



**The Effectiveness of CBT Approaches on Big Five Personality and Internet Aggression
among Undergraduate Students: A Single Subject Study**

Teoh Wen Qi

19AAB04123

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Miss Komathi a/p Lokithasan

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SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Teoh Wen Qi (ID No.: 1904123) has completed this final year project titled “The Effectiveness of CBT Approaches on Big Five Personality and Internet Aggression among Undergraduate Students: A Single Subject Study” under the supervision of Miss Komathi a/p Lokithasan (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,



Name: Teoh Wen Qi

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Abstract

There is a growing concern that undergraduates are more likely to be associated with certain Big Five Personality characteristics that are associated with an increased risk of developing aggressive internet behaviours. Thus, this research objective is to observe the effectiveness Cognitive Behavioural Therapy (CBT) approaches in affecting Big Five Personality (BFP) characteristics and Internet Aggression among undergraduate students. This research is a single subject study conducted in a university counselling room in Malaysia which only has 1 Chinese male undergraduate participant. Purposive sampling was selected to identify groups of undergraduate students that are especially knowledgeable about or experienced with the criteria of this research. The instruments implemented for quantifying the variables were Buss-Perry Aggression Questionnaire (BPAQ) and Big Five Inventory (BFI). The researcher administered the pre-test to the participant during the screening process and the post-test after the last session of intervention. Based on the results, CBT showed positive effect on Internet Aggression scores and symptoms which had substantial 12-points reduction. However, CBT showed less significant effect on shifting the BFP scores of the participant with a maximum of 4-points changes in Openness, Conscientiousness, Agreeableness and Neuroticism, while only a single point reduction for Extraversion. In conclusion, this research findings shows that the components and approaches of CBT bring changes towards thoughts and behaviours which associated with Internet Aggression issues. The present research functions as a basis for future research by extensively contributing to existing literature and advancing understanding of CBT approaches on a target sample of Malaysian undergraduate students.

Keywords: Cognitive Behavioural Therapy approaches, Big Five Personality characteristics, Internet Aggression, Malaysian undergraduate students

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Chapter 1

Introduction

Background of Study

Personality varies between individuals, however, there are common traits that all individuals will possess to greater or lesser degrees of each Big Five Personality (BFP). The BFP include neuroticism, extraversion, openness, agreeableness, and conscientiousness, and these are regarded as the fundamental components of personality (Gao et al., 2020). A great range of studies have been conducted on the BFP. According to Elizabeth (2020), the BFP account for 80% of personality variation. Additionally, they encompass a wide range of personality characteristics, attitudes, and behaviours. Because of its broad scope, the BFP can be applied to generalise personality characteristics across cultures and situations, and it has been validated by several empirical studies (Abood, 2019). Personality and sociologists are gathering empirical evidence that personality characteristics can reliably predict certain variances in human behaviour. For instance, studies have proven that an individual's personality is a significant predictor of his or her capability to display undesirable behaviours (Moor & Anderson, 2019). Several theories claim that personality characteristics are essential in the development and preservation of compulsive usage of various internet sites. Based on Kircaburun et al. (2020), individuals with diverse personal characteristics have differing use purposes, and these personality and motivation differences might result in the use of diverse forms of addiction or different negative behaviours.

Aggression could be correlated to a form of negative behaviours such as antisocial behaviours that can manifest itself in a variety of ways, both online and offline. One form of internet aggression that can be demonstrated is cyber-harassment. Aggression may happen fast and readily over the internet, and hostile statements can be delivered from anywhere, at

any time, and in a remarkably public way (Jones, 2019). Likewise, preceding research has demonstrated a substantial link between aggressive behaviour and high usage of computers and the Internet. Following Evren et al. (2019), even though Internet use may relieve distress by providing immediate pleasures and the opportunity to engage in various activities, excessive usage is a significant risk factor for aggression. For example, when it comes to the victims of internet aggression, they tend to display greater levels of anger, which is a sensation of heightened alertness brought along by threats or frustration and thus can range in intensity from moderate annoyance to ferocious rage (Martínez-Monteagudo et al., 2019).

Aggression is a prevalent undesirable habit in individuals who have a history of assault since the underlying cause of aggression is the build-up of anger and retaliation that was unable to be managed. Based on the most recent research of Dorostkar et al. (2021), aggressive individuals view things differently than average people. They express fewer positive strategies, are more certain that aggressive approaches are more adaptable, and claim that aggressive tactics are less hurtful. Failure to control aggressiveness can lead to social, occupational, academic, physical, and psychological issues (Gillions et al., 2019). Likewise, internet aggression is explained as deliberate harm done through an online platform to an individual or group at any age who view such acts as insulting, disparaging, damaging, or undesired (Mishna et al., 2018). There are findings that demonstrate these offensive, slanderous, or threatening comments made online by users have a profoundly detrimental impact on the well-being, societal cohesion, and democratic values of the victims (Weingartner & Stahel, 2019). Based on Mishna et al. (2018), the majority of research conducted on university students uses cyberbullying and internet aggression as interchangeable terms, referring to a variety of non-repeated behaviours as cyberbullying. Malaysian Cyber Security recorded around 300 occurrences of cyber harassment in 2012, 512

in 2013, 550 in 2014, 442 in 2015, and 529 in 2016. Furthermore, the number is growing year after year, and there have been 1,524 registered occurrences of online harassment in the past five years (Yusuf et al, 2021).

Personality characteristics have been explored in connection to internet aggression among the personal variables. According to Escortell et al. (2020), victims had greater levels of agreeableness, openness to experience, neuroticism, and extraversion. On the other side, it has been discovered that aggressive internet users have higher levels of neuroticism and lower levels of conscientiousness and agreeableness, that include discipline, precision, and honouring commitments. Thus, personality characteristics play a key role explanatory variable for internet victimisation and aggressive behaviour (Jones, 2019). Following the BFP, aggressiveness and restlessness may be more closely associated with the BFP of agreeableness and attributed to "cold-blooded" types of aggression, meaning not having a direct response to provocation. Alternatively, the traits associated with aggressiveness in provocative situations would be more closely correlated to the BFP of neuroticism and "hot-blooded" types of aggression (Hyatt et al., 2019). In the relation to internet, researchers analysed personality characteristics among disruptive internet users, non-disruptive internet users, and non-gamers. Based on Jones (2019), study indicated that non-internet users had greater levels of conscientiousness and agreeableness than disruptive internet users. Disruptive internet users had the greatest extraversion scores, whereas non-disruptive internet users had the lowest. Altogether, the findings imply that individuals who use the internet more frequently and those who do not may have different personality characteristics, which may influence their beliefs and behaviours (Kircaburun et al., 2020).

According to Lee & DiGiuseppe (2018) and Bui & Pasalich (2021), CBT approaches, the most well-researched kind of psychosocial treatment for anger, may be successful in enhancing psychological functioning, especially interpersonal functioning, in people's

internet aggressive behaviours and personalities. Cognitive treatments strengthen self-awareness and encourage people to better control their behaviour, words, and anger. In accordance with the relevant Creative Commons License model, the emotional and neurobiological responses modulated by the cognitive response through the method of processing impact executive function and aggressive behaviour. The repetitive and apathetic thinking that occurs in anger ideation can overwhelm cognitive processing and disrupt self-control. Thus, individuals with a high degree of anger rumination and poor executive control have more trouble adopting emotional regulation tactics aimed at reducing arousal, resulting in a greater tendency to engage in aggressive behaviour, either impulsively or on deliberately (Camacho et al., 2021). In accordance with the findings, CBT has a substantial effect on strengthening emotional regulation and positive affect while reducing negative affect, aggressive behaviour, and self-harm. Participants with substance abuse and domestic violence reported a decrease in physical aggression over the last thirty days before and after CBT treatment. Based on the National Institute of Justice (2019), a weighted mean effect of 1.139 was established for aggression, as was the fact that students who completed CBT for aggression issues were less hostile than students in the control group.

