in addressing any misconducts or behaviours among students and may address them proactively and appropriately with collaboration from counsellors. Adolescent psychologists and mental health professionals would have more options for more appropriate and approachable therapies for the well-being of the young generation. According to Kazdin (2003); Lochman and Wells (2002); Hudley and Graham (1993), cognitive behavioral interventions, such as social information processing (SIP) modification is one kind of effective interventions in reducing behavior problems. This was supported by Lochman and Wells (2002), in their findings showed that individual's aggressive behavior decreased due to the changes in steps of how individual processing their social information.

The results of the findings would be able to help creating awareness among parents on how their behaviour can strongly affect their children's later development. Parent-adolescent relationship and its significant roles on adolescent's well-being should be addressed. Thus effective parenting strategies and intervention programmes like family solution programme should be developed in attaining healthy family life and heighten positive development outcomes of young generation simultaneously.

While it is possible to seek to educate the community about the questions of greater relevance on aggression, establishing a bridge between research and practice is essential to advocate strongly for adolescent behavior research. Despite enduring fiscal challenges, it is important to continue such study to ensure the healthy development of adolescents in this and subsequent generations.

1.6 Definition of Terminologies

Following is the conceptual and operational definitions for the keywords used in the study.

Adolescents

Conceptual Definition: Adolescents were one of the stages of life-span development who characterized as experienced emotional, behaviors and physiological turmoil as they experienced the biological transition from childhood to manhood or womanhood (Perez-Felkner, 2013).

Operational Definition: Adolescents refers to school going young individuals aged 14 years old and attend daily government schools.

Aggression

Conceptual Definition: Aggression refers as any form of behaviors which intended to bring harm to another individual who intends to avoid being harmed (Bushman & Huesmann, 2010).

Operational Definition: Respondent's score on the 23 items, Reactive - Proactive Aggression Questionnaire (RPQ) by Raine, Dodge, Loeber, Gatzke-Kopp, Lynam, Reynolds, Stouthamer-Loeber, & Liu, (2006). Higher aggression score reflected that the respondents adopted higher level of aggression.

Parental Attachment

Conceptual Definition: Parental attachment refers to the degree of closeness, warmth, respect, and emotional connection between parent and child (Smith & Stem, 1997).

Operational Definition: Parental attachment refers to respondents score on 50 items (25 items for father and 25 items for mother). The Inventory of Parent

and Peer attachment (IPPA) by Armsden & Greenberg, (1987) will be used to measure adolescent's perceptions of security in their relationships with mother and father. Higher parental attachment scores indicated individuals with better quality of attachment relationship with their father and mother.

Peer attachment

Conceptual Definition: Peer attachment refers to the degree of closeness, warmth, respect, and affection shared between peers and child (Smith & Stem, 1997).

Operational Definition: Peer attachment refers to respondents score on 25 items. The Inventory of Parent and Peer attachment (IPPA) developed by Armsden & Greenberg, (1987) was used to measure adolescent's perceptions of security in their peer's relationship. Individual with high peer attachment scores showed have higher attachment with peers.

Self-Efficacy

Conceptual Definition: Self-efficacy is how individuals believe that they can successfully perform particular behaviors to attain the outcomes they desired (Bandura, 1977).

Operational Definition: Operationally, self-efficacy is based on the respondent's score on the 24 items, Self-Efficacy Scale Questionnaire for Children (SEQ-C) by Muris (2001). This scale is based on the 37-items Perceived Self-Efficacy Scale by Bandura, Pastorelli, Barbaranelli, & Caprara (1999). Higher score obtained reflects higher self-efficacy own self will be.

1.7 Theoretical Framework

Social Information Processing (SIP) theory (Crick & Dodge, 1994), Social Cognitive theory (SCT) and Attachment Theory (Bowlby, 1969) were adopted to guide for this study. In this area, the researcher focused on these mentioned theories and discussed briefly with the aim of discovering their relevance to adolescent's aggression. Nevertheless, there is an integration of theories in demonstrating aggression with no one single theory that can define the link between self-efficacy, parental attachment, peer attachment and aggression among adolescents.

Social Information Processing (SIP) theory

Social information processing theory (SIP) was a reformulated model by Dodge (1986), attempted to explain how individuals make inferences about the world and themselves as well as how this information and the past experiences is processed and affecting their subsequent social behaviors (Camodeca & Goossens, 2008). This theory suggested that when individuals engage in social interactions, there is possibility to develop aggression as they fail to process and determine the positive and negative social circumstances which will then generate less social solutions to a problem. Subsequently, aggressive response will be generated as individual may misinterpreted the intention behind the social acts (VanOostrum & Horvath, 1997). Generally, there are six steps in social information process which lead to a behavioral response. These steps are encoding and interpretation of social cues, followed by forming attribution, selecting goals, generating possible behavioral responses, evaluating responses and enacting the behavior. Shall there be any bias in the process within the memory, it may result in deviant responses or maladjusted behavior, for example aggression, bullying or peers rejection (Camodeca & Goossens, 2008; Losel, Bliesener & Bender, 2007; Crick & Dodge, 1994).

Crick and Dodge (1994) suggested that child's previous experiences and current relationships with parent or peers form the fragments in the knowledge base, or schema which guides their mental process. Dodge and Schwartz (1997) also highlighted that the social information process is different between aggressive and non-aggressive children. In an ambiguously provoked situation, aggressive children tend to perceive minimal cues, attribute hostile intentions, select hostile goals, evaluate aggression as positive, and eventually acting aggressively due to their information processing steps are impaired. They tend to process a variety of possible aggressive strategies if the previous steps contain primarily aggressive responses. The six information processing steps will be discussed in detail below.

Firstly, individuals will absorb the information flowing around their social environment, especially, parents, friends and media then encode them. After which, their mind will interpret the cues absorbed through their past experiences and memory. The interactions with friends allow the exchanges of information. For example, when a group of friends are discussing the topic of the latest pop culture, they are receiving information on the topic such as the latest hit songs, the latest album and the personal life of the pop singers. While over to the media side, the exposure through internet, TV shows or other media sources will be constantly updated into the stored information which is the long term memory. Lochman (1987) found that aggressive children tend to have attribution bias of themselves, and their peers. They will often perceive themselves as having low aggression while perceiving the peers as having high level of aggression. This perception may subsequently cause those aggressive children to respond aggressively.

After gaining sufficient information, the second step is the formation of attribution which refers to the construction of a mindset or way of thinking (mental representation). The incoming information from different sources will be interpreted based on this “formed logic” and more likely to be influenced by their previous experiences simultaneously. Aggressive children tend to make inferences about their peers’ intention in the social situation as threatening, even in non-hostile environments (Lansford, Malone, Dodge, Crozier, Pettit, & Bates, 2006). For instance, an aggressive child who is being hit by a ball while walking will tend to perceive this act as intentionally harmful by their peers. Shall deficiencies in the first step occurs, it will lead to cognitive biases while interpreting the social cues. The encoded hostile cues from environment may lead to the forming of distorted interpretations of the social information which will then lead to the selection of hostile or deviant goal to execute the possible responses.

Moving on to the third step of this model, individual makes clarification of goals by selecting a desired outcome to resolve the social situation. When the knowledge schema which an individual is retrieving contains mostly hostile content, hostile goals will be pursued, even when the cues are ambiguous. For instance, children who exposed to anger at home preliminary may assume and perceive that the expression of anger is normal and this mindset is formed within them. Consequently, they are more likely to construct and pursue relationship-damaging goals, such as seeking revenge or retaliation. This would most probably hinder them to be accepted by their peers which in turn causing anger and frustration that lead to the relationship damaging responses such as fights and arguments. Moretti, Obsuth, Odgers, & Reebye (2006) highlighted the main finding, indicated that adolescents who witnessed the aggression between their parents were explicitly more aggressive towards their friends.

In fourth step, after social cues have been encoded and construed following by the institution of a situational goal, individuals will then search for possible behavioral responses from their stored memories (responses access). Questions such as “What are my options to respond?” When the situation appears to be uniquely new to the schema, a new behavior or response (responses construction) may be constructed to respond to the social cues. On the other hand, children who able to retrieve learned behaviors stored in their long term memories which is found to be relevant in the current situation will respond with the similar actions. Shall the accessed memories contain aggressive manifestations which are the most directly accessible in the current social situation, inappropriate or ruthless action will be generated. For instance, children growing up in environment with domestic violence tend to react to conflicts more aggressively due to the perennial influences. The observation of violence within family members will create the thought that aggression is a legitimate way to interact with others. According to Losel, Bliesener, and Bender, (2007), those aggressive youth are more likely to have anti-social goals and are not interested in forming a good relationship with peers. Additionally, they also tend to generate aggressive responses and fewer solutions toward the social problems.

Upon the construction of possible responses, the anticipated consequences (moral concern), relations to goal(s), and the confidence (self-efficacy) for performing the response will then be evaluated. For example, ones may decide to engage in a fight due to they are highly efficacious about their abilities to obtain approvals or acceptance due to the previous experiences from family and friends who tend to approve aggressive attitudes or aggressive behavior causing the belief that maladaptive behavior will likely to be acceptable and likely to gain higher popularity among peers (expected positive consequences from aggressive responses) (Losel, Bliesener, &Bender, 2007).

The selection of favorable responses and transformation of cognition into actions summed up the entire process in this theory. The entire piece of this information will be stored in memory and used by individuals in forthcoming circumstances as a cognitive guidance in the process of decision making and to confront any social situation.

Social Cognitive Theory (SCT)

Social Cognitive Theory (Bandura, 1986) served as another theoretical guide in this study. This theory posited a relationship based on a model of triadic reciprocity determinism (Wood & Bandura, 1989) where personal factors (such as cognition and emotions), environmental influences and people's behavior act as interacting and reciprocal determinants that affecting one another (Bandura, 1986). This theory focuses on how personal factors and environmental factors interacting to determine individual's behavior and motivation (Bandura, 1986). For example, individuals acting aggressively (behavioral factors) are influenced by how they are affected (cognitive factors) by attachment relationships with parents and peers (environmental factors).

