

Personality Factor as a Correlate of Aggressive Behavior Among University Students in Rivers State University.

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Abstract- The study examined personality factor as a correlate of aggressive behavior among university students in Rivers State University. This study is a survey design adopting the correlational study. Relevant literatures were reviewed. Five research questions were raised and answered. The population of the study was made up of 300 students from Rivers State University. Two rating scales titled The Undergraduate Aggressive Factor Scale and The Undergraduate Personality Factor Scale were used for data collection. The sample of this study is 300 and a simple random sampling technique was adopted. The measuring instruments were validated by the supervisor and a test retest reliability was used to carry out the reliability of this work. Pearson product moment correlation coefficient and Z-Ratio were used to analyze the data collected. The result of the study showed that 3 out of the big 5 personality traits i.e. Agreeableness, Openness and Conscientiousness have more positive impact on aggressive behavior while the other two i.e. Extraversion and Neuroticism does not. The researcher made some recommendations which included that seminars and workshops should be organized by the Institution- Rivers State University for students and lecturers about personality traits and their impact on academic achievements. The researcher also pointed out new areas for further studies.

I. INTRODUCTION

An observed behavior of many Nigeria students indicates that they have built a big tower to harbour aggressive thoughts feelings and behaviours in their minds. The concise definition aggressive behaviour remains a point of controversy from one society to another. Successive governments have been lamenting on the rate of aggressive behaviour among our students in institution of higher learning. Also,

parents, guardians and the society at large are not left out in the cry against ugly treat in their behaviours. They complain and yearn about the magnitude with which student for one reason or the other indulge in assassination, robbery, disrespect for constituted authorities, arrogance and bullying behaviour among other. Therefore, aggressive behaviour means the intentional display of unwanted behaviours, attitudes and verbal expression that are socially, morally and emotionally unacceptable. Aggressive behaviour may positively or negatively influence one's personality.

Personality traits are defined as a dynamic organization within an individual characteristic model of thinking, emotion and behaviour which makes a person (Chamorro-premuzic, 2008). Personality trait could be defined as stable patterns of behavior, thoughts and emotions and depending on how much each trait a person has, it could make someone susceptible to participating in certain activities. Personality traits or factors considered in this study are agreeableness, neuroticism, extraversion, openness and conscientiousness.

Therefore, this research work will assess the personality factors as it relates to aggressive behaviour among university students in Rivers State and its implication for counselling. There is wide assertion that personality factors of university students interfere with their aggressive behaviour. Based on the background of this study, the researcher wants to investigate the joint and independent relationship between personality factors and

aggressive behaviour of university students in Rivers State.

1.1 Purpose of The Study

The main purpose of this study was to investigate the personality factors as correlates of aggressive behaviour among university student in Rivers State. Specifically, this study will seek to:

1. determine the relationship between agreeableness and aggressive behaviour among university students in Rivers State.
2. find out the relationship between neuroticism and aggressive behaviour among university students in Rivers State.
3. ascertain the relationship between extraversion and aggressive behaviour among university students in Rivers State.
4. establish the relationship between openness to experience and aggressive behaviour among university students in Rivers State.
5. investigate the relationship between conscientiousness and aggressive behaviour among university students in Rivers State.

1.2 Research Questions

The following research questions will be answered in this study.

1. What is the relationship between agreeableness and aggressive behaviour among university students in Rivers State?
2. What is the relationship between neuroticism and aggressive behaviour among university students in Rivers State?
3. What is the relationship between extraversion and aggressive behaviour among university students in Rivers State?
4. What is the relationship between openness to experience and aggressive behaviour among university students in Rivers State?
5. What is the relationship between conscientiousness and aggressive behaviour among university students in Rivers State?

Nigeria is presently undergoing a period of moral crisis; the future of our country is dependent on how well we mold the personalities of our young men and

women. There is urgent need to identify some of the courses of aggressive behavior among students and necessary measure that will eradicate the existence of aggressive thought in the mind of our students. When identified, it will enable the government and school administrations to formulate necessary policy that will help to eradicate this antisocial behavior in our society.

This study however will open the eyes of the school administration to some hidden reinforces of aggressive behavior in our university system using Rivers State University as a case study.

More so, this study will arm the government and school administrations with the necessary machineries to fight aggressive behavior in Rivers State University and other higher institutions in our society.

II. MAJOR CONCEPTS OF THE STUDY

In order to give clarity to the study, the researcher had to give the conceptual and operational definitions of the key words in this study.