Emotions stimulate an urge or impulse to behave. For example, when someone throws a fit, they have the impulse to yell, swear, and strike. As anger emerges, the individual will continue to support their thoughts by rationalising the cause of becoming enraged, which is known as the cognitive process of anger (Lohmann, 2022). Angry thoughts serve a function, which is to lead one to react. Be it as it may, thoughts are inconsequential unless people act on them. As a result, it is these behaviours that may result in serious consequences and drive people to the aggressive behavioural process of aggression. CBT approaches encourage stress-reduction practises such as breathing relaxation and progressive muscle relaxation, and they work on improving individuals' thoughts while also interacting with the behaviours that

may be conducted. A major nationwide survey of substance-related programmes in youth detention facilities with a sample size of 141 revealed that 51.2% of youths were provided cognitive-behavioral interventions for aggressive relapse prevention measures (Thomas & Centeio, 2020). In regard to the breathing techniques that researchers had studied, 84% of the students reported using the techniques on their own initiative and explaining that they would use them at least once. 76% of students who were surveyed claimed that the programme that included relaxation breathing practises had influenced their behaviour at home and at school. More than half (56%) of the young people who participated in the programme stated they now regularly practise breathing techniques they learned to manage their anger or calm themselves when they are frustrated, anxious, or stressed (Thomas & Centeio, 2020).

The findings of this study might be helpful since they demonstrate the influence of a proper breathing and relaxation approach on an educational setting through improvements in internet aggressiveness, observable behaviours, and personal characteristics. CBT approaches used as a stabilising tool can be beneficial for educational and cultural management as well as directly affecting undergraduates. Therefore, determining the efficacy of CBT approaches to managing mental and behavioural issues is necessary since it may serve as a guide for future research.

Problem Statement

There is growing concern that internet aggression is a critical aspect that has had negative consequences for both cyberspace and real-world society. There are studies that clarify that people's aggressive internet behaviours frequently mirror their hostile physical behaviours. According to Gallacher et al. (2021), studies show that aggressive disputes between parties on social media are connected to and can statistically identify violence if these parties come together in the physical world. Online presentation is liberated from the limits and regulations of the real world to some extent, allowing individuals who are aggressive physically but were compelled to suppress their aggressiveness in social situations to express that aggression online. To prevent the prevalence of COVID-19, an inverse connection between real-life and cyberspace engagements was developed, with a reduction in previous offline physical aggressiveness and an increase in internet aggression (Shin & Choi et al., 2021).

Internet hostility is attributed to a higher probability of improper online attitudes and behaviours among youths, which is gradually becoming the norm in society (Makarova et al., 2019). This may be a substantial social concern, as internet aggression is a primary factor in cyberbullying, which has an influence on self-esteem, despair, and has been shown to stimulate suicidal ideation among youth. Based on Twenge et al. (2018), although some academics contend that social media is the only or even the main reason for suicidal behaviours, they also contend that increasing screen time and internet usage can account for the rise in teen suicide over the past few years by adding a new vulnerability to those previously known to be prevalent among youth. Online harassment that involves trolling may very well be highly detrimental to both the victim and the offender (Sonone et al., 2021). According to Strimbu and O'Connell (2021), the significant increment association between physical aggressiveness and cyber-aggressive behaviour demonstrates that individuals who

exhibit or have intense sentiments of physical aggression are more inclined to participate in greater rates of cyberaggressive activities than individuals who display other forms of aggression such as anger, abusive language, and overall rage. Consequentially, with the support of social media and the Internet's intimidation, falsification, victimisation, and threats that infiltrate, it would be hard for youths to defend themselves.

Undergraduate students are more likely to be associated with certain BFPs that are associated with an increased risk of developing aggressive internet behaviours and increased mental health indicators both before and after the pandemic. Based on Rettew et al. (2021), undergraduates with high degrees of neuroticism were shown to be more globally prevalent, and a connection was discovered among undergraduates with lower neuroticism who suffered a greater decline in mood levels during the pandemic than those with higher neuroticism. Thus, those with mental instability who are prone to impulsivity, being easily irritated, and having a negative view of life tend to be conscientious and neurotic (Khosla, 2021). According to Khurana et al. (2019), theoretical approaches performed with undergraduate students demonstrated that exposure to violent media elevates aggressive behaviour, which is positively correlated with impulsivity and attention issues and is then connected to aggressiveness, supporting a mediational influence for impulsivity. Therefore, it is assumed that these individuals are introverts and will have difficulty seeking real-life social connections as well as functioning in society.

Research Objectives

This study suggested a few research objectives below to reach the purpose of the study:

1. To examine the effectiveness of CBT approaches on Internet Aggression among undergraduate students before and after the intervention.
2. To examine the effectiveness of CBT approaches on BFP among undergraduate students before and after the intervention.
3. To observe the effectiveness of BFP and Internet Aggression among undergraduate students after the application of CBT approaches.

Research Questions

The proposed research questions for this study are:

1. What is the effect of CBT approaches on Internet Aggression among the undergraduates before and after the intervention?
2. What is the effect of CBT approaches on BFP among undergraduates before and after the intervention?
3. Does using CBT approaches effect BFP and Internet aggression among undergraduate students?

Research Hypotheses

The following hypotheses are expected to be verified by this study:

H₁: There is an effect on Internet Aggression of the participant after CBT approaches are applied.

H₂: There is an effect on BFP of the participant after CBT approaches are applied.

H₃: CBT approaches is effective for influencing Internet Aggression and BFP of the participant.

Significant of the Study

To begin, the findings of this research are likely to have an influence on counsellors and implementers, as the aim of this research was to investigate the effectiveness of CBT approaches in regulating the BFP that link to internet aggression among undergraduate students. This is because the study's strength resides in its methodology and contributions to the literature on internet aggression through the development of agreed-upon criteria and assessment tools. For example, the reliability of the assessment tools will be revealed through the results of the assessment tools provided in this study, such as the Buss and Perry Aggression Questionnaire (BPAQ) and Big Five Inventory (BFI), as well as the observation of the participants' behaviours throughout the research sessions.

Second, this research attempted to identify the relevant variables associated with undergraduate students initiating and experiencing internet aggression, which may be beneficial to universities in establishing appropriate preventative and treatment procedures to prevent the onset of internet aggression and its adverse consequences. For instance, CBT cognitive reconstruction, and social skills training, may be practiced as a preventative strategy for undergraduates with improper social behaviours and the severity of rebellion that can be seen greatly in internet users with low self-control (Zeidi et al., 2020). This will allow the undergraduates to learn approaches to having self-control, recognize addictive ideas and temptations, as well as develop resisting skills. This study may add to the existing literature by providing a better perspective on the occurrences of internet aggressions among undergraduate students in internet related activities. For instance, by conducting a single case study to explore the relationship between negative Internet behaviours and the BFP will certainly offer a valuable insight into the subject of youth internet behaviour, specifically the harmful and dangerous internet conduct. Hence, it is necessary for this research to explore the

characteristics that substantially influence internet aggression victimisation and perpetrators among undergraduates in order to minimise the prevalence of the incidents.

Theoretically, this research suggests implementing CBT approaches to minimize the occurrences and manifestations of internet aggression among Malaysian undergraduates. The observations are intended to contribute to the formation of new approaches to guide counsellors, schools, and families about the possible negative consequences of internet aggression. Through this study's detailed observation on CBT approaches more information can be provided for future studies to adopt evidence-based interventions among individuals who were evaluated with specific BFP and high level of internet aggression.