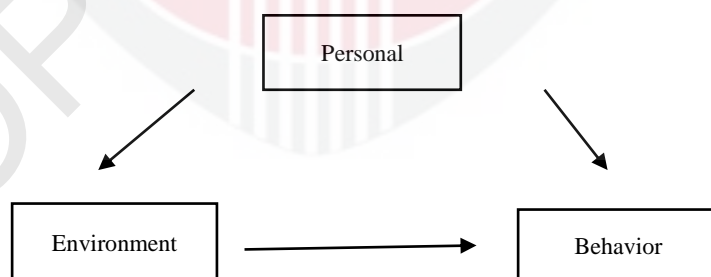


Figure 1.1: Triadic Influence in Social Cognitive Theory

According to Bandura (1986), self-efficacy defines as the cognitive/individual factor which has been specified by Bandura, (1977), plays a significant role in human functioning (Crothers, Hughes & Morine, 2008). Self-efficacy is the beliefs individuals hold on their ability to organize behaviors to achieve their

goals. These beliefs help them able to confront with impediments, obstacles, and difficulties in real life (Bandura, 1986). In addition, these beliefs are the most prerequisite for behavior change. Besides, self-efficacy also is a psychological concept that can affect people health behaviors (Von Ah, Ebert, Ngamvitro, Park & Kang, 2005). Individuals with high self-efficacy are more likely to approach difficult tasks as a challenging tasks to master, greater responsibility and high commitment towards achieving their goals whereas individuals are more likely to view the tasks as threats to be avoid, have weaker desires, and incredible sensitive towards negative effects for which they have low self-efficacy (Murphy, Gaughan, Hume, and Moore, 2010; Williams & Williams, 2010). According to Bandura (1997), people are typically have differences where they have high self-efficacy in some domains while low self-efficacy in other domains. Regardless of the realms, according to Bandura (2001), individuals with high self-efficacy have better outcomes.

This theory explained that how people behave is influenced by the environmental factors and mediated through their beliefs about their capabilities. Having to said that, individuals learn from the environment through observing, imitating and processing every behavior from the environment around them (Bandura, 1997), via personal factor such as the cognitive ability (Ormrod, 2006). For instance, adolescents may frequently apply aggression when trying to solve social problems in adulthood as they may have witnessed this demonstration by their parents. This observation from parents may indirectly encourage children to perform the same action subsequently. Furthermore, this action will leave an impression in children's mind which automatically perceived as an acceptable and normal act.

In this study, self-efficacy (personal factor) and attachment relationships with parent and peers (environmental factors) are interrelated with our behavior. These variables have been considering as significant social cognitive constructs in the framework of social cognitive theory. Therefore, attachment relationships with parents and peers play a predominant role during the stage of adolescence. Adolescents who have problems with parents and peers, leading to later maladjustment behavior, such as aggression while high self-efficacious adolescents have low chance in risk of aggression. Both parent and peers are imperative for adolescents due to both of these groups are major groups where adolescent's attitudes and behaviors are learned (Petraitis, Flay & Miller, 1995).

Attachment Theory

Attachment theory emphasizes the nature of the parent-child relationships or emotional bonds in the stages of adolescent development. Generally, attachment relationship refers as an emotional connection between a primary caregiver and a child that can provide psychological and physical security (Cotterell, 1992). According to attachment theory, growing children develop experience-based mental representations (internal working models) of

attachment relationships (repeated daily experiences with their principal caregivers, like father, mother, peers or other caregivers) (Bowlby, 1973). Bowlby (1982) also explained that, adolescents build their internal working models of what they can expect from themselves and the world based on the first interaction with the primary caregiver, particularly their parents. The accumulated experience from each interaction with primary caregivers, either negative or positive will then store as mental representations (schema). Subsequently, these schemas will influence the perception and the ability to trust others. Bretherton & Munholland (2008) defined as mental schemas of self and others that guide interactions, provide expectations, generate emotional appraisals and rules for processing or excluding information. In other words, the development of an internal working model is depending on the quality of care or attachment relationship they had obtained from their primary caregivers (father, mother, and peers). According to Constantine, (2006) and Kobak et al., (2007), when the attachment relationship between parents and adolescents is poor, the tendency towards aggression and dysfunctional anger patterns in them will be high.

From what has been described by Ainsworth (1972) and Bowlby (1973), the quality of attachment can be categorized into secure attachment and insecure attachment by studying from the various aspects of sensitivity, responsibility, supports, care, and availability of their parents. Secure attachment is established when parents are sensitive, available, responsive and supportive toward their children. This, in turn, will lead the children to construct a model of self as deserving other's love and will have an intense desire to maintain this close and lasting relationship (Bowlby, 1958, 1969, 1973, 1980, 1990). In contrast situation, when parents failed to be accessible and caring (insecure attachment) toward their children, the attachment bond breaks by separation which will likely causes the children to form an impression that relationships are untrustworthy, unavailable and support is unreliable thus having low self-worth for themselves and lack of confident in self and others (Gamble & Roberts, 2005; Gomez & McLaren, 2007) that may cause them to perceive and conclude others' behavior as negative intentions (Cawthorpe, West, & Wilkes, 2004; Irons & Gilbert, 2005). This will then, in turn, lead to anger and depression, then hostility (Bowlby, 1969, 1973, 1980). Bowlby (1973, 1980) believed that these models are resistance to change over time allowing us to justify that the effects behind will still be very impactful in the present studies.

Apart from what has been presented above, attachment theory is also used to explain numerous behavior outcomes, with aggression being the most relevant across the human's development process (McCartney, Owen, Booth, Clarke-Stewart, & Vandell, 2004). Studies on children's aggression built on top of Bowlby's ideas (1969, 1973) that the maladaptive view of one's self and the others resulted from insecure or untrustworthy attachment relationship with parents is one of the major factors that may cause the risk of children engaging in aggression. In order words, attachment theory may be associated with aggressive behavior due to how early life experiences impact one's processing of social information (Renken, Egeland, Marvinney, Mangelsdorf, & Sroufe, 1989). This is supported by other researchers, Greenberg, Speltz, and Deklyen

(1993), who linked one's view of self and others with how one process the information from the social situations, which in turn related to aggressive behavior. For instance, if one has insecure attachment relationship with parent in the early age, he/she could have maladaptive working models of the self and others. He/she will tend to attribute hostile attention from the actions of the others (deficit in social information processing). As a result, the person is more likely to respond with aggressive behavior.

Integration between Theories

This study uses three theories: Social Information Theory (SIP), Social Cognitive Theory (SCT) and attachment theory in explaining relevant aspects of aggression due to there is no single theory to explain the connection between self-efficacy, parental (father and mother) attachment, peer attachment, and aggression among adolescents. The integration of the theories in understanding the contribution of self-efficacy, parental (father and mother) attachment, peer attachment to aggression are presented in Figure 1.2.

An interesting aspect of SIP model by Crick and Dodge (1994) is the incorporation of concepts from attachment theory, particularly the early parent-child relationship in understanding children's subsequent behavior in the social relationships. In other words, SIP model is in fact having a connection with attachment theory in which the way individuals processing social information is influenced by past experiences with parents and peers, in particular the level of care and concern received from the parents and peers. According to Bowlby (1982), the quality of attachment between caregiver and children may impact the development of expectations about the self and the others and how to respond towards the actions of others. These prior experiences will then store in the long-term memory as a form of social knowledge and cues that may be accessed later to guide the individual's respond to incoming social cues which consequently affect their behavior in social situations.

Furthermore, attachment bonds since early age are vital in the formation of one's cognitive structures, which is internal working models and is built since infancy onwards. This is referred to the internal working model of self and others. This model play a fundamental role in affecting the information processing by guiding individual's memory, cognition, attention, as well as affecting the nature of social relationships. For example, at the interpretation stage of information processing, individual's view of self may contribute in intent attribution; for instance, one may interpret the social cues as hostile acts. Individuals who develop a secure internal working model are more likely to have positive internal representations of themselves and the world. In attachment contexts, they tend to view other attachment figures as psychologically valuable, responsive, caring and supportive, in the meantime building a positive sense of self. Therefore, individual's emotional needs provided by caregivers help them form a positive working model of the world. Nevertheless, if child's early attached with parents marked by irresponsible,

mistrust, and hostility, this may develop a negative internal working model where the child view others is untrustworthy and likely to have maladaptive views of self and others (Duchesne & Larose, 2007). When individuals developed a negative internal working model, this will lead them to interpret the social cues as hostile attribution bias when they encounter a particular social situation. The selection of aggressive responses leads to unfavorable outcomes, which included aggression, and delinquency among the child (Greeberg et al., 1993).

Also, early parent-child attachment directly or indirectly affects children's sense of self-efficacy or children's own beliefs about their capabilities to achieve certain goals. Based on the social cognitive theory, environment is a factor that can affect one's behaviour. A social environment includes parents and peers where individuals learn behaviour by observing and imitating the behaviour from the social environment.

Thus, in the present study, self-efficacy is influenced by the parental attachment and peer attachment (attachment theory) which the past experiences with parents and peers will in turn affecting the behavior in later social situations.

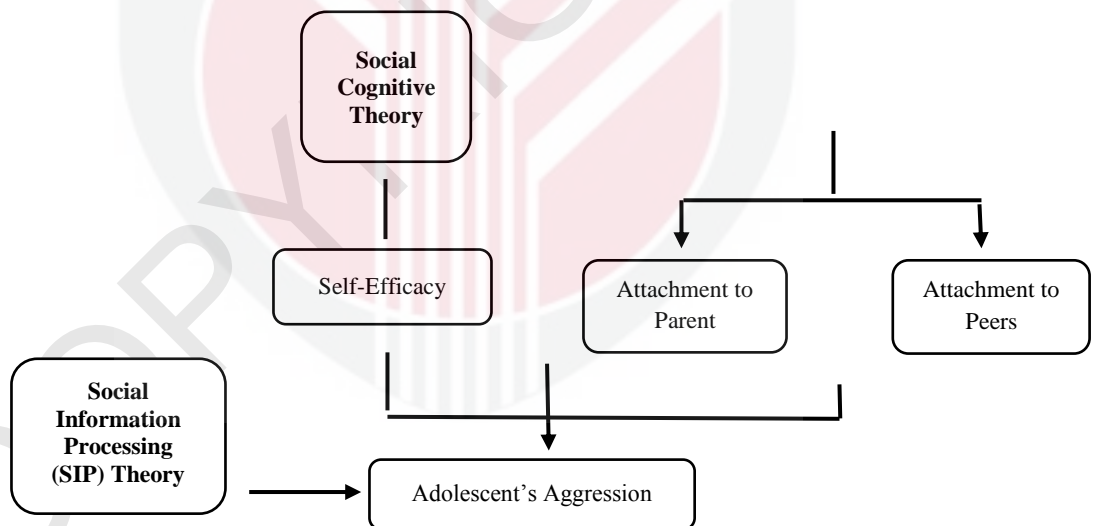


Figure 1.2: Theoretical Framework for the Study on “Relationships between Self-Efficacy, Parental (Father and Mother) Attachment, Peers Attachment and Aggression among Adolescents in Selangor, Malaysia”.