Personality, Correlate, Aggressive, Behaviour, Student, counselling.

Personality - In this study, personality is something said or written which refers to the person, conduct etc. of some individual especially something of a disparaging or offensive nature, personal remarks.

Correlate - It is used in this study to compare things and bring them into a relation having corresponding characteristics.

Aggressive - In this study, aggressive is unjustly attacking or making assaults. **Student** - Student in this study means someone or a person enrolled at a university or institution of higher learning.

Behaviour - In this study, behavior refers to the way a person moves or acts.

Counselling - In this study, counselling is an assistance especially from a professional in the solutions of personal difficulties.

III. THEORETICAL FRAMEWORK

3.1. The Psychoanalytic Theory by Freud Sigmund in 1900

The psychoanalytic theory is a theory of personality organization and the dynamic of personality development. It was first laid out by Sigmund Freud in the late 19th century (www.wikipedia.com) Freud Sigmund (1900) maintained that the personality consist of three different elements – the Id, the Ego and the Super Ego.

– The Id is the aspect of personality that is driven by internal and basic drives and needs such as hunger, thirst and the drive for Sex or Libido. It is impulsive and option unaware of implications of actions.

– The Ego is driven by reality principle it works to balance the Id and the Super Ego by trying to achieve the Id's drive in the most realistic ways.

– The Super Ego is driven by the morality principle. It works to act in socially acceptable ways. It employs morality in judging our sense of wrong and right and using guilt to encourage socially acceptable behavior, Friedman H. William et al, 2012.

Relating the Psychoanalytic Theory to this study, Freud mentioned that the personality consists of three different elements – the Id, the ego and super ego. This personality, talking about personality factors and the theory has given us three basic elements that consist personality. The Id element in personality is forceful and can lead to aggressive behaviour which is the dependent variable of this study. At the same time, the Ego and the super ego is there to bring consciousness in a personality and control one's actions making them not to be Aggressive. Therefore, this theory is important to this study.

3.2 Observational/Sound Learning Theory by Albert Bandura

Social learning theory was propounded by Albert Bandura in 1977. The theory stipulates that people learn from one another via Observation, Imitation and Modeling. This theory has often been called bridge between behaviorist and cognitive learning theories because it encompasses attention, memory

and motivation. People learn through observing other's behavior, attitudes and outcomes of those behaviors. Most human behavior is learnt observationally through modeling. From observing others, one forms an idea of how new behavior are performed and on later occasions this acted information serves as guide for action.

Bandura's social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive behavioral and environmental influences.

This theory is relevant to this study because it mentions that people learn through observations, imitation and modelling. Most personality traits are learned. This is to say that some personality factors are formed through observation, imitation and modelling. Some personality Id are forceful that once they observe a personality doing what they have been desiring to do, they go ahead to imitate it.

3.3. Behaviorist and Stimulus Response Theory by B.F. Skinner in 1959

Behaviorism as a theory was primarily developed by B.F Skinner (1959). For behaviourism, learning is the acquisition of new behavior through conditioning.

B.F Skinner came up with the learning theory which states that complex behavior is learnt gradually through the modification of simpler behaviors. Imitation and reinforcement play important roles in this theory which states that individuals learn by duplicating behaviors they observe in others and that rewards are essential to ensuring the reputation of desirable behavior. Thus, behavior is established through imitation and subsequent reinforcement. Behaviourism therefore focuses on the objectively observable aspects of learning.

This theory is relevant to this study because Skinner proposes that behaviourism learning is the acquisition of new behaviour through conditioning. Most personality factors are established through imitation and reinforcement. Most of the aggressive behaviours we see in tertiary institutions are acquired through conditioning.

REVIEW OF EMPIRICAL STUDIES

A study was carried out by Pimental (2016). The aim of the study was to identify the direct and indirect existing relationship among personality trait on aggression of high school and undergraduate students from the city of Joao Pessoa, Brazil, using the general aggression model as the theoretical framework. The sample consisted of 218 students and 111 undergraduate students. The instrument used for data collection was as follows: aggression questionnaire, the big five inventory and a socio Demographic questionnaire. The main result showed direct effect of Neuroticism (+), Extroversion (+) and Agreeableness (-) in physical aggression. On the other hand, indirect effects of Neuroticism (+), Openness (+) and Agreeableness (-) in physical aggression, mediated by aggressive emotions have been found. These findings are based on previous research and the general aggression model along with suggestions of research which have been conducted in an attempt to further knowledge in this area. The work of Pimental is related to the current research in that both of them treated personality traits as correlates of aggressive behavior. They also relate in their method of data collection by the use of questionnaire. However, both studies differ in their population of interest. The current study is Rivers State, University undergraduate students while that of Pimental is on high school and undergraduate students in the city of Joao Pessoa, Brazil.