Concept Definitions

Big Five Personality. Patterns of cognitions, attitudes, and actions that are generally constant are referred to as personality characteristics. The most significant amount of variance in these patterns has been synthesised by the Big Five model, which has served as a powerful theoretical framework (Mammadov, 2022). The BFP, which comprise extraversion, agreeableness, conscientiousness, openness, and neuroticism, are at the centre of the theory of personality traits used to define, analyse, and predict human behaviour (Goldberg, 1990).

Internet Aggression. Internet aggression is a form of harassment that involves the use of Information and Communication Technology (ICT) to perform intentional, repetitive, and hostile behaviours to harm others (Belsey, 2019). These behaviours might include verbal aggressions, the use of slanderous or offensive pictures, impersonation, and internet exclusion (Lvarez-Garca et al., 2018).

Cognitive Behavioural Therapy (CBT). CBT is founded on the idea that thoughts, feelings, bodily sensations, and actions are all interrelated and that undesirable thoughts and feelings can sometimes trap someone in a downward cycle (Maggie, 2022). Through a wide range of activities and discussions, CBT can help people identify the circumstances that cause anger to become intense, which then leads to the implementation of techniques to manage it. CBT anger management approaches emphasise the use of assertive, calm conversation instead of aggressive, negative interaction (Rahman, 2022).

Operational Definition

Big Five Personality. The BFP is measured with the Big Five Inventory, which consists of 44 items (Lee, 2019). It is a self-report inventory that reflects five dimensions of Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The scores for each dimension are determined by the total score on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (John et al., 1991). This suggests that the higher or lower scores of a significant dimension represent individual traits or consistent behaviours. For this research, the higher the dimension score of Extraversion or Neuroticism; the lower the dimension score of Conscientiousness, Agreeableness and Openness may signify a higher possibility of Internet Aggression.

Internet Aggression. Internet aggression is quantified using the 29-item, 5-point Likert scale Buss and Perry Aggression Questionnaire (BPAQ) in this research (Buss & Perry, 1992). Each scale's score is the total of the item's ratings. The four subscales of the BPAQ are physical aggression (items 1-9), verbal aggression (items 10-14), anger (items 15-21), and hostility (items 22-29). For this research, the cumulative BPAQ score is calculated based on a total score ranging from 1 (Extremely uncharacteristic) to 5 (Extremely characteristic), with higher scores indicating more aggressive behaviour.

Chapter 2

Literature Review

Introduction

This literature review will analyse specified theoretical interpretations in relation to the research on the effectiveness of CBT approaches on BFP and Internet Aggression among undergraduate students. As stated in the title, the purpose of this research review is to provide a comprehensive understanding of the occurrence of Internet Aggression among undergraduate students based on their BFP characteristics. Cognitive behavioural Therapy (CBT) was chosen as the theory and approach. By reviewing CBT approaches, the researcher will acquire insight into the process of collecting material and therefore retain it throughout the research process.

Cognitive Behavioral Therapy (CBT)

Thoughts, emotions, and behaviours are the three components of CBT. Based on Muslim & Karneli (2019), CBT is a behaviour modification approach that emphasises cognition as the key to behaviour change, and therapists assist clients by replacing negative thoughts and beliefs with positive mental constructs. Reinforcing desired behaviours, giving guidance, and coaching are some basic elements to explore when engaging in CBT sessions (Thampinathan, 2020). Moreover, evidence suggests that CBT is a treatment that actively concentrates on cognition modification. For instance, when individuals modify their maladaptive thinking, they indirectly modify their observable behaviours, such as aggressive behaviour or personal behaviour Muslim & Karneli (2019).

Kazantzis et al (2018) studied the “The Processes of Cognitive Behavioural Therapy: A Review of Meta-Analyses”. Based on this study, numerous distinct clinical groups have been subjected to the cognitive-behavioural model, with each application addressing a

different aspect of the same underlying paradigm. Presently, the phrase "contemporary CBT" refers to a range of psychological therapies with supporting evidence that target processes (Hayes and Hofmann 2018). The meta-analysis review in this study aims to analyse the evidence supporting its intervention and in-session processes. Besides, analysing trends across meta-analyses solves issues that may arise within individual reviews. 30 of the 558 CBT meta-analyses we found matched our inclusion criteria as evaluations of process outcome correlations. 13 meta-analyses that examined the relationship between the course of therapy and the final result were found. These studies included those that altered cognitive processes, behavioural strategies, emotion management, motivational strategies, and psychoeducation (Wigham et al., 2022). In addition, 18 meta-analyses were conducted to assess the effect of in-session process relationships with outcomes, such as the bond, goal consent, cooperation, feedback, group cohesiveness, and homework.

Consequently, CBT mental health practises have undergone a revolution, enabling therapists to transition treatment from an artistry to a science. There is currently a significant amount of evidence suggesting that CBT is equally effective as medication therapies for many mental health conditions. Nevertheless, CBT has the possibility of unintended negative consequences, similar to any other form of treatment. In accordance with the British Psychological Society's Research Digest (2018), therapists reported an average of 3.7 undesirable adverse effects per client. After going through this procedure, the therapists calculated that 43% of clients had suffered at least one undesirable CBT consequence. The most prevalent consequences were "poor wellbeing or distress" affecting 27% of clients; "worsening of symptoms" affecting 9% of clients; and "strains in family relationships" affecting 6% of clients, while 21% of clients experienced severe or extreme adverse effects, and 5% experienced prolonged adverse effects (Schermuly-Haupt et al., 2018). Suicidality, failed relationships, criticism from family members, feelings of remorse and guilt, or intense

wailing and psychological disruption during sessions were all examples of serious consequences.

Effect of CBT approaches on Big Five Personality (BFP)

The association between CBT and the BFP was examined across several research articles (Kleinstäuber, 2018; Sakata et al., 2021; Hähnchen 2022; Rek et al., 2022). In accordance with Sakata et al. (2021) on the “Development and validation of the Cognitive Behavioural Therapy Skills Scale among college students”, specific correlations between each personality characteristic and each aptitude were identified for each of the BFP. CBT employs a wide range of skill components. But nevertheless, there is presently no detailed method for evaluating these qualities in individuals. Thus, the proposed objective in this article is to provide a comprehensive and concise assessment for the five major CBT skills, which include self-monitoring, behavioural activation, cognitive restructuring, assertiveness training, and problem-solving. The CBT Skills Scale, the Patient Health Questionnaire-9 (PHQ-9), the Generalized Anxiety Disorder-7 (GAD-7), and the abbreviated form of the Japanese Big Five Scale were administered to evaluate university students (N=847) who took part in a fully factorial, randomised, controlled trial of smartphone CBT. Following this article outcome, the higher levels of all CBT skills except self-monitoring related to higher levels of openness, suggesting that someone who is open to new experiences makes it easier to activate a wide range of CBT skills. According to Kleinstäuber (2018), post-treatment outcomes were mediated by openness in favour of CBT at both the 6-month and 12-month points (p 0.05).