1.8 Conceptual Framework

The conceptual framework was the central theme which served as a guide in conducting an investigation. Based on the research questions addressed in the previous session and the theoretical background of the study, the conceptual framework of this study was developed and constructed as shown in Figure 1.3.

The framework shows the direction of relationships between parental (father and mother) attachment and peer attachment (independent variables), self-efficacy (mediator), and adolescent's aggression (outcome variable). Mediator is included as the third variable which links independent variables and the dependent variable. In addition, mediator is able to explain "why" and "how" the independent variables and dependent variable are related (Baron & Kenny, 1986). The current study proposed that self-efficacy serves as the variable interfere / explaining the relationship between parental (father and mother) attachment, peer attachment and aggression among adolescents.

In attachment theory, Bowlby (1982) postulated that individuals who experience secure attachment, supportive caring and emotion support from parents will perceive themselves as worthy of other's love. Subsequently, parents provide a secure base that encourages a sense of personal efficacy among adolescents. Adolescents with good attachment with parents are more likely to have high self-efficacy (Laible, Carlo, & Roesch, 2004; Arbona & Power, 2003). In contrast, those insecurely attachment adolescents, either with parents and peers, were related to the increase risk of behavioural problems, such as aggression (Moretti, DaSilva, & Holland, 2004) and delinquency (Hoeve et al., 2012). Although attachment theory focused more on parent-child attachment, however existence literatures showed that peers served as another attachment figures that influence individual's social, emotional support and well-adjustment for later life among adolescents (Wilkinson 2010; Laible 2007; Laible et al. 2000). Burton, Florell and Wygant (2013) found that attachment to peer may decrease the likelihood of one engaging in bullying situation.

Antecedent Variables

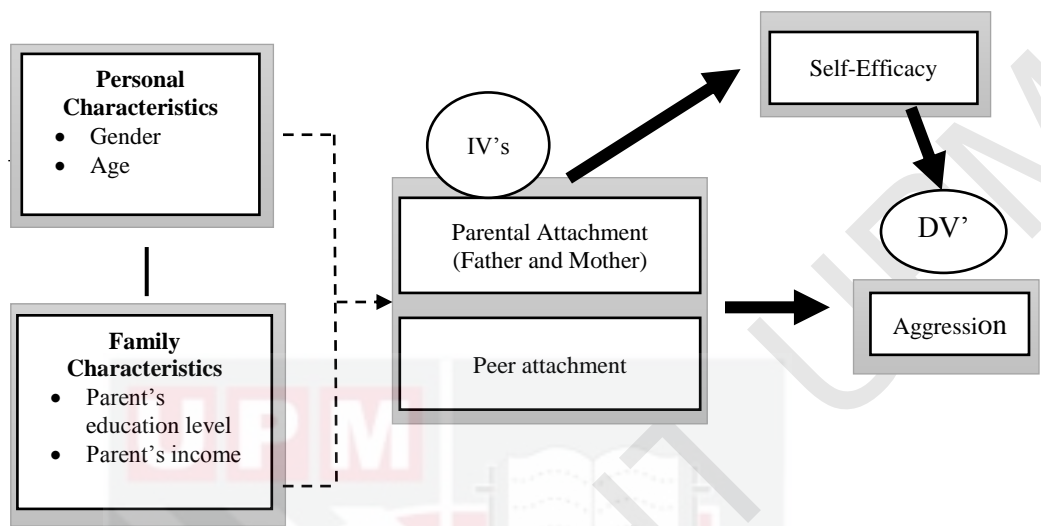


Figure 1.3: Conceptual Framework for a Study on “Relationships between Self-Efficacy, Parental (Father and Mother) Attachment, Peer attachment and Aggression among Adolescents in Selangor, Malaysia”.

Lastly, the present study hypothesizes that self-efficacy mediated the relationship between parental attachment, peer attachment and aggression. This is supported by Bradley and Corwyn (2001) that efficacy belief has the potential to serve as a mediator on the relationship between the environment and adolescents’ development. Thus, the mediation model postulated that adolescents with high attachment relationship of parent and peers are related to low aggression through the positive effect of attachment on self-efficacy. In other words, high attachment relationship leads to high self-efficacy that, in turn, diminishes aggression.

1.9 Research Limitation

This present study is subject to few of limitations and should be addressed with future work.

First of all, the sample of this research was merely on school-going adolescents aged 14 years old in secondary school in Selangor state, Malaysia. Thus, the results of this study may not be generalizable to the entire secondary school students in Malaysia. In addition, there is only national government school involved in the study, thus it may limit the extent of findings generalization to other types of secondary schools in Malaysia.

Furthermore, findings of the study relied solely on the adolescent's self-report measures who recall their attachment relationships with father, mother and peers, which might not be able to yield accurate information regarding attachment relationship. This may introduce potential problems of common method biases into the data. Adolescent's perception of attachment relationship with specific figures could have been influenced by their own beliefs and not reliable with either parent's actual parenting or peer's actual close relationship. Some respondents also may not or unable to recall the way their parent/peers treated them accurately, or they may not be willing to share their own feelings and experiences or may even misunderstand the questions. Longitudinal studies with larger sample size may represent the targeted population more precisely and provide data that better elucidate the relationships among the variables.

At last, this study concerned with the form of causality related to aggression among adolescents. The instruments were administered to respondents for a short period of time and it can be difficult to prove a cause and effect of the relationship among the variables studied. This issue cannot be completely ruled out in view of cross-sectional nature of this sample. Longitudinal studies would be beneficial to establish the causality between constructs.

1.10 Chapter Summary

The present chapter begins with a brief introduction and background of study. This study highlights the association between self-efficacy, parental (father and mother) attachment, peer attachment and aggression among secondary school adolescents. The issue of aggression was discussed by highlighting the situations in the state of Selangor, Malaysia. The objectives and hypotheses of the study were outlined followed by the significance of the study and the definition of terms. This chapter also presented frameworks of the study: theoretical framework and conceptual framework. Finally, this chapter highlighted the significance of the study either to the researcher, public agencies, such as schools or countries.

REFERENCES

- Abdul, M. R., Mohamad, N., Sabariah, S., Md. Noor., Ab. Aziz, Y., Zulkifli., Muhammad, B., Ahmad, J., and Nur, J. (2013). Aggressive behavior phenomenon among teenagers in schools: Prevention and treatment. *International Journal of Arts and Commerce*, 2(3), 58-62.
- Adams, G., and Gullotta, T. (1989). *Adolescent Life Experiences*. Wadsworth, Belmont, CA.
- Aiken, L. S., and West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Newbury Park, London: Sage.
- Ainsworth, M. S., and Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46(4), 333-341.
- Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709-716.
- Ainsworth, M. D. S. (1972). Attachment and dependency: A comparison. In Gewirtz, J., L. (Ed.), *Attachment and dependency* (pp. 97-137). Washington, DC: W. H. Winston.
- Aljoroshy, A. (2007). *A study on the level of hostility on the effect of depressed blind and non-blind girls*. (Unpublished M.A. thesis). Misrata University, Libya.
- Allen, J. P. (2008). The attachment system in adolescence. In Cassidy, J., and Shaver, P. R. (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (2nd Ed., pp. 419-435). New York: Guilford.
- Allen J. P., Porter, M., MacFarland, C., McElhaney, K. B., and Marsh, P. (2007). The relation of attachment security to adolescents' paternal and peer relationships, depression, and externalizing behavior. *Child Development*, 78(4), 1222-1239.
- Angela, F., and Siu, Y. (2009). 'Trait emotional intelligence and its relationships with problem behavior in Hong Kong adolescents.' *Personality and Individual Differences*, 47(6), 553-557.
- Arbano, C., and Power, T. (2003). Parental attachment, self-esteem and antisocial behaviors among African American, European American, & Mexican American adolescents. *Journal of Counseling Psychology*, 50(1), 40-51.
- Armsden, G. C., and 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(5), 427-454.
- Arnett, J. J. (1999). Adolescent Storm and Stress, Reconsidered. *Am Psychol*, 54 (5). 317-326.
- Audrey, V., and and Suzanna, P. (2-16, April 03). Address issue at preschool level. *New Straits Times online*. Retrieved from <http://www.nst.com.my/news/2016/04/136966/address-issue-preschool-level>.
- Austin, E. J., Saklofske, D. H., and Egan, V. (2005). Personality, well-being, and health correlates of trait emotional intelligence. *Personality and Individual Differences*, 38(3), 547-558.
- Azizi, Y., Noordin, Y., and Faizah, I. (2012) Aggressive behavior and the influencing factors at five schools in Johor bahru. *Elixir Online Journal*, 42A, 6530-6536.

- Babbie, E. (2007). *Conducting qualitative field research. In The practice of social research (11th Ed.)*. U.S.A.: Thomson Wadsworth.
- Bamberg, J., Findley, S., and Toumbourou, J. (2006). The BEST Plus approach to assisting families recover from youth substance problems. *Youth Studies Australia*, 25(2), 25-32.
- Bandura, A., and Locke, E. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99.
- Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., and Pastorelli, C. (2003). *Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. Child Development*, 74(3), 769-782.
- Bandura, A., Barbaranelli, C., Caprara, G. V., and Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187-206.
- Bandura, A. (2001). Social cognitive theory. An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Bandura, A. (2000). Social cognitive theory. In Kazdin, A. E. (Ed.), *Encyclopedia of psychology*. New York: Oxford University Press.
- Bandura, A., Pastorelli, C., Barbaranelli, C., and Caprara, G. V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology*, 76(2), 258-269.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (1996). Mechanisms of moral agency in the exercise of moral agency. *Journal of Personality and Social Psychology*, 71(2), 364-374.
- Bandura, A. (1995). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press.
- Bandura, A. (1994). Self-efficacy. In Ramachaudran, V. S. (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ. : Prentice-Hall, Inc
- Bandura, A., and Cervone, D. (1983). Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal system. *Journal of Personality and Social Psychology*, 45(5), 1017-1028.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Baron, R. A. and Bryne, D. (2005). *Psychology (10th Ed)*. New Delhi: Prentice-Hall.
- Baron, R. M., and Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182. <http://dx.doi.org/10.1037/0022-3514.51.6.1173>.
- Bartlett, J. E., Kotrlik, J. W., and Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Bartol, C. R. (1995). *Criminal behaviour: A psychosocial approach (4th Ed.)*. EnglewoodCliffs, NJ: Prentice-Hall.