Amadi et al (2015) investigated influence of personality and demographic factors on aggressive behavior among secondary school adolescents. The design for the study is ex-post factor. The population for the study is 180 participants who showed tendency to be aggressive. Two instruments named the NEO personality and Buss-Perry scale for aggressive behavior were used to collect data for the study the Reliability for the instrument is 0.83 and 0.78. Two hypotheses were formulated and tested. Hypothesis one was tested with a multiple regression analysis while the hypothesis two was tested with a T. Test statistic. The data analysis showed that the joint influences of the independent variables were found to be significant. Based on the findings of this study, the researcher recommends that seminar/workshops should be organized for students and

teachers about personality traits and their impacts on students' academic achievements. This is suggested in order to reduce the incidence of aggressive behavior among secondary schools. The reviewed study differs from the present study in the areas of research design and method of data collection. The reviewed study is on the secondary school adolescents while the present study is on Rivers State University undergraduates. Both studies are related because they both studied personality traits.

Iheanacho and Nwokolo (2017) investigated the effect of self-esteem and gender on aggressive behavior among adolescents in selected secondary school in Awka, Anambra State. The papers objective was to determine whether male and female adolescent differ in aggressive behavior and to investigate whether adolescents with low self -esteem differ from those with high - esteem in aggressive behavior. The paper adopted a quantitative research design and a simple random sampling was used to select the respondents. A self-administered questionnaire was adopted for the collection of data. The paper findings revealed that gender is significantly related to aggressive behavior as self-esteem is also related to aggressive behaviors. However vital recommendations have been provided based on the findings of the study. The reviewed study treated adolescents in selected secondary schools in Awka, Anambra State while the current study is focused on undergraduates of Rivers State University, Port Harcourt. Both studies are related in their method of data collection which was done by the use of questionnaires. The reviewed study differs from the current study because it treated gender aggression while the current study did not discriminate against gender.

IV. RESEARCH METHODOLOGY

This study is a survey design adopting the correlational study. Correlational is appropriate for this study because it allows two variables to show if they have a positive or negative relationship. According to Nworgu (2015), correlational research design establishes the linear and non-linear relationship between dependent and independent variables of a study. The main purpose of

correlational research is to find out whether one or more variables can predict other variables. Correlated research allows the researcher to find what variables may be related. However, the fact that two things are correlated does not mean that there is a casual relationship.

The area of this study is Rivers State University Porthacourt. The University is located at Nkpulu-Oroworukoro in Diobu area of PortHarcourt, Rivers

State Nigeria. The sample for this study is 300 undergraduates. The researcher used simple random sampling technique in this study. Simple random sampling technique was adopted in this study for effective management of the large population.

4.1 Research Question 1: What is the relationship between agreeableness and aggressive behavior among university students in Rivers State University?

Table 4.1: Pearson Product Moment Correlation on the relationship between agreeableness and aggression behaviour among university student in Rivers State

Variables	n	Sum of X	Sum of Y	Sum of X ²	Sum of Y ²	Sum of XY	r	Decision
Agreeableness	300	2820	7992	1166.4	862.08	22552.32	0.26	Positive relationship
Aggressive behaviour								

The result in table 1 shows the summary of the relationship between the level of aggressive behaviour and agreeableness among university students in Rivers State University. Overall responses show a positive relationship between agreeableness and aggressive behavior. The coefficient of relationship between agreeableness and aggressive behavior among Rivers State University students is 0.26. The coefficient indicates that there is a positive relationship between agreeableness and aggressive

behavior among Rivers State University students. This implies that if there is an increase in Agreeableness there will be a corresponding increase in the Aggressive behaviour.

4.2 Research Question 2: What is the relationship between neuroticism and aggressive behavior among students in Rivers State University?