Meanwhile, higher levels of conscientiousness related to higher levels of behavioural activation, cognitive restructuring, and problem-solving, which are all key skills generally assigned as homework in CBT (Sakata et al., 2021). This might reflect the fact that

individuals with poor conscientiousness or low levels of pre-treatment behavioural activation, cognitive restructuring, and problem-solving would struggle with treatment compliance (Kruisdijk et al., 2020). In contrast, individuals with higher neuroticism reported having poorer skills in self-monitoring, behavioural activation, and assertiveness training, which may suggest that they may need a longer duration to acquire these skills as per CBT expectations. Based on Rek et al. (2022), maladaptive trait (high neuroticism) domains were reduced over treatment that included CBT approaches (standardised range: 0.38 to 0.89). Based on the findings of this article, the CFA demonstrated adequate goodness-of-fit indices for the five-factor structure, while the EFA indicated a five-factor solution based on the existing instruments measuring each CBT skill element (Sakata et al., 2021). Each component had a Cronbach's alpha of 0.75-0.81. Meanwhile, each CBT skill element was significantly associated with the Big Five Scale, the GAD-7, and the PHQ-9. In conclusion, the CBT Skills Scale has stable structural validity and internal consistency with a five-factor solution and appropriate content validity concerning the relationship with depression, anxiety, and personality.

According to Hähnchen (2022) on “The relationship between extraversion and resilience during the Covid-19 pandemics among university students: does cognitive restructuring partially mediate its association? ”, resilience is a psychological process with significant consequences for mental wellbeing. The objective outlined in this article is that at times of crisis, like the COVID-19 outbreak, it becomes necessary to discover variables that encourage resilience. This existing article explored the connection between resilience and extraversion as well as the function of cognitive restructuring in mediating this relationship. The sampling approach included convenience sampling and snowball sampling to select the participants. Then, 99 participants, consisting of 48 females and 51 males, responded to an online questionnaire in which they reported socio-demographic information and completed

the Big Five Inventory, the Coping Strategy Inventory, and the Brief Resilience Scale. Finally, the results demonstrated that higher extroversion was connected with better skills in behavioural activation and assertiveness training, implying that these skills and abilities are more likely to be refined through interpersonal connections. Individuals that were more agreeable had stronger cognitive restructuring and problem-solving skills, which might indicate that they are better at expressing empathy (Hähnchen, 2022).

Effect of CBT approaches on Internet Aggression

In this article studied by Ke & Wong (2018), a cognitive-behavioural preventative intervention programme for youth with Problematic Internet Use (PIU) behaviour was constructed and assessed. This article seeks to explore the effectiveness of the PIU approach, which includes CBT, in decreasing PIU symptoms such as unable to control their internet use, feelings of distress, functional impairment, and even difficulties managing behaviours such as aggression, anxiety, moodiness, and compulsiveness (Ke & Wong, 2018; Hinić, 2022). The intervention programme was delivered in a group setting to 45 students from four various institutions by licenced school counsellors. Results from paired t-test revealed that the treatment was capable of preventing negative development into more severe phases of Internet addiction behaviours (Setyawan & Masykur, 2022) as well as minimising students' anxiety, stress, and social phobia (Garba & Tanko, 2022). After the intervention session, the effectiveness was instantly apparent and persisted a month later. The efficiency of this article approach in preventing the adverse development of PIU and its manifestations in problematic users has prompted the assumption that the approach will also prevent regular individuals from experiencing major symptoms (Ke & Wong, 2018).

Alavi et al. (2021) studied the “The effects of cognitive-behavioural group therapy for reducing symptoms of internet addiction disorder and promoting quality of life and mental

health". It has allegedly become a significant contributor to social and health issues to have an internet addiction condition. Students with internet addiction benefit psychologically and cognitively from CBT group therapy (Agbaria, 2022). Internet addiction causes insufficient sleep, loss of interests, poor mental functioning, social detachment, increased psychosocial distress, cyberaggression, cybervictimization, and debt challenges (Kwok et al., 2017; Haroon et al., 2019). In an attempt to prevent internet aggression related behaviours among undergraduate students, the objective of this investigation is to evaluate the outcomes of a Cognitive Behavioural Therapy (CBT) approach. In accordance with Alavi et al. (2021), CBT treatment may be employed as an effective treatment to lessen the symptoms of internet addiction and enhance the health of those who suffer from behavioural addictions. The article's statistical population included all students at Tehran universities throughout the 2018-19 academic year was randomly separated into the experimental and control groups went through fifteen 90-minute sessions of CBT group therapy. The results obtained after the treatment showed that the experimental group that went through the CBT therapy had lower levels of internet addiction. Additionally, based on Yang et al. (2022), a CBT-based group therapy intervention programme had 21 students, while the control group had 22 students. As a consequence of the intervention programme, college students' procrastination and symptoms of internet addiction decreased, and their feeling of coherence increased. In terms of the long-term outcome, college students' perceptions of their significant others' social support increased, and their symptoms of internet addiction reduced.

Research Gap

Based on Yilmaz et al. (2023), aggressiveness has an indirect influence on Internet Gaming Disorder (IGD). Hence, an in-depth psychological study should be conducted to investigate the sources of factors influencing IGD. Evidently, there is a lack of studies on the Big Five personality characteristics of those who engage in Internet Aggression. In contrast to internet aggression itself, most recent research ties it to other clinical conditions rather than an individual's personality and emphasises internet addiction. IGD is a probable behavioural addiction condition and was first included as a tentative condition in the most recent (fifth) edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (American Psychiatric Association, 2013).

Depending on some studies, a small number of individuals have internet aggression, which is more common among adolescents (Balhara et al., 2021). Since much research shows a connection between Internet aggressiveness and adolescents, there is still a considerable measure of uncertainty regarding the association between Internet aggressiveness and undergraduate students. Based on Pyżalski et al. (2022), adolescents were unable to come to comprehensive conclusions regarding the combination of occurrences that contribute to violence, and the digital world encourages engagement in and reinforcement of internet aggression. As a result, it was proposed that future research explore the influence of individual characteristics, such as various age groups, on internet aggressive behaviours (Yilmaz et al., 2023).

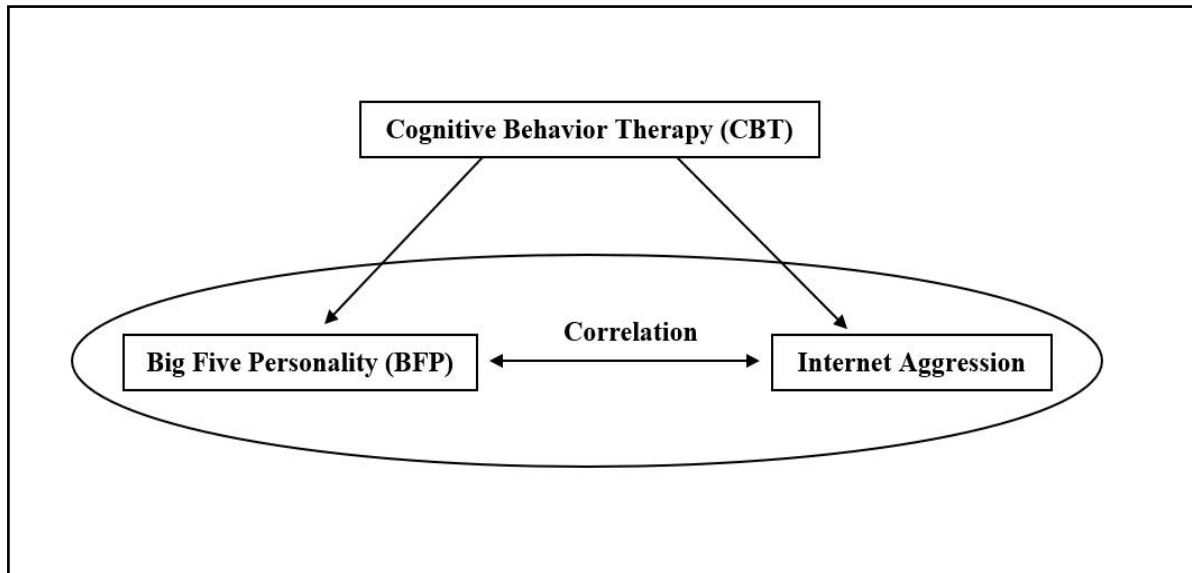
In accordance with Periasamy et al. (2022), it is crucial for the health and psychological wellbeing of students to enforce educational programmes and precautionary measures on Internet Aggression, including self-regulating approaches, parent awareness programs, advanced teacher-student interaction, and even cognitive behavioural therapy. Activities incorporating guidance and counselling can be practised with at-risk individuals

and populations. Unfortunately, the counselling approaches that can result in improvements in the Big Five Personality characteristics and Internet Aggression are not extensively explored. To lessen aggressive behaviours among undergraduate students, it is necessary to have a higher understanding of internet bullying and its consequences. Based on Martínez-Montegudo et al. (2020), an increase in aggressiveness seemed to be connected to a higher level of social anxiety and concern for social appearance. Thus, interventions that lower individuals' levels of social anxiety are likely to be effective in lowering internet disorder, internet addiction, and internet aggression.