- Batool, S. S. (2013). Lack of Adequate Parenting: A Potential Risk Factor for Aggression among Adolescents. *Pakistan Journal of Psychological Research*, 28(2), 217-238.
- Berlin, L. J., Cassidy, J., and Appleyard, K. (2008). The influence of early attachments on other relationships. In Cassidy, J., & Shaver, P. R. (Eds.), *Handbook of attachment: Theory, research and clinical applications* (pp. 333–346). New York, NY: Guilford Press.
- Bibi, Z. T., and Prem, V. (2007). Aggression and attachment security. *Iran Journal of Psychiatry*, 2(2), 72-77.
- Brislin, R. W. (2004). Back translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185-216.
- Bosmans, G., C., Leeuwen, K. V., and Beyers, W. (2006). Do parenting behaviors predict externalizing behavior in adolescence, or is attachment the neglected 3rd factor? *Journal of Youth and Adolescence*, 35(3), 373-383.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.
- Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. *American Journal of Orthopsychiatry*, 52 (4), 664–678.
- Bowlby, J. (1980a). *Attachment and loss, Vol. 3: Loss, sadness and depression*. New York: Basic Books.
- Bowlby, J. (1973). *Separation: Anxiety and anger*. New York: Basic Books.
- Bowlby, J. (1969). *Attachment and loss*. London, UK: Hogarth Press.
- Bowlby, J. (1969). *Attachment and Loss: Vol. II, Separation, anxiety and anger*. USA: Basic Books.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psycho-Analysis*, 39(5), 350-373.
- Bradley, R. H., and Corwyn, R. F. (2001). Home environment and behavioral development during early adolescence: The mediating and moderating roles of self-efficacy beliefs, *Merrill-Palmer Quarterly*, 47(2), 165-187.
- Bretherton, I., and Munholland, K. A. (2008). Internal working models in attachment relationships: Elaborating a central construct in attachment theory. In Cassidy, J., & Shaver, P. R. (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (2nd Ed., pp. 102–127). New York, NY: Guilford Press.
- Bretherton, I., Lambert, J. D., and Golby, B. (2005). Involved fathers of preschool children seen by themselves and their wives: Accounts of attachment, socialization, and companionship. *Attachment & Human Development*, 7(3), 229–251.
- Brown, G. L., McBride, B. A., Shin, N., and Bost, K. K. (2007). Parenting predictors of father-child attachment security: Interactive effects of father involvement and fathering quality. *Fathering*, 5(3), 197-219.
- Byrd, M. (2011). *Perfectionism Hurts: Examining the Relationship between Perfectionism, Anger, Anxiety and Sport Aggression*. Thesis Master of Kinesiology and Health, Miami University Oxford, OH.
- Buchanan, C. M. and Holmbeck, G. (1998). Measuring beliefs about adolescent personality and styles. *Journal of Youth and Adolescence*, 27(5), 609-629.
- Burton, K. A., Florell, D., and Wygant, D. B. (2013). The role of peer attachment and normative beliefs about aggression on traditional

- bullying and cyberbullying. *Psychology in the Schools*, 50(2), 103-115. Doi: 10.1002/pits.21663.
- Buschgens, C., van Aken, M., Swinkels, S., Ormel, J., Verhulst, F., and Buitelaar, J. (2010). Externalizing behaviors in preadolescents: familial risk to externalizing behaviors and perceived parenting styles. *European Child and Adolescent Psychiatry*, 19(7), 567–575. <http://dx.doi.org/10.1007/s00787-009-0086-8>.
- Bushman, B. J., and Huesmann, L. R. (2010). Aggression. In Fiske, S. T., Gilbert, D. T., and Lindzey, G. (Eds.), *Handbook of social psychology* (5th ed., pp. 833–863). New York: John Wiley & Sons.
- Camodeca, M. and Goossens, F.A. (2008). How children perceive others: A perspective based on social information processing. In Teiford, J. A. (Ed.), *Social perception: 21st Century issues and challenges* (pp. 81-102). New York: Nova Science Publishers, Inc.
- Caprara, G. V., Luengo Kanacri, B. P., Zuffianò, A., Gerbino, M., and Pastorelli, C. (2015). Why and how to promote adolescents' prosocial behaviors: Direct, mediated and moderated effects of the CEPIDEA school-based program. *Journal of Youth and Adolescence*, 44(12), 2211–2229. Doi:10.1007/s10964-015- 0293-1.
- Caprara, G. V., and Steca, P. (2005). Self-efficacy beliefs as determinants of prosocial behavior conducive to life satisfaction across ages. *Journal of Social and Clinical Psychology*, 24(2), 191–217.
- Caprara, G. V., Regalia, C., and Bandura, A. (2002). Longitudinal impact of perceived self-regulatory efficacy on violence conduct. *European Psychologist*, 7(1), 63-69.
- Card, N. A., Stucky, B. D., Sawalani, G. M., and 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(5), 1185–1229.
- Card, N. A., and Little, T. D. (2006). Proactive and reactive aggression in childhood and adolescence: a meta-analysis of differential relations with psychosocial adjustment. *International Journal of Behavioral Development*, 30(5), 466–480.
- Carlson, M. J. (2006). Family structure, father involvement, and adolescent behavioral outcomes. *Journal of Marriage and Family*, 68(1), 137-154.
- Carter, M., McGee, R., Taylor, B., and Williams, S. (2007). Health outcomes in adolescence: associations with family, friends and school engagement. *Journal of Adolescence*, 30(1), 51- 62.
- Cassen, R., Feinstein, L. and Graham, P. (2009). Educational outcomes: Adversity and resilience. *Social Policy and Society*, 8(1), 73-85.
- Cawthorpe, D., West, M., and Wilkes, T. (2004). Attachment and depression: The relationship between the felt security of attachment and clinical depression among hospitalized female adolescents. *The Canadian Child and Adolescent Psychiatry Review*, 13(2), 31-35.
- Chidiebere, K. D., Ma'rof, R., Hanina, H., and Mohd. Ibrani, S. (2015). Peer attachment and intention of aggressive behavior among school children. *Journal of Humanities and Social Science*, 20(1), 66-72.
- Cima, M., Raine, A., Meesters, C., and Popma, A. (2013). Validation of the Dutch Reactive Proactive Questionnaire (RPQ): Differential correlates of reactive and proactive aggression from childhood to adulthood. *Aggressive Behavior*, 39(2), 99-113. Doi: 10.1002/ab.21458

- Chee-Leong, G. (2006). *The psychosocial impact of violence against children*. Retrieved from http://www.unicef.org/malaysia/2006.10.19__VAC_Msia_Speech_by_Dr_Goh_Chee_Leong.pdf .
- Christle, C. A., Jolivette, K. and Nelson, C. M. (2005). Breaking the school to prison pipeline: Identifying school risk and protective factors for youth delinquency, exceptionality. *Special Education Journal*, 13(2), 69-88. Doi.10.1207/s15327035ex1302_2.
- Chua, Y. P. (2006). *Kaedah penyelidikan: Kaedah dan Statistik Penyelidikan*. Malaysia: McGraw-Hill Education.
- Cochran, W. G. (1977). *Sampling techniques (3rd Ed.)*. New York: John Wiley & Sons.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.
- Coleman, P. K. (2003). Perceptions of parent-child attachment, social self-efficacy, and peers relationships in middle childhood. *Infant and Child Development*, 12(4), 352-368.
- Coley, R. L., and Medeiros, B. L. (2007). Reciprocal longitudinal relations between non-resident father involvement and adolescent delinquency. *Child Development*, 78(1), 132-147
- Constantine, M.G. (2006). Perceived family conflict, parental attachment, and depression in African American female adolescents. *Cultural Diversity and Ethnic Minority Psychology*, 12(4), 697-709.
- Corcoran, K. O., and Mallinckrodt, B. (2000). Adult attachment, self-efficacy, perspective taking, and conflict resolution. *Journal of Counseling & Development*, 78(4), 473- 484.
- Cotterell, J. L. (1992). The relation of attachments and supports to adolescent well-being and school adjustment. *Journal of Adolescent Research*, 7(1), 28-42.
- Crick, N. R., and Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115(1), 74-101.
- Crothers, L. M., Hughes, T. L., and Morine, K. A. (2008). *Theory and cases in school based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York: Routledge Taylor & Francis Group.
- Cummings-Robeau, T. L., Lopez, F. G., and Rice, K. G. (2009). Attachment-related predictors of college students' problems with interpersonal sensitivity and aggression. *Journal of Social and Clinical Psychology*, 28(3), 364-391.
- Dekovic, M., Janssens, J. M., and As, N. (2003). Family predictors of antisocial behaviors in adolescence. *Family Process*, 42(2), 223-235.
- Demanet, J., and Houtte, M. V. (2011). The impact of bullying and victimization on students' relationships. *American Journal of Health and Education*, 13(2), 104-113.
- Demir, M., Ozdemir, M., and Weitekamp, L. A. (2007). Looking to happy tomorrows with friends: Best and close friendships as they predict happiness. *Journal of Happiness Studies*, 8(2), 243-271. <http://dx.doi.org/10.1007/s10902-006-9025-2>.