Table 4.2: Pearson Product Moment Correlation on the relationship between neuroticism and aggression

Variables	n	Sum of X	Sum of Y	Sum of X ²	Sum of Y ²	Sum of XY	r	Decision
Neuroticism	300	2376	7992	-1110.24	813.96	22552.32	-	Negative relationship
Aggressive Behaviour							0.259	

Table 4.2 reveals the summary of the relationship between the level of neuroticism and aggression among the students in Rivers State University. Overall responses show a relatively low level of relationship between neuroticism and aggressive behavior. The coefficient of relationship between neuroticism and aggressive behavior among Rivers State University students is -0.259. The coefficient indicates that there is a negative relationship between

neuroticism and aggressive behavior among the Rivers State University students. This implies that if there is an increase in Neuroticism there will be a corresponding decrease in the Aggressive behaviour.

4.3 Research Question 3: What is the relationship between extraversion and aggressive behavior among university students in Rivers State University?

Table 4.3: Pearson Product Moment Correlation on the relationship between extraversion and aggression.

Variables	n	Sum of X	Sum of Y	Sum of X2	Sum of Y2	Sum of XY	r	Decision
Extraversion	300	2400	7992	-669.6	1392	22552.32	-0.12	Negative Relationship
Aggression								

A summary of the responses in table 4.3 shows the mean responses on the relationship between extraversion and aggressive behavior among the students in Rivers State University studied. The overall responses indicate a low level of positivity in relationship between extraversion and aggression.

The coefficient of relationship between extraversion and aggressive behavior among Rivers State University students is -0.12. The coefficient indicates

that there is a negative relationship between extraversion and aggressive behavior among the Rivers State University students. This implies that if there is an increase in Extraversion there will be a corresponding decrease in the Aggressive behaviour.

4.4 Research Question 4: What is the relationship between openness and aggressive behavior among university students in Rivers State University?

Table 4.4: Pearson Product Moment Correlation on the relationship between openness and aggression

Variables	n	Sum of X	Sum of Y	Sum of X2	Sum of Y2	Sum of XY	r	Decision
Openness	300	1452	7992	1506.84	758.64	22552.32	0.36	Positive Relationship
Aggression								

The result in table 4.4 shows the summary of the relationship between the level of openness and aggression among students in Rivers State University. The overall responses from the data received on openness indicates a positive relationship between openness and aggressive behavior. The coefficient of relationship between openness and aggressive behavior among students in Rivers State University is 0.36. This is an indication that there is a positive relationship between openness and aggressive behavior among students in Rivers State

University. This implies that if there is an increase in Openness there will be a corresponding increase in the Aggressive behaviour.

4.5 Research Questions 5: What is the relationship between conscientiousness and aggressive behavior among students in Rivers State University?

Table 4.5: Pearson Product Moment Correlation on the relationship between conscientiousness and aggression

Variables	N	Sum of X	Sum of Y	Sum of X2	Sum of Y2	Sum of XY	r	Decision
Conscientiousness	300	3096	7992	96.108	448.56	22552.32	0.030	Positive Relationship
Aggression								

A summary of the responses in table 4.5 shows that the mean responses on the relationship between conscientiousness and aggressive behavior among

students in Rivers State University studied. The overall responses indicate positive relationship between conscientiousness and aggressive behavior.

The coefficient of relationship between conscientiousness and aggressive behavior among Rivers State University students is 0.030. The coefficient indicates that there is a positive relationship between conscientiousness and aggressive behavior among Rivers State University students. This implies that if there is an increase in Conscientiousness there will be a corresponding increase in the Aggressive behaviour.

4.6 DISCUSSION OF FINDINGS

The findings made in this research work are discussed based on the research questions which provided the answers on the personality factor as a correlate of aggressive behavior among University students in Rivers State university.

The relationship between agreeableness and aggressive behavior

The first research question sort to know the relationship between agreeableness and aggressive behavior among university students in Rivers State University. The respondents answered positively to the questions raised viz; I am easily convinced to take actions; I am modest about my achievements and I am very considerate. The mean responses showed that agreeableness has positive influence on aggressive behavior. The coefficient of 0.26 is high so it confirms that agreeableness has positive influence on aggressive behavior. This finding corroborated with the work of Katie et al (2004) who found that agreeableness has positive influence on aggressive behavior.