Theoretical Framework

Figure 2.1

Theoretical Framework of CBT on BFP and Internet Aggression



The theory chosen from this study is Cognitive Behavioural Theory (CBT). Cognitive behavioural therapy (CBT) is the most evidence-based, transdiagnostic psychotherapy approach and is based on the belief that thoughts, feelings, and behaviour are all interrelated, so addressing one's thinking can potentially influence one's behaviour (Malak, 2017).

According to Dodge (2003), CBT focuses on social problem-solving and impairments in emotion control that are correlated with aggressive behaviours. People with internet aggression have characteristic patterns of thinking that get them into trouble. This is because their ways of thinking tend to be somewhat extreme, inflexible, and distorted. CBT is particularly helpful for people with aggression because of its emphasis on identifying and changing dysfunctional thinking patterns. Common cognitive-behavioural therapies include understanding the causes and effects of aggressive behaviour, learning material for identifying and controlling anger expression, problem-solving, and modelling and practising

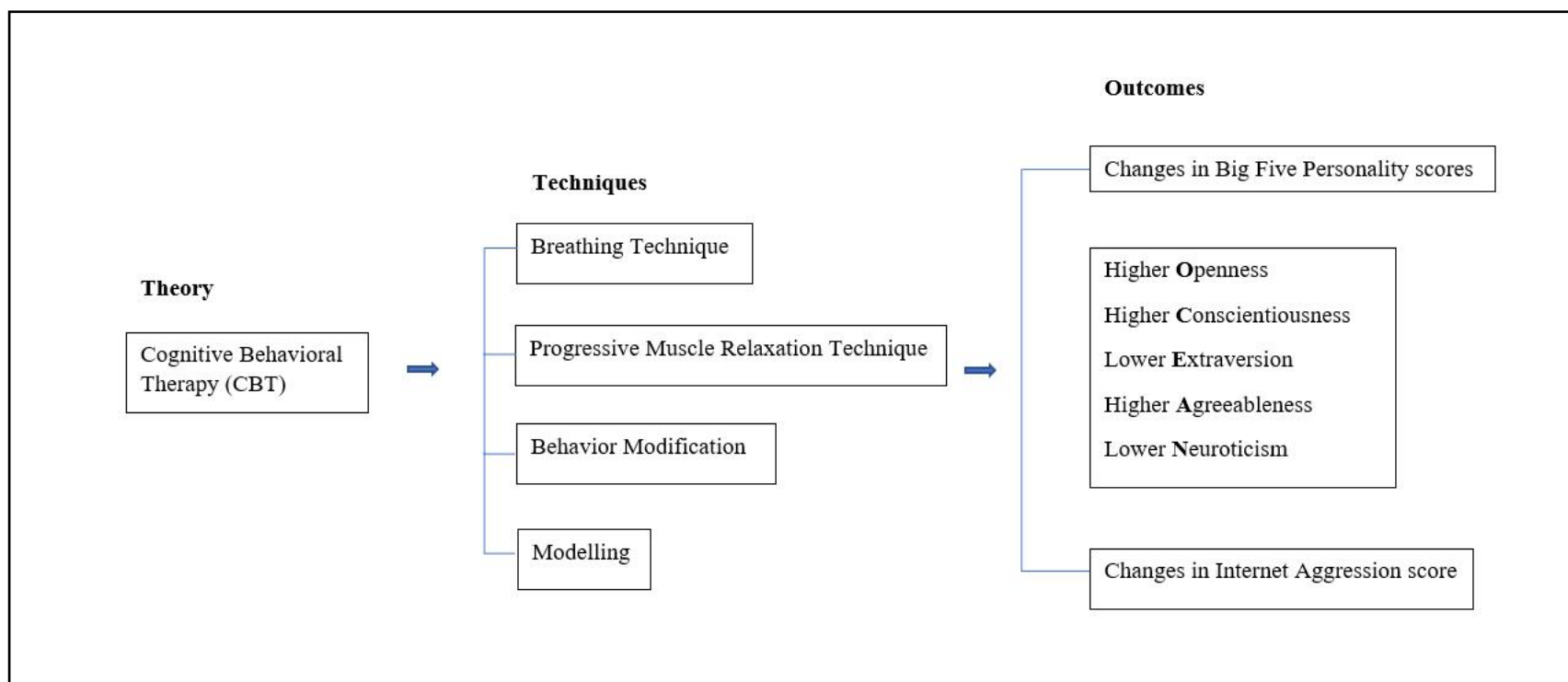
norms of behaviour that might substitute for hostile and aggressive responses (Sukhodolsky et al., 2016).

Individuals with a specific personality style that is influenced by ideological, isolationist, and complicated attitudes are more likely to experience various psychological issues, such as internet aggression, which can eventually lead to the development of other serious mental conditions (Ferah, 2019). Therefore, CBT is applied as a therapeutic strategy because it specialises in motivating individuals to think and behave in more adaptive ways. The remission rates are anticipated to increase with individualised or precision CBT interventions catered to individual characteristics (Sakata. et al., 2021). With this approach, each CBT component is examined in relation to the interactions between specific individual characteristics. According to Muran et al. (2018), the outcome demonstrated that an alliance-focused modelling approach supported improvements in interpersonal processes in a CBT implemented by trainee therapists.

Conceptual Framework

Figure 2.2

Conceptual Framework of the Effects of CBT on BFP and Internet Aggression



This study's conceptual framework is based on the theoretical framework of CBT. The CBT intervention features behaviour modification, modelling and relaxation techniques for participant to regulate aggressiveness and enhance Big Five Personality. This study presents a conceptual framework (Figure 1.2) for investigating the effectiveness of CBT on the Big Five Personality and Internet Aggression. Furthermore, CBT is the dependent variable, while the independent variables are the BFP and Internet Aggression.

Hence, the objectives, questions and hypotheses of this research paper are based on the theoretical framework, in which BFP are used to examine the correlation and prediction Internet Aggression among undergraduate students. The present study postulates that CBT influences undergraduate students' Big Five Personality and Internet Aggression.

Chapter 3

Proposed Methodology

Introduction

This study's research design was based on Single-Subject Research Design (SSRD). For quantitative monitoring, the Big Five Inventory (BFI) and the Buss Perry Aggression Questionnaire (BPAQ) were used in this research's design to investigate the effectiveness of CBT on Internet aggression and the Big Five Personality (BFP) among undergraduate students. A participant was chosen for the present research after meeting the inclusion and exclusion criteria that were listed. This chapter also included the participant's consent and agreement, the data collection processes, and the treatment plan for each research session.