- DeMonchy, M., Pijl, S., and Zandberg, T. (2004). Discrepancies in judging social inclusion and bullying of pupils with behaviour problems. *European Journal Special Needs Education, 19*(3), 317–330.
- Department of Social Welfare. (2013). *Laporan statistik 2011*. Retrieved from <http://www.jkm.gov.my/>
- Devine, J., Gilligan, J., Miczek, K. A., Shaikh, R., and Pfaff, D. (2004). *Youth violence: Scientific approaches to prevention*. New York: New York Academy of Sciences.
- Dodge, K. A. (1986). A social information-processing model of social competence in children. In Perlmutter, M. (Ed.), *Minnesota symposium on child psychology* (Vol. 18, pp. 77–125). Hillsdale, NJ: Erlbaum.
- Donnellan, M. B., Trzesniewski, K. H., Robins, R. W., Moffitt, T. E., and Caspi, A. (2005). Low self-esteem is related to aggression, antisocial behaviour, and delinquency. *Psychological Science, 16*(4), 328–335.
- Doyle, A. B., and Moretti, M. M. (2001). *Attachment to parents and adjustment to adolescence: Literature review and policy implications*. Ottawa: Health Canada, Child and Family Division.
- Ducharme, J. Doyle, A. B., and Markiewicz, D. (2002). Attachment security with mother and father: Association with adolescents' reports of interpersonal behavior with parents and peers. *Journal of Social and Personal Relationships, 19*(2), 203-231.
- Duchesne, S., and Larose, S. (2007). Adolescent parental attachment and academic motivation and performance in early adolescence. *Journal of Applied Social Psychology, 37*(7), 1501–1521.
- Dykas, M., Ziv, Y., and Cassidy, J. (2008). Attachment and peers relations in adolescence. *Attachment & Human Development, 10*(2), 123-141.
- Estefania, E. L., Sergio, M. P., Gonzalo, M. O., and David, M. R. (2008). Adolescent aggression: Effects of gender and family and school environments. *Journal of Adolescence, 31*(4), 433-450.
- Elias, M. J., and Bruene Butler, L. (2005). *Social decision making/social problem solving for middle school students: Skills and activities for academic, social, and emotional success*. Champaign, IL: Research Press.
- Eliseo, P. V. B. S. (2010). *An empirical test of low self-control theory among Hispanic youth*. Unpublished Master of Science in Justice policy, University of Texas: Texas.
- Erickson, M., Sroufe, L. A., and Egeland, B. (1985). The relationship between quality of attachment and behavior problems in preschool in a high-risk sample. *Monographs of the Society for Research in Child Development, 50*(1/2), 47- 166.
- Espelage, D. L., Mebane, S. E., and Adams, R. S. (2004). Empathy, caring and bullying: Towards an understanding of complex associations. In Espelage, D. & Swearer, S. (Eds). *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp 15-35). Mahwah, N. J: Lawrence Erlbaum Associates.
- Ezam, R. (22 May 2003). *Teen girl jailed for false testimony*. Borneo Bulletin.
- Fanny Ho, M. C. (2007). *The impact of parental attachment on adolescent externalizing problem behaviour in Hong Kong*. City University of Hong Kong.

- Faris, R., and Felmlee, D. (2011). Status struggles: network centrality and gender segregation in same- and cross-gender aggression. *American Sociological Review*, 76(1), 48–73. Doi: 10.1177/0003122410396196.
- Farrell, A. D., Erwin, E. H., Bettencourt, A., Mays, S., Vulin-Reynolds, M., and Sullivan, T. N. (2008). Individual factors influencing effective nonviolent behavior and fighting in peer situations: A qualitative study with urban African American adolescents. *Journal of Clinical Child and Adolescent Psychology*, 37(2), 397–411.
- Ferla, U., Valcke, M., and Schuyten, G. (2008). Relationships between student cognitions and their effects on study strategies. *Learning and Individual Differences*, 18(2), 271–278.
<http://dx.doi.org/10.1016/j.lindif.2007.11.003>.
- Feshbach, S. (1970). Aggression. In Mussen, P. (Ed.), *Carmichaels' manual of child psychology* (pp. 159-259). New York: Wiley.
- Fite, P. J., Stoppelbein, L., and Greening, L. (2009). Proactive and reactive aggression in a child psychiatric inpatient population. *Journal of Clinical Child and Adolescent Psychology*, 38(2), 199– 205.
- Fraenkel, J. R., and Wallen, N. E. (2006). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Fung, A. L., Raine, A., and Gao, Y. (2009). Cross-cultural generalizability of the Reactive-Proactive Aggression Questionnaire (RPQ). *Journal of Personality Assessment*, 91 (5), 473-479.
- Gallarín, M., and Alonso-Arbiol, I. (2012). Parenting practices, parental attachment and aggressiveness in adolescence: A predictive model. *Journal of Adolescence*, 35(6), 1601–1610.
- Gamble, S. A., and Roberts, J. E. (2005). Adolescents' perceptions of primary caregivers and cognitive style: The roles of attachment security and gender. *Cognitive Therapy and Research*, 29(2), 123–141.
- Geen, R. G. (2001). *Human aggression* (2nd Ed.). Open University Press: Buckingham.
- George, M. R. W., Cummings, E. M., and Davies, P. T. (2010). Positive aspects of fathering and mothering, and children's attachment in kindergarten. *Early Child Development and Care*, 180(1/2), 107-119.
- Goldberg, S. (1991). Recent developments in attachment theory and research, *Canadian Journal of Psychiatry*, 36(6), 393–400.
- Gomez, R., and McLaren, S. (2007). The inter-relations of mother and father attachment, self-esteem and aggression during late adolescence. *Aggressive Behavior*, 33(2), 160–169.
- Goodsell, T. L., and Meldrum, J. T. (2009). Nurturing fathers: A qualitative examination of child–father. *Early Child Development and Care*, 180(1/2), 249-262.
- Gorman-Smith, D., Hengry, D. B., and Tolan, P. H. (2004). Exposure to community violence and violence perpetration: The protective effects of family functioning. *Journal of Clinical Child and Adolescent Psychology*, 33(3), 439-449.
- Greenberg, M. T., Speltz, M. L., and DeKlyen, M. (1993). The role of attachment in the early development of disruptive problems. *Development and Psychopathology*, 5(1-2), 191–213.
- Greenberg, M. T., Siegel, J. M., and Leitch, C. J. (1984). The nature and important of attachment relationships to parents during adolescence. *Journal of Youth and Adolescence*, 12(5), 373-386.

- Grossmann, K., Grossmann, K. E., Kindler, H., and Zimmermann, P. (2008). A wider view of attachment and exploration. The influence of mothers and fathers on development of psychological security from infancy to young adulthood. In Cassidy, J., & Shaver, P. R. (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (2nd Ed, pp. 857–879). New York: Guilford Press.
- Gullone, E., and Robinson, K. (2005). The Inventory of Parent and Peer attachment—Revised (IPPA-R) for children: a psychometric investigation. *Clinical Psychology & Psychotherapy*, 12(1), 67-69.
- Hage, S., Van Meijel, B., Fluttert, F., and Berden, G. F. M. G. (2009). Aggressive behaviour in adolescent psychiatric settings. What are risk factors, possible interventions and implications for nursing practice? A literature review. *Journal of Psychiatric and Mental Health Nursing*, 16(7), 661-669.
- Hamme Peterson, C., Buser, T. J., and Westburg, N. G. (2010). Effects of familial attachment, social support, involvement, and self-esteem on youth substance use and sexual risk taking. *The Family Journal*, 18(4), 369-376.
- Harachi, T., Fleming, C., White, H., Ensminger, M., Abbott, R., Catalano, R., and Haggerty, K. P. (2006). Aggressive behavior among girls and boys during middle childhood: Predictors and sequelae of trajectory group membership. *Aggressive Behavior*, 32(4), 279-293.
- Hawley, P. H., and Vaughn, B. E. (2003). Aggression and adaptive functioning: The bright side to bad behavior (Introduction). *Merrill-Palmer Quarterly*, 49(3), 239-243.
- Herrero, J., Estevez, E. and Musitu, G. (2006). The relationships of adolescent school – related deviant behaviour and victimization with psychological distress: Testing a general model of the mediational role of parents and teachers across groups of gender and age. *Journal of Adolescence*, 29(5), 671 – 690.
- Higgins, G. E., Jennings, W. G., and Mahoney, M. (2010). Developmental trajectories of maternal and paternal attachment and delinquency in adolescence. *Deviant Behavior*, 31(7), 655-677.
- Hoeve, M., Stams, G. J. J. M., Put, C. E., Dubas, J. S., Laan, P. H., and Gerris, J. R. M. (2012). A meta-analysis of attachment to parents and delinquency. *Journal of Abnormal Child Psychology*, 40(5), 771-785.
- Hogan, T. P. (2007). *Psychological testing: a practical introduction* (2nd Ed.). Hoboken, NJ: John Wiley & Sons.
- Holloway, A., and Watson, H. E. (2002). Role of self-efficacy and behaviour change. *International Journal of Nursing Practice*, 8(2), 106-115.
- Horne, A. M., Stoddard, J. L., and Bell, C. D. (2007). Group approaches to reducing aggression and bullying in school. *Group Dynamics: Theory, Research, and Practice*, 11(4), 262-271.
- Houbre, B., Tarquino, C., and Thuillier, I. (2006). Bullying among students and its consequences on health. *European Journal of Psychology of Education*, 21(2), 183-208.
- Houston, J. (2012). *Effects of Violence on Youths' Perceptions of Peer and Sibling Aggression*. Thesis Degree of Master of Science, Marquette University.
- Huang, H., Hong, J. S., and Espelage, D. L. (2013). Understanding factors associated with bullying and peers victimization in Chinese schools