The relationship between neuroticism and aggressive behavior

The findings of this study showed that there is a low level of relationship between neuroticism and aggressive behavior among university students in Rivers State University. The mean responses to – I am an irritant, I am easily disappointed with things and I am not composed at events negatively impact on aggressive behavior. The respondents answered negatively to the questions raised. The coefficient of -0.095 is low and supports their answers. Therefore, neuroticism from the finding of the researcher has negative influence on aggressive behavior. This corroborated with the work of Felmon (2018) which

showed that neuroticism has a long-term tendency to be in a negative or anxious emotional state. Leki (2017) opined that neuroticism may lead to a very diverse reaction which elicits different and even contradictory behavioral tendencies.

The relationship between extraversion and aggressive behavior

In the relationship between extraversion and aggressive behavior, it was found that extraversion has a negative influence on aggressive behavior. The mean responses to the questions raised viz: I take overt action; I do not conceal my feelings and I enjoy making friends showed that extraversion has a negative influence on aggressive behavior. The coefficient of -0.11 falls into the range of low relationship. The finding of the researcher tended to uphold the work of Sharpe and Desai. According to Sharpe and Desai (2001), the correlation between self-reported physical aggression and extraversion was negative.

The relationship between openness and aggressive behavior

The coefficient of relationship between openness and aggressive behavior was estimated at 0.36, indicating that there is a positive relationship between openness and aggressive behavior. This implies that the more open one is to receiving instructions, the higher the tendency to obey such instructions. Interestingly this coefficient falls into the range of high relationship indicating that the relationship between openness and aggressive behavior is positive. This finding agreed with that of Barlett and Anderson (2012) who opined that openness although the least studied trait, has positively predicted physical aggression among undergraduate students. Openness as a personality trait is more willing to embrace fresh ideas and experiences. They are also good at making connections between different concepts and ideas.

The relationship between conscientiousness and aggressive behavior

The fifth research question sorts out to identify the nature of relationship between conscientiousness and aggressive behavior. Based on the responses to the questions raised viz; I am a straight forward person in my activities, I take a critical look at things and I am

a goal getter, the respondents responded positively. The hypothesis test revealed that there is a significant relationship between conscientiousness and aggressive behavior. The coefficient of 0.030 is positive and positively indicates a relationship between conscientiousness and aggressive behavior. Housie et al (2013) opined that conscientiousness factor is a significant predictor of an aggressive life history.

V. SUMMARY AND CONCLUSION

The analysis made in this research work has highlighted to a very high extent, the relationship between the five major personality traits and aggressive behavior among university students in Rivers State University.

The first hypothesis which sort to find out the relationship between agreeableness and aggressive behavior among students in Rivers State University as upheld in this study. Agreeableness has positive influence on aggressive behavior.

The second hypothesis wanted to know the relationship between neuroticism and aggressive behavior among students in Rivers State University. Neuroticism was not strongly upheld in the study. Neuroticism has negative influence on aggressive behavior.

The third hypothesis which is on the relationship between extraversion and aggressive behavior among university students in Rivers State University was not upheld in this study. Extraversion has a negative level of influence on aggressive behavior among the studied students in Rivers State University.

The fourth hypothesis is on the relationship between openness and aggressive behavior among students in Rivers State University. This was equally upheld. Openness has positive influence on aggressive behavior.

The fifth hypothesis which wanted to know the relationship between conscientiousness and aggressive behavior among students in Rivers State

University was upheld. Conscientiousness has positive influence on aggressive behavior.

5.2 CONCLUSION

This study was focused on personality factor as a correlate of aggressive behavior among university students in Rivers State University. This researcher studied the big 5 personality factor viz; Agreeableness, Neuroticism, Extraversion, Openness and Conscientiousness in relationship to aggressive behavior.

When considering the correlations between the five factors of personality and aggression found in this study, there were significant positive relationships between Agreeableness, Openness and Conscientiousness and the factors of physical and emotional aggression. It is on this premise that the researcher analyzed the relationship between these three and came up with the findings that Agreeableness, Openness and Conscientiousness have positive influence on aggressive behavior while Neuroticism and Extraversion have negative influence on Aggressive behaviour.

Therefore, it can be concluded that from this research work not all personality factors of the big 5 model correlates with aggressive behaviour. Three out of the five personality factors which include: Agreeableness, Openness and Conscientiousness correlates with Aggressive behaviour while the other two personality factors which are Neuroticism and Extraversion do not correlate with Aggressive behaviour in this research work.

The educational implication of these findings is that there should be further studies on neuroticism and extraversion. It is only a few research work that corroborated with this present study on the negative impact of neuroticism and extraversion in relation to aggressive behavior.

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