Research Design

The research design for this study was Single-Subject Research Design (SSRD) with pre- and post-test research designs. This study's research design was selected because it is a reliable approach to examine the effectiveness of an intervention on a small sample of participants. SSRD, which can be practised on a single subject or duplicated over several subjects, aimed to determine if the underlying behaviour being studied was influenced after the intervention was introduced and what evidence was presented to support that the intervention contributed to the observed changes (Logan et al., 2008). For this study, a quantitative data collection strategy was used. The instruments used to measure the variables were the BPAQ and BFI, based on scale scores. The researcher was able to draw broad generalisations about what was most probably accurate overall through quantitative data collection. SSRD was designed to have strong internal validity for analysing causal relationships between approaches and effects, as well as external validity for identifying

generalisations on the results (Lobo et al., 2017). Therefore, by implementing SSRD in this research, the researcher was able to determine if CBT approaches may cause changes on the BFP and Internet Aggression scores.

Sampling Procedures

Sampling Method

An undergraduate student (age 18-30) was the sample of this study. The participant in this research was a student who is currently pursuing education in Universiti Tunku Abdul Rahman (UATR), Kampar campus. As this is single subject research, there was no sample size calculation needed during the course of the study.

Judgmental or purposive sampling method was applied in this SSRD research. Purposive sampling involved identifying and selecting a single undergraduate student that was especially knowledgeable about or experienced with the phenomenon of this research interest. Furthermore, this sampling can provide the researcher with the justifications to generalize from the participant with specific criteria (Sharma, 2017). Based on Andegiorgis, (2020), purposive sampling method was applied to select institutions and participants in research that examined counselling procedures used in addressing students' disciplinary difficulties. Recruitment was conducted through a screening process, with this research's objective of purposively selecting the underrepresented participants exhibiting internet aggression symptoms, namely participants who self-identified as aggressive while engaging in internet-based activities. In this research paper, the participant had to reach the criteria as they were filtered by using the BPAQ.

Inclusion and Exclusion Criteria

To fulfil the inclusion criteria, the participant was: (1) an undergraduate student, (2) a student age between 18-25 years old, (3) able to understand and communicate in English, Malay or Mandarin, and (4) average level of internet aggression (>68 score in BPAQ).

The exclusion criteria included participant with: (1) low Internet Aggression (<34 score in BPAQ), (2) history of serious mental conditions (e.g., bipolar disorder, schizophrenia), (3) undergoing any form of counselling or psychotherapy services or practices.

Demographic

The aim of collecting demographic information was to screen participant's data for the criteria of inclusion and exclusion, such as age, current location, and mental issues. The information that is intended to be collected in the demographic section include: (1) name, (2) age, (3) gender, (4) ethnicity, (5) current home address, (6) relationship status, (7) experiencing/experienced any mental issue, (8) taking any medications, (9) willingness to participate in face-to-face research sessions.

Proposed Location of Study

This research was undertaken at a university in Malaysia because the undergraduate student who was the target sample was a Malaysian citizen at Universiti Tunku Abdul Rahman (UTAR). The treatment programmes were conducted in the counselling room of Universiti Tunku Abdul Rahman (UTAR), Kampar, Perak, Malaysia.

Plan to Obtain Ethical Clearance Approval

A soft copy of the Ethical Clearance Form attached with the questionnaire was prepared by the researcher. The researcher obtained the Ethical Clearance Form from the UTAR Scientific and Ethical Review Committee (SERC).

Plan of Obtaining Consent

The participant signed an informed consent form at the intake session to verify his willingness to participate in the research project. The researcher went through the informed consent form with the participant and explained the purpose of the research, confidentiality, contact details, the fact that no charges or payment were required, and the participant's voluntary involvement in this research. Furthermore, the participant was informed that the sessions were videotaped for academic purposes.

Research Sample

A Malaysian undergraduate student was the target sample for this research. The undergraduate participant involved in this research was currently undergoing education at a university in Malaysia. Meanwhile, all other potential participants were registered through a Google form.

Sample size

Time-series data was examined individually for each potential participant in this research. For this reason, the number of repeated observations conducted on a specific participant rather than the total number of participants determined the power of single-subject research.

The total number of registered participants was 7. This research's sample size was one potential participant who met all the inclusion and exclusion criteria, as well as the minimum criteria for the internet aggression score during the screening process. There were two other potential registered participants shortlisted if the finalised participant withdrawn.

Data Collection Procedures

The participant was given two instruments: the Big Five Inventory (BFI) and the Buss Perry Aggression Questionnaire (BPAQ). First, the project supervisor evaluated the questionnaires for content validity, and recruiting proceeded once they were approved. In addition, all data were gathered using a Google Form since the participants were registered via Google Form. The inclusion and exclusion criteria were used to screen the registered participants. Thus, the participant who met the criteria was chosen for this research, and the recruiting process was closed. The researcher went over the research goals with the participant, and he fully comprehended the purpose of the research. Following that, the participant completed the informed consent form as an agreement to participate and disclose information for academic purposes in this research. Therefore, if the participant felt uncomfortable or had other personal difficulties, the participant had the right to disengage or withdraw from the research.

Besides that, following the agreement, the participant proceeded with the two assessments, the BFI and BPAQ, to gather data for the pre-test 3 weeks before the start of the research sessions. The participant and researcher met for a prearranged six-session CBT approaches research session. The participant completed the missions assigned during the intervention period. Lastly, the CBT approaches were discontinued after six sessions.

Research Instruments

Proposed Measures and Materials Used

A self-administered questionnaire that included three sections was designed to collect the data of participant. The questionnaire involved two reliable and validated instruments, as Big Five Inventory (BFI) and Buss Perry aggression questionnaire (BPAQ). The other section was conducted to collect the demographic information of participant with seven questions included.

Big Five Inventory (BFI)

BFI was used in the present research to measure the personality traits of the participant with internet aggression. The assessment had 44 items, and each item was assessed on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The higher the scores on each dimension of the scale, the more likely the participant possessed those characteristics. There were 5 dimensions in the scale, which were extraversion in item 1, 6, 11, 16, 21, 31 and 36, agreeableness in item 2, 7, 12, 17, 22, 27, 32, 37 and 42, conscientiousness in item 3, 8, 13, 18, 23, 28, 33, 38 and 43, neuroticism in item 4, 9, 14, 19, 24, 29, 34 and 39, and openness in item 5, 10, 15, 20, 25, 30, 35, 40, 41 and 44. There were 16 reverse items on this scale, which were items 2, 6, 8, 9, 12, 18, 21, 23, 24, 27, 31, 34, 35, 37, 41 and 43. After reversing the scoring in all the reverse questions, the total marks in each dimension were 156 score.

Three-month test-retest stability ratings for the BFI range from .80 to .90, indicating strong stability, and the scale possesses strong evidence of convergent and divergent validity when correlated with other Big Five inventories and assessment methods (John et al., 2008). According to Waddell et al. (2020), consistent with researcher-reported observations of alpha reliabilities of .75 - .90, observed internal consistency reliabilities in the current study were as

follows: Extraversion $\alpha = .84$, Agreeableness $\alpha = .74$, Conscientiousness $\alpha = .79$, Neuroticism $\alpha = .84$, and Openness $\alpha = .71$.

Buss-Perry Aggression Questionnaire (BPAQ)

The BPAQ is a self-reported scale consists of 29 items that aim to assess four major aspects of aggression including Physical Aggression (items 1-9), Verbal Aggression (items 10-14), Anger (items 15-21), and Hostility (items 22-29.). Each question is answered on a Likert scale of 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me).