- within ecological contexts. *Journal of Child and Family Studies*, 22(7), 881–892. Doi: 10.1007/s10826-012-9647-4.
- Hudley, C., Graham, S. (1993). An attributional intervention to reduce peers-directed aggression among African American boys. *Child Development*, 64(1), 124–138
- Huesmann, L. R., Eron, L. D., and Dubow, E. F. (2002). Childhood predictors of adult criminality: are all risk factors reflected in childhood aggressiveness? *Criminal Behaviour and Mental Health*, 12(3), 185-208.
- Irons, C., and Gilbert, P. (2005). Evolved mechanisms in adolescent anxiety and depression symptoms: The role of the attachment and social rank systems. *Journal of Adolescence*, 28(3), 325-341.
- Jia, R., Kotila, L. E., and Schoppe-Sullivan, S. (2012). Transactional relations between father involvement and preschoolers' socioemotional adjustment. *Journal of Family Psychology*, 26(6), 848-857.
- Karavalis, L., Doyle, A. B., and Markiewicz, D. (2003). Associations between parenting style and attachment to mother in middle childhood and adolescence. *International Journal of Behavioral Development*, 27(2), 153-164.
- Karreman, A., and Vingerhoets, J. J. M. (2012). Attachment and well-being: The mediating role of emotion regulation and resilience. *Personality and Individual Differences*, 53(7), 821–826.
- Kazdin, A. E. (2003). Clinical significance: Measuring whether interventions make a difference. In Kazdin, A., & Weisz, J. (Eds.), *Methodological issues and strategies in clinical research* (pp. 691-710). Washington, DC: American Psychological Association.
- Kerns, K. A., Tomich, P. L., and Kim, P. (2006). Normative Trends in Children's Perceptions of Availability and Utilization of Attachment Figures in Middle Childhood. *Journal of Social Development*, 15(1), 1-22.
- Kimiaei, A., Raftar, M. M., and Soltanifar, A. (2011). Emotional intelligence and it's effectiveness on reducing aggression in adolescents. *Research on Clinical Psychology and Counseling*, 1(1), 153-166.
- Klein, K., and Forehand, R. (2000). Family processes as resources for African American children exposed to a constellation of socio demographic risk factors. *Journal of Clinical Child Psychology*, 29(1), 53-65.
- Krahe, B., and Moller, I. (2004). Playing violent electronic games, hostile attributional style, and aggression-related norms in German adolescents. *Journal of Adolescence*, 27(1), 53-69.
- Kobak, R., Rosenthal, N. L., Zajac, K., and Madsen, S. D. (2007). Adolescent attachment hierarchies and the search for an adult pair-bond. *New Directions for Child and Adolescent Development*, 117(), 57-72.
- Kobak, R. and Cole, C. (1994). Attachment and meta-monitoring: Implications for adolescent autonomy and psychopathology. Cicchetti, D. (Ed.) *Rochester Symposium on Development and Psychopathology Vol. 5: Disorders of the Self*, (pp. 267-297). Rochester, NY: Rochester University Press.
- Kobak, R., and Sceery, A. (1988). Attachment in late adolescence: Working models, affect regulation, and representations of self and others. *Child Development*, 59(1), 135-146.
- Kokko, K., Tremblay, R. E., Lacourse, E., Nagin, D. S., and Vitaro, F. (2006). Trajectories of prosocial behavior and physical aggression in middle

- childhood: Links to adolescent school dropout and physical violence. *Journal of Research on Adolescence*, 16(3), 403-428.
- Kokko, K. and Pulkkinen, L. (2005). Stability of aggressive behavior from childhood to middle age in women and men. *Aggressive Behavior*, 31(5), 485-497.
- Kong, L. L., Maria Chong, A., and Samsilah, R. (2012). Aggression among school children in Malaysia. *Social sciences & humanities*, 20(S), 89 – 102.
- Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Lacourse, E., Nagin, D. S., Vitaro, F., Côté, S., Arseneault, L., and Tremblay, R. E. (2006). Prediction of early-onset deviant peer group affiliation: A 12-year longitudinal study. *Archives of General Psychiatry*, 63(5), 562-568.
- Laible, D. (2007). Attachment with parents and peers in late adolescence: links with emotional competence and social behavior. *Personality and Individual Differences*, 43(5), 1185-1197.
- Laible, D. J., Carlo, G., and Roesch, S. C. (2004). Pathways to self-esteem: The role of parent and peer attachment, empathy, and social behaviors. *Journal of Adolescence*, 27(6), 703-716.
- Laible, D. J., Carlo, G., and Raffaelli, M. (2000). The differential relations of parent and peer attachment to adolescent adjustment. *Journal of Youth and Adolescence*, 29(1), 45-59.
- Lamb, M. E. (2010). *The role of the father in child development*. New Jersey: John Wiley & Sons Inc.
- Lansford, J. E., Malone, P. S., Dodge, K. A., Crozier, J. C., Pettit, G. S., and Bates, J. E. (2006). A 12-year prospective study of patterns of social information processing problems and externalizing behaviors. *Journal of Abnormal Child Psychology*, 34(5), 715-724
- Lapin, L. L. (1994). *Quantitative Methods for Business Decisions (6th ed)*. Belmont: Duxbury Press.
- Leadbeater, B. J., Banister, E. M., Ellis, W. E., and Yeung, R. (2008). Victimization and relational aggression in adolescent romantic relationships: The influence of parental and peers behaviors, and individual adjustment. *Journal of Youth and Adolescence*, 37(3), 359-372.
- Leary, M., Twenge, J., and Quinlivan, E. (2006). Interpersonal rejection as a determinant of anger and aggression. *Personality & Social Psychology Review*, 10(2), 111 – 132.
- Leenaars, L. S., Dane, A. V., and Marini, Z. A. (2008). Evolutionary perspective on indirect victimization in adolescence: The role of attractiveness, dating, and sexual behavior. *Aggressive Behavior*, 34(4), 404-415. Doi: 10.1002/ab.20252.
- Leff, S. S., Waasdorp, T. E., Paskewich, B., Gullan, R. L., Jawad, A. F., MacEvoy, J. P., et al. (2010). The Preventing Relational Aggression in Schools Everyday Program: A preliminary evaluation of acceptability and impact. *School Psychology Review*, 39(4), 569–587.
- Leff, S. S., Gullan, R. L., Paskewich, B. S., Abdul-Kabir, S., Jawad, A. F., Grossman, M., et al. (2009). An initial evaluation of a culturally adapted social problem-solving and relational aggression prevention program

- for urban African-American relationally aggressive girls. *Journal of Prevention & Intervention in the Community*, 37(4), 260–274. Doi: 10.1080/10852350903196274.
- Lewis, D. O. (2005). Adult antisocial behaviour, criminality and violence. In Sadock, B. J., & Sadock, V. A. (Eds.). *Caplans & Sadock's Comprehensive Textbook of Psychiatry* (pp. 2258-2272). USA: Lippincot Williams & Wilkins.
- Lim, J. C., Muslihah, H., Sa'odah, A., and Wu, S. L. (2013). Parental Attachment, Peer attachment, and Delinquency among Adolescents in Selangor, Malaysia. *Journal of Asian Social Science*, 9 (15), 214-219. Doi:10.5539/ass.v9n15p214.
- Loeber, R., Farrington, D. P., Stouthamer-Loeber, M., Moffitt, T. E., Caspi, A., and Lynham, D. (2001). Male mental health problems, psychopathy, and personality traits: Key findings from the first 14 years of the Pittsburgh youth study. *Clinical Child and Family Psychology Review*, 4(4), 273-297.
- Lochman, J. E., and Wells, K. C. (2002). Contextual social-cognitive mediators and child outcome: a test of the theoretical model in the Coping Power program. *Development and Psychopathology*, 14(4), 945–967.
- Lochman, J. E. (1987). Self and peers perceptions and attributional biases of aggressive and nonaggressive boys in dyadic interactions. *Journal of Consulting and Clinal Psycholog*, 55(3), 404-414.
- Lopez, F. G., and Gover, M. R. (1993). Self-report measures of parent–adolescent attachment and separation individuation: A selective review. *Journal of Counseling and Development*, 71(5), 560–569.
- Losel, F., Bliesener, T., and Bender, D. (2007). Social information processing, experiences of aggression in social contexts, and aggressive behavior in adolescents. *Criminal Justice and Behavior*, 34(3), 330-347.
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantiative approaches*. Toronto: Pearson.
- Mark, K. Y., Leiber, M. J., Featherstone, R. A., and Monserud, M. A. (2007). Reassessing the family-delinquency association: Do family type, family processes, and economic factors make a difference? *Journal of Criminal Justice*, 35(1), 51-67.
- Masoumeh, H. (2014). *Relationships between emotional intelligence, parent-child relationship, deviant peer affiliation, and aggressive behavior among adolescents in Tehran, Iran*. Thesis Degree of Doctor of Philosophy, Universiti Putra Malaysia: Malaysia.
- Mattanah, J. F., Lopez, F. G., and Gover, J. M. (2011). The contributions of parental attachment bonds to college student development and adjustment: A metaanalytic review. *Journal of Counseling Psychology*, 58(4), 565–596.
- Masten, C. L., Eisenberger, N. I., Borofsky, L. A., Pfeifer, J. H., McNealy, K., Mazziotta, J. C., and Dapretto, M. (2009). Neural correlates of social exclusion during adolescence: Understanding the distress of peers rejection. *Social Cognitive and Affective Neuroscience*, 4(2), 143–157.
- Mccarthy, S. K. (2005). *Social-Cognitive Predictors of Reactive and Proactive Aggression: Investigation in a Diverse, Urban 5th Grade Sample*. Thesis Degree of Master, College of Bowling Green State University, U.S.A-Ohio.

- McCartney, K., Owen, M., Booth, C., Clarke-Stewart, A., and Vandell, D. (2004). Testing a maternal attachment model of behavior problems in early childhood. *Journal of Child Psychology and Psychiatry*, 45(4), 765-778. Doi:10.1111/j.1469-7610.2004.00270.x.
- McDade, E. M. (2013). *The Impact of Self-Reported Attachment Style on Aggression and Depressed Mood in Urban African American Adolescents*. Thesis degree of Doctor of Philosophy, University of Michigan, United States.
- Meng, P. (2011). The relation between parent-child attachment, child-rearing behaviors, and aggression in childhood and adolescence. Thesis Degree of Master, Brandeis University, U.S.
- Michaud, P. A. (2009). Bullying: We need to increase our efforts and broaden our focus. *Journal of Adolescent Health*, 45(4), 323-325. Doi: <http://dx.doi.org/10.1016/j.jadohealth.2009.07.006>.
- Mikulincer, M., and Shaver, P. (2005). Mental representations of attachment security: Theoretical foundation for a positive psychology. In Baldwin, M. W. (Ed.), *Interpersonal cognition* (pp. 233–266). New York: Guilford.
- Miller-Ott, A. E., and Kelly, L. (2013). Mean Girls in College: An Analysis of How College Women Communicatively Construct and Account for Relational Aggression Women's Studies in Communication. *Women's Studies in Communication*, 36(3), 330-347.
- Miller, J. D., and Lynam, D. R. (2006). Reactive and proactive aggression: Similarities and differences. *Personality and Individual Differences*, 41(8), 1469-1480.
- Moretti, M. M., Obsuth, I., Odgers, C. L., and Reebye, P. (2006). Exposure to maternal vs. paternal partner violence, PTSD, and aggressive behaviour in adolescent girls and boys. *Aggressive Behaviour*, 32(4), 385-395.
- Moretti, M. M., DaSilva, K., and Holland, R. (2004). Aggression and violence from an attachment perspective: Gender issues and therapeutic implications. In: Moretti, M., Odgers, C., Jackson, M. (Eds). *Girls and Aggression: Contributing Factors and Intervention Principles*. New York: Kluwer Academic Press.
- Murphy, T. E., Gaughan, M., Hume, R., and Moore, Jr. S. G. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70-83.
- Muris, P. (2002). Relationships between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample. *Personality and Individual Differences*, 32(2), 337-348.
- Muris, P. (2001) A Brief Questionnaire for Measuring Self-Efficacy in Youths. *Journal of Psychopathology and Behavioral Assessment*, 23(3), 145-149.
- MySin Chew (2010, December 27). Discipline problems of school students in Malaysia still under control. *Bernama*. <http://www.mysinchew.com/node/50403>.
- Nakisa, P., Siti Nor, Y., Ma'rof, R., Parisa, P., and Nooshin, S. E. (2014). Parental attachment, interparental conflict and late adolescent's self-efficacy. *Asian Social Science*, 10(8), 123–131.
- Navis, S. B. (2012). Causes and Effects of Adolescent Anger. Thesis Master of Science, Winona State University.