The score for each scale is the sum or the ratings for its items. The two items (7 and 18) worded in the direction opposite to aggression are reverse scored. The highest score that can be obtained through the scale is 145, and the lowest score is 29. Higher scores indicate more severe degrees of aggressive temperament. Among young adults, internal consistency alpha coefficients of BPAQ range from 0.72 to 0.85. The Cronbach's Alpha values were as follows: total scale (0.846), physical aggression (0.565), verbal aggression (0.586), anger (0.402), and hostility (0.625) (Buss & Perry,1992; Archer, 2004).

Proposal Intervention

Cognitive Behavioural Therapy (CBT)

The research's interventions consisted of CBT approaches including relaxation methods, reinforcing adverse thoughts and beliefs, emotional control strategies, and coping mechanisms over a 6-session period. The research gathered evidence on the participant's scores on the BFP and Internet Aggression during the intervention.

This intervention was guided and modified by the CBT Anger Management Manual (Reilly & Shopshire, 2019). The treatment plan provided day-to-day activity guidelines within six sessions of the research session to help the participant enhance his BFP and reduce his Internet Aggression. The intervention involved several CBT approaches, such as identifying negative thoughts and beliefs, relaxation training, behavior modification, and modelling (Sandu & Nistor, 2020). The intervention plan provided clear information to deal with the moderate level of Internet Aggression in the participant while proving the BFP characteristics of the participant as a predictor for aggressive behaviours. Besides, this research was conducted through physical sessions at the UTAR Kampar campus' counselling room

Table 3.1*The description of each session with CBT approaches*

Sessions	Description
Session 1	<ul style="list-style-type: none"> • Participant played an action game for 3 rounds. • Rapport building and intake session was done to understand participant's issue and condition. • Relaxation Technique Belly Breathing (Appendix F) was taught. • Participant watched a 10-min action short film. • Explanation of research goals and planning. <p>Homework: Relaxation Techniques after every game or stimulating media contents.</p>
Session 2	<ul style="list-style-type: none"> • Participant played an action game for 3 rounds. • Cognitive restructuring was applied to identify the triggers, symptoms according to the internet aggression level. • Participant watched a 10-min action short film. • Relaxation technique Candle Flower Mindfulness Breathing (Appendix G) was practised. <p>Homework: Relaxation Techniques after every game or stimulating media contents.</p>
Session 3	<ul style="list-style-type: none"> • Participant played an action game for 3 rounds. • Behavioural rehearsal to reframe triggers and practice communicating anger by role playing with researchers. • Participant watched a 10-min action short film. • Relaxation technique Progressive Facial Muscle Relaxation

Technique (Appendix I) was practiced.

Homework: Relaxation Techniques after every game or stimulating media contents.

Session 4

- Participant played an action game for 3 rounds.
- Relaxation technique Progressive Body Muscle Relaxation Technique (Appendix J) was practiced.
- Participants watched a 10-min action short film.
- Mindfulness practice of Body Scan (Appendix K).

Homework: Relaxation Techniques after every game or stimulating media contents.

Session 5

- Participant played an action game for 3 rounds.
- Behavioural rehearsal to reframe triggers and practice communicating anger by role playing with the researcher.
- Participant watched a 10-min action short film.
- Relaxation technique Guided Square Breathing (Appendix H) was practiced.
- Homework: Relaxation Techniques after every game or stimulating media contents.

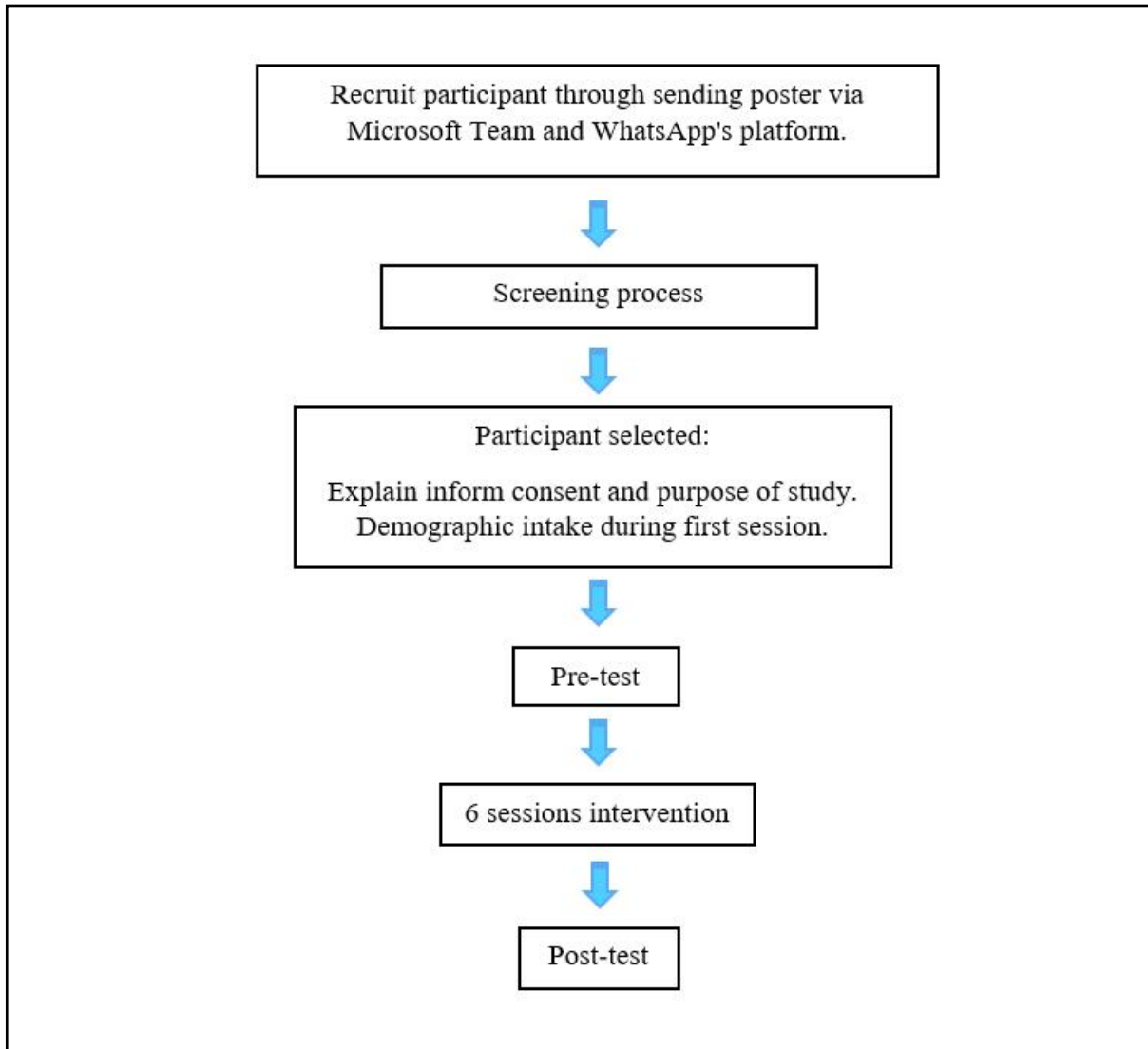
Session 6

- Participant played an action game for 3 rounds.
 - Participants watched a 10-min action short film.
 - Relaxation technique selected by the participant was practiced.
 - Participant and researcher revised together on expected goals, outcomes, and the ways to balance cognitive, behavioural and preventive strategies such as anger control and relapse prevention.
-

Research Procedure

Figure 3.1

Flow chart of research procedure



For a period of two weeks, a recruitment announcement was shared through Microsoft Teams and WhatsApp. The announcement listed the general relevant information, contact details of the researcher and the supervisor, inclusion requirements, a link to register, and a QR code.

The researcher went through the screening procedure on a first come, first serve basis in a manner that was equitable to the registered participants. After selecting the potential participant, during the screening process, the researcher explained the concept of the training intervention to the participant and guided him through the informed consent process, which covered the research objectives and questions, methods, benefits and risks, fees, confidentiality, contact details, and voluntary participation. The participant was aware of his rights and consented to participate in this research project. However, if the participant felt uncomfortable or had some other personal issue, he had the option to quit or withdraw from the research.

Once the participant consent was acquired, the 6-session intervention was commenced with session-by-session CBT approaches. The two primary assessments in this study, the Big Five Inventory (BFI) and the Buss-Perry Aggression Questionnaire (BPAQ), was administered to the participant for pre-test data collection process during the screening process. Rapport building and demographic intake process was conducted in the first session. The participant began the first session with 3 rounds of action game, while the researcher observed the behaviours, actions and words used by the participant during the process.

The beginning of each session for the whole research remained constant on playing 3 rounds of action games. Next, CBT Relaxation Techniques were taught to the participant by the researcher, who is a trainee counsellor, to increase his knowledge of skills as well as to calm down the participant's emotions before the rapport building and intake session. The rapport building and intake session were conducted to understand the participant's self-

awareness of his own condition. After that, the participant watched a 10-min action short film while the researcher further observed the participant's aggressive internet behaviours. The last step for the first session was the explanation of research goals and planning. A fixed mission was assigned to the participant to maintain the consistency of the research. The mission that was set was that the participant must with the best of his abilities to practise the Relaxation Techniques taught during the sessions after every game or stimulating media content.

In the second session, after the process of game playing, cognitive restructuring was applied to identify the triggers and symptoms according to the participant's internet aggression level. Moreover, cognitive restructuring could improve the participant's knowledge and awareness of his behaviours. Again, the participant watched a 10-min action short film then continued with the practice of Relaxation Technique. Each session's action short film had different contents.

Moving to the third session after the action game, the participant was asked to conduct a behavioural rehearsal to reframe his triggers and practice communicating anger by role playing with the researcher. After finishing watching the 10-min action short film, the participant was requested to practise the Relaxation Technique. The same steps and CBT approaches was implemented in the fifth session to further the practice of behaviour rehearsal for the participant.

After the action game in the fourth session, the participant continued, together with the researcher, to practise Relaxation Technique. Following on, the participant again watched a 10-min action short film. Then, mindfulness practices of Body Scan was introduced to the participant.

In the last session, which was the sixth session, the participant still played 3 rounds of action game, but the difference was that after the game, the participant continued on with

watching the action short film. This was to let the researcher observe the effect of the CBT approaches physically after 6 sessions. Next, the participant and researcher revised together the participant's expected goals for the first session and the current session. The outcomes and the ways to balance cognitive, behavioural, and preventive strategies such as anger control and relapse prevention were discussed with the participant. The participant was required to complete the researcher's assigned mission during the implementation process. After the 6th session, the participant was requested to retake the two assessments to collect post-test data for identification of changes in results.

Data Analysis Plan

The BFP and Internet Aggression of participant in the pre-test and post-test were analysed and presented using descriptive statistics and score interpretation. For this research, Microsoft Excel was used as a method of calculating and comparing the participant's assessment scores, as well as for constructing graphs and charts. The differences in BFI and BPAQ assessment scores between the pre-test and post-test were used to determine the efficacy of CBT approaches. The average for both measures, BFI and BPAQ, were interpreted with the higher scores indicating greater characteristics of personality and internet aggression, respectively. According to Kazdin (2011), the effectiveness of CBT approaches is greater when a gradual increase is observed near the onset of the post-intervention phase. The relationship between the BPAQ and other self-reported aggression measures, behavioural indications of aggressive behaviour, or personality characteristics suggested that the scale had construct validity (Harris, 1997).

Chapter 4

Results

Introduction

In this chapter, the participant's background, purpose of participating in this research and each trail of sessions were reported. Buss-Perry Aggression Questionnaire (BPAQ) and Big Five Inventory (BFI) had been used to evaluate and observe the participant Internet Aggression and Big Five Personality (BFP) characteristics. The data obtained in the pre-test and post-test are analyse and interpreted.

Demographic and Topic-specific Characteristics

Case Introduction

"Kam" is a 22-year-old single Malaysian Chinese male student studying Logistic and International Shipping (Year 2 Semester 2) in University Tunku Abdul Rahman Kampar Campus. He is currently staying in a hostel in Kampar away from his family in Klang for his studies. He is the eldest in the family among his siblings with 2 younger brothers. Participant voluntarily participated in this research project through receiving message of this research project recruitment poster in his university friend's assignment group. He does not suffer any medical condition and is physically healthy. As per his intake form, he does not have any issue or thoughts of suicidal, however, he did mention that he does sometimes may be overwhelmed with stress.

Presenting Complaints

The participant stated that he realized he was getting worse in terms of internet aggression during his secondary school years, when he plays mobile games with his friends. He was heated during the game and scolded his friends badly. Hence, he avoided playing

games with them after noticing he would get mad at them as a coping mechanism to prevent their friendship from worsening. If he was heated in a game, he would express his frustration in a very aggressive manner, such as by throwing the phone on the floor and scolding vulgar, offensive words out loud towards his opponent and even teammates. The participant would play the game every day for 3–4 hours. For the first 1–2 hours, he would still be able to maintain his emotions, but after that, he would start behaving aggressively. The participant's result in the pre-test was the most compatible with the outcome the researcher for this study was looking for, hence the participant was chosen. The pre-test scores of the participant in BFI were Openness, 28; Conscientiousness, 25; Extraversions, 24; Agreeableness, 25; Neuroticism, 30, while in BPAQ the scores were 91 out of 145 (above average).

History

The participant described himself as not having the appearance of an easily aggressive person towards his friends, but in games he is an easily tempered person. When playing games with his siblings, they would sometimes express their anger and annoyance, but not in a hostile manner towards each other but instead towards the game itself. The participant also mentioned that his siblings' expressions of internet aggression were more aggressive than his own. When watching a thrilling movie alone, he would not express his dissatisfaction out loud, but when there are people beside him watching together, he would express his dissatisfaction, but not in a highly hostile manner. His siblings and friends would sometimes tell him his behaviours was exaggerated and jokingly tell him not to play anymore if his emotions were uncontrollable. When teaching his brother subjects, he would sometimes lose his temper as his brother was unable to understand questions that the participant felt were easy, especially mathematics.

Trail of Sessions

Session 1

In this session, the primary task was to let the participant understand the research procedure, private and confidentiality and feel comfortable for the sessions. The CBT approaches taught in this session was relaxation breathing techniques, Belly Breathing (Appendix F). The reasons and benefits to practice relaxation technique for regulating emotions such as internet aggression were explained to the participant. The constant structure including the reason for the constant structure of the sessions were as well explained to the participant. The participant begins the session with 3 rounds of action game (Appendix M), follow with rapport building, intake session (Appendix C) and research goals, then continue with 10-minutes action short film (Appendix L) and ended the session with relaxation technique. The reason for playing games for a specific number of 3 rounds was to let the participant feel comfortable and help reach new data and observations that could not be obtained in the first experiment (Acrome, 2022). A mission of practicing Relaxation Techniques after every game or stimulating media contents was given to the participant.

Session 2

The session began with the participant playing three rounds of an action game. Following the game, the participant was exposed to cognitive restructuring by using the Anger Diary worksheet (Appendix D). The objective of using cognitive constraint was to teach the participant how to recognize and record his own triggers, thoughts, behaviours, sensations, and consequences that led to aggressive internet behaviours. Furthermore, the Anger Diary worksheet