- Nelis, S. M., and Rae, G. (2009). Brief report: Peer attachment in adolescents. *Journal of Adolescence*, 32(2), 443–447.
- Nickerson, A. B., and Nagle, R. J. (2005). Parent and peer attachment in late childhood and early adolescence. *The Journal of Early Adolescence*, 25(2), 223–249.
- Nikiforou, M., Georgiou, S. N., and Stavrinides, P. (2013). Attachment to parents and peers as a parameter of bullying and victimization. *Journal of Criminology*, 2013(4), 1-9.
- Nocentini, A., Pastorelli, C., and Menesini, E. (2013). Self-efficacy in anger management and dating aggression in Italian young adults. *International Journal of Conflict and Violence*, 7(2), 274-285.
- Nooshin, S. E., Siti Nor, Y., and Rumaya, J. (2013). Predictors of delinquency among adolescents of divorced families. *Asian Social Science*, 9(11), 41-49.
- Nooshin, S. E., and Siti Nor, Y. (2012). Correlates of self-esteem among adolescents of divorced families. *Archives of Design Sciences*, 65(8), 52–59.
- North Shore-Long Island Jewish (LIJ) Health System. (2015, April 27). Bullying leads to depression and suicidal thoughts in teens. *ScienceDaily*. Retrieved from www.sciencedaily.com/releases/2015/04/150427082803.htm.
- Ojewola, F. O. (2014). Effect of Self-Efficacy Skills Training in Reducing Aggressive Behaviour among In-School Adolescents in Ogbomosho-Nigeria. *Journal of Education and Practice*, 23(5), 173-175.
- Okon, M. O., Momoh, S. O., Imhonde, H. O., and Idiakheua, E. O. (2011). Aggressive tendencies among undergraduates: The role of personal and family characteristics. *REOP*, 22(1), 3-14.
- Oleszkowicz, A., and Senejko, A. (2013). *The psychology of adolescence. Changes and development in the age of globalization*. Warszawa: PWN.
- Ooi, Y., Ang, R. P., Fung, D. S., Wong, G., and Cai, Y. (2006). The impact of parent-child attachment on aggression, social stress and self-esteem [Electronic version]. *School Psychology International*, 27(5), 552-566.
- Ordonez, J. (2009). *The influence of parental support on antisocial behavior among sixth through eleventh graders*. Thesis of Doctoral, University of South Florida.
- Ormrod, J. (2006). *Educational Psychology Developing Learners*. New Jersey: Pearson Education, Inc.
- Orpinas, P., and Horne, A. (2006). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, DC: American Psychological Association.
- Orpinas, P. (1999). Who is violent? Factors associated with aggressive behaviors in Latin America and Spain. *Pan American Journal of Public Health*, 5(4-5), 232-244.
- Orobio de Castro, B., Veerman, J. W., Koops, W., Bosch, J. D., and Monshouwer, H. J. (2002). Hostile attribution of intent and aggressive behavior: A meta-analysis. *Child Development*, 73(3), 916–934.
- Pallant, J. (2007). *SPSS Survival Manual: A step by step guide to data analysis using SPSS (3rd Edition)*. N.S.W, Australia: Allen and Unwin.
- Pallant, J. (2005). *SPSS Survival Manual: A step by step guide to data analysis using SPSS*. N.S.W, Australia: Allen and Unwin.

- Pang, J. S., Ang, R. P., Kom, D. M. Y., Tan, S. H., and Chiang, A. Q. M. (2013). Patterns of reactive and proactive aggression in young adolescents in Singapore. *Social Development, 22*(4), 794-812. Doi: 10.1111/sode.12024.
- Papini, D. R., and Roggman, L. A. (1992). Adolescent perceived attachment to parents in relation to competence, depression, and anxiety: A longitudinal study. *Journal of Early Adolescence, 12*(4), 420-440.
- Parke, R. D., and Burielm, R. (2006). Socialization in the family: Ethnic and ecological perspectives. In Damon, W. & Lerner, R. M. (Series Eds.), & Eisenberg, N. (Vol. Ed.), *Handbook of child psychology, Vol. 3. Social, emotional, and personality development* (6th Ed., pp. 429-504). New York, NY: Wiley.
- Pellegrini, A. D., and Long, J. (2004). Part of the solution and part of the problem: the role of peers in bullying, dominance, and victimization during the transition from primary school through secondary school. In Espelage, D. L., & Swearer, S. M. (Eds.). *Bullying in American schools: a social-ecological perspective on prevention and intervention* (pp. 107-118). London: Lawrence Erlbaum.
- Perez-Felkner, L. (2013). Socialization in Childhood and Adolescence. In DeLamater, J., & Ward, A. (Eds.), *Handbook of Social Psychology* (2nd Ed). United States of America: Springer Publishing.
- Petratis, J., Flay, B., and Miller, T. (1995). Reviewing theories of adolescent substance use: Organizing pieces in the puzzle. *Psychological Bulletin, 117*(1), 67-86.
- Paquette, D., and Bigras, M. (2010). The risky situation: A procedure for assessing the father-child activation relationship. *Early Child Development and Care, 180*(1-2), 33-50.
- Portney, L. G., and Watkins, M. P. (2000). *Foundations of clinical research: Applications to practice* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.
- Proctor, L. J. (2006). Children growing up in a violent community: The role of family. *Aggressive behaviour and Violent Behaviour, 11*(6), 558-576. <http://dx.doi.org/10.1016/j.avb.2005.12.004>.
- Raine, A., Dodge, K., Loeber, R., Gatzke-Kopp, L., Lynam, D., Reynolds, C., Stouthamer-Loeber, M., and Liu, J. (2006). The Reactive-Proactive Aggression Questionnaire: Differential Correlates of Reactive and Proactive Aggression in Adolescent Boys. *Aggressive Behavior, 32*(2), 159-171.
- Reitz, E., Deković, M., and Meijer, A. M. (2006). Relations between parenting and externalizing and internalizing problem behavior in early adolescence: child behavior as moderator and predictor. *Journal of Adolescence, 29* (3), 419-436.
- Renken, B., Egeland, B., Marvinney, D., Mangelsdorf, S., and Sroufe, A. (1989). Early childhood antecedents of aggression and passive withdrawal in early elementary school. *Journal of Personality, 57*(2), 257-281.
- Robinson, E. (2006). Young people and their parents: supporting families through changes that occur in adolescence. Melbourne: Australian Institute of Family Studies. <http://nla.gov.au/nla.arc-65289>.

- Robinson, E. (1995). Evaluating the nature of perceived support and its relation to perceived self-worth in adolescents. *Journal of Research on Adolescence*, 5(2), 253-280.
- Roustit, C., Chaix, B., and Chauvin, P. (2007). Family breakup and adolescent's psychosocial maladjustment: Public health implications of family disruptions. *Pediatrics*, 120(4), e984-e991.
- R.S.N. Murali (2012, October 25). Student killed in attack by gang of schoolboys. *The Star Online*. Retrieved from <http://www.thestar.com.my/News/Nation/2012/10/25/Student-killed-in-attack-by-gang-of-schoolboys.aspx>.
- Rubin, K. H., Bukowski, W. M., and Laursen, B. (Eds.). (2009). *Handbook of peers interactions, relationships, and groups*. New York: Guilford.
- Rubin, K. H., Bukowski, W. M., and Parker, J. G. (2006). Peers Interactions, relationships, and groups. In Eisenberg, N., Damon, W., & Lerner, R. M. (Eds.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th Ed., pp. 571–645). Hoboken, New Jersey: John Wiley & Sons.
- Rubin, K. H., Dwyer, K. M., Booth-LaForce, C., Kim, A. H., Burgess, K. B., and Rose- Krasnor, L. (2004). Attachment, friendship, and psychosocial functioning in early adolescence. *Journal of Early Adolescence*, 24(4), 326-356.
- Sagayam, A., and Wong, P. M. (2010, May 25). School gangs make it hell for all. *The Star*. Retrieved from <http://thestar.com.my/news/story.asp?file=/2010/5/25/starprobe/6332643&sec=starprobe>
- Saibon, J. (2010). *Relationship amongst family structure, parental attachment and juvenile delinquency among students*. 3rd International Conference of Education, Research and Innovation Madrid, Spain, 4108-4117.
- Samson, J. E. (2009). The role of perceived self-efficacy in controlling behavior. Thesis Master of Science, Vanderbilt University.
- Sarracino, D., Presaghi, F., Degni, S., and Innamorati, M. (2011). Sex-specific relationships among attachment security, social values, and sensation seeking in early adolescence: Implications for adolescents' externalizing problem behaviour. *Journal of Adolescence*. 34(3), 541–554.
- Saunders, J., Davis, L., Williams, T., and Williams, J. H. (2004). Gender differences in self-perceptions and academic outcomes: A study of African American high school students. *Journal of Youth and Adolescence*, 33(1), 81–90.
- Schaeffer, C. M., Petras, H., Ialongo, N., Poduska, J., and Kellam, S. (2003). Modeling growth in boys' aggressive behavior across elementary school: Links to later criminal involvement, conduct disorder, and antisocial personality disorder. *Developmental Psychology*, 39(6), 1020–1035.
- Schunk, D. H., and Meece, J. L. (2005). Self-Efficacy Development in Adolescents. In Urdan, T. & Pajares, F. (Eds.), *Self-Efficacy Beliefs of Adolescents* (pp. 71–96). Greenwich, CT: Information Age Publishing.
- Schunk, D. H., and Meece, J. L. (2001). Self-efficacy development in adolescence. In Pajares, F., & Urdan, T. *Self-efficacy beliefs of adolescents* (71-96). Greenwich: Information Age Publishing.

- Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational Psychology Review*, 1(3), 173-208.
- Scott Brown, L., and Wright, J. (2003). The relationship between attachment strategies and psychopathology in adolescence. *Psychology and Psychotherapy: Theory, Research and Practice*, 76(Pt 4), 351–367.
- Sentse, M., Kretschmer, T., and Salmivalli, C. (2015). The longitudinal interplay between bullying, victimization, and social status: Agerelated and gender differences. *Social Development*, 24(3), 659–677. Doi:10.1111/sode.12115.
- Serbin, L. A., Peters, P. L., McAffer, V. J., and Schwartzman, A. E. (1991). Childhood aggression and withdrawal as predictors of adolescent pregnancy, early parenthood, and environmental risk for the next generation. *Canadian Journal of Behavioral Science*, 23(3), 318-331.
- Sethi, D., Mitis, F., and Junger-Tas, J. (2010). The scale of the problem. In Sethi, D., Hughes, K., Bellis, M., Mitis, F., & Racioppi, F. (Eds.) *European Report on Preventing Violence and Knife Crime Among Young People*. Retrieved from http://www.euro.who.int/__data/assets/pdf_file/0012/121314/E94277.pdf.
- Shaffer, D. R. (2005). *Social and personality development* (5th Ed.). CA: Thomson Wadsworth.
- Shaffer, D. R. (2002). *Developmental psychology: Childhood and adolescence* (6th Ed). Belmont, CA: Wadsworth Cengage Learning.
- Sheehan, M. J., and Watson, M. W. (2008). Reciprocal influence between maternal discipline technique and aggressive behaviour in children and adolescents. *Aggressive Behaviour*, 34(3), 245-255. <http://dx.doi.org/10.1002/ab.20241>.
- Shochet, I. M., Homel, R., Cockshaw, W. D., and Montgomery, D. T. (2008). How do school connectedness and attachment to parents interrelate in predicting adolescent depressive symptoms? *Journal of Clinical Child & Adolescent Psychology*, 37(3), 676- 681.
- Siegel, D. J. (2007). *The mindful brain: Reflection and attachment in the cultivation of well-being*. WW Norton & Co.
- Simons, K., Paternite, C., and Shore, C. (2001). Quality of parent/adolescent attachment and aggression in young adolescents. *The Journal of Early Adolescence*, 21(2), 182–203. Doi: <http://dx.doi.org/10.1177/0272431601021002003>.
- Singh, P., and Bussey, K. (2009). The development of a Peer Aggression Coping Self-efficacy Scale for adolescents. *The British Journal of Developmental Psychology*, 27(Pt 4), 971–992.
- Siti Noor, Y., Farah, A. I., and Gan, S. W. (2015). Parental attachment, coping efficacy and antisocial behavior among adolescents from divorced family in selangor, Malaysia. *Journal of Management Research*, 7(2), 364-374.
- Shelton, K. H., and Harold, G. T. (2008). Interparental conflict, negative parenting, and children's adjustment: bridging links between parents' depression and children's psychological distress. *Journal of Family Psychology*, 22(5), 712-724.
- Smetana, J. G., Campione-Bafr, N., and Metzgef, A. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of*

- Psychology*, 57, 255-284.
<http://dx.doi.org/10.1146/annurev.psych.57.102904.190124>.
- Smith, P. K. (2003). *Violence in schools: The response in Europe*. London: Routledge Falmer.
- Smith, C. A., and Stem, S. B. (1997). Delinquency and antisocial behavior: A review of family processes and intervention research. *Social Service Review*, 71(3), 382-420.
- Spriggs, A., Iannotti, R., Nansel, T., & Haynie, D. (2007). Adolescent bullying involvement and perceived family, peers and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 41(3), 283 – 293.
- Suess, G. L. (1987). *Consequences of early attachment experiences on competence in preschool*. Thesis PHD, University of Regensburg.
- Sullivan, T. N., Farrell, A. D., and Kliewer, W. (2006). Peers victimization in early adolescence: Association between physical and relational victimization and drug use, aggressive behaviour, and delinquent behaviours among urban middle school students. *Development and Psychopathology*, 18(1), 119-137.
- Swenson, R. R., and Prelow, H. M. (2004). Ethnic identity, self-esteem, and perceived efficacy as mediators of the relation of supportive parenting to psychosocial outcomes among urban adolescents. *Journal of Adolescence*, 28(4), 465-477.
- Tam, C. L., Chong, A., Kadirvelu, A., and Khoo, Y. T. (2012). Parenting Styles and Self-Efficacy of Adolescents: Malaysian Scenario. *Global Journal of Human Social Science Arts & Humanities*, 12(14), 73-89.
- Teoh, H-J., Woo, P. J., and Cheong, S. K. (2012). *Malaysian Youth Mental Health and Well-Being Survey*. Retrieved on 02, 2012, from <http://www.studymode.com/essays/Malaysian-Youth-Mental-Health-And-Well-Being-Survey-911802.html>.
- Tremblay, R. E. (2000). The development of aggressive behavior during childhood: What have we learned in the past century? *International Journal of Behavioral Development*, 24(2), 129-141.
- VanOostrum, N., and Horvath, P. (1997). The effects of hostile attribution on adolescents' aggressive responses to social situations. *Canadian Journal of School Psychology*, 13(1), 48-59.
- Veera Pandiyan, M. (2010, July 1). Get tough on bullies. *The Star*. Retrieved from <http://thestar.com.my/news/story.asp?file=/2010/7/1/focus/6580958&sec=focus>.
- Vieno, A., Santinello, M., Pastore, M., and Perkins, D. (2007). Social support, sense of community in school, and self-efficacy as resources during early adolescence: An integrative model. *American Journal of Community Psychology*, 39 (1-2), 177-190.
- Vitaro, F., Barker, E. D., Boivin, M., Brendgen, M., and Tremblay, R. E. (2006). Do early difficult temperament and harsh parenting differentially predict reactive and proactive aggression? *Journal of Abnormal Child Psychology*, 34(5), 685-695.
- Von Ah, D., Ebert, S., Ngamvitroj, A., Park, N., and Kang, D. (2005). Factors related to cigarette smoking initiation and use among college students. *Tobacco Induced Disease*, 3(1), 27-40.

- Walden, L. M., and Beran, T. N. (2010). Attachment Quality and Bullying Behavior in School-Aged Youth. *Canadian Journal of School Psychology, 25*(1), 5-18.
- Waschbusch, D.A. (2002). A meta-analytic examination of comorbid hyperactive-impulsive-attention problems and conduct problems. *Psychological Bulletin, 128*(1), 118-150.
- Werner, N. E., and Crick, N. R. (2004). Maladaptive peers relationships and the development of relational and physical aggression during middle childhood. *Social Development, 13*, 495-514.
- Wilkinson, R. B. (2010). Best friend attachment versus peer attachment in the prediction of adolescent psychological adjustment. *Journal of Adolescence, 33*(5), 709-717.
- Wilkinson, R. B. (2004). The role of parental and peer attachment in the psychological health and self-esteem of adolescents. *Journal of Youth Adolescence, 33*(6), 479-493.
- Williams, T., and Williams, K. (2010). Self-efficacy and performance in mathematics: Reciprocal determinism in 33 nations. *Journal of Educational Psychology, 102* (2), 453-466. Doi: 10.1037/a0017271.
- Willemse, M. (2008). *Exploring the relationship between self-efficacy and aggression in a group of adolescents in the Peri-urban town of Worcester*. Thesis Master of Psychology, University of Stellenbosch, South Africa.
- Witvliet, M., Olthof, T., Hoeksma, J., Smits, M., Koot, H., and Goossens, F. (2009). Peers group affiliation of children: The role of perceived popularity, likeability, and behavioral similarity in bullying. *Social Development, 19*(2), 285-303. doi:10.1111/j.1467-9507.2009.00544.x
- Woods, P., and Ashley, C. (2007). Violence and aggression: A literature review. *Journal of Psychiatric and Mental Health Nursing, 14*(7), 652-660.
- Wood, R. and Bandura, A. (1989). Social Cognitive Theory of Organizational Management. *The Academy of Management Review, 14*(3), 361-384.
- Yaacob, S. N., Idris, F. A., and Gan, S. W. (2015). Parental attachment, coping efficacy and antisocial behavior among adolescents from divorced family in Selangor, Malaysia. *Journal of Management Research, 7*(2), 364-374.
- Yoon, P. O., Rebecca, P. A., Daniel, S.S. F., Geraldine, W., and Yiming, C. (2006). The impact of parent-child attachment on aggression, social stress and self-esteem. *School Psychology International, 27*(5), 552-566.
- Zajacova, A., Lynch, S., and Espenshade, T. (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education, 46*(6), 677-706. <http://dx.doi.org/10.1007/s11162-004-4139-z>.
- Zelli, A., Dodge, K., Lochman, J., Laird, R., and Group, C. (1999). 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, 77*(1), 150 - 166.
- Zinat Motlagh, F., Ataee, M., Jalilian, F., Mirzaei-Alavijeh, M., Aghaei, A., and Karimzadeh Shirazi, K. (2013). Predicting Aggression among Male

- Adolescents: an Application of the Theory of Planned Styles. *Health Promotion Perspectives*, 3(2), 269-275. Doi: 10.5681/hpp.2013.031
- Zirpoli, T. J. (2008). *Behavior management: Applications for teachers (6th Ed)*. Upper Saddle River, N.J: Pearson/ Merrill Prentice Hall.
- Zubair, A., and Ali, M. (2011). Parental attachment, parental acceptance, and aggression among adolescents. *Pakistan Journal of Psychology*, 42(2), 3-22.



BIODATA OF STUDENT

E-mail: baverlychoy515@gmail.com

Choy Chiau Wei was born in Kampar, Perak, Malaysia. She obtained her Bachelor Degree in Psychology (Industrial Psychology) from Universiti Teknologi Malaysia (UTM) in 2012. She continued her studies in Master in the field of “Psychology of Child Development” at Universiti Putra Malaysia (UPM) in AUG 2012. Her areas of interest include child psychology and child development. She worked as Graduate Research Assistant (GRF) under the supervision of Dr. Zainal.



LIST OF PUBLICATIONS

Choy, Chiau Wei and Madon, Zainal (2019). Peer attachment, self-efficacy and aggression among secondary school adolescents in Selangor, Malaysia. *Pertanika Journal of Social Sciences & Humanities*, 27 (1), PP. 663-673. ISSN 0128-7702; ESSN: 2231-8534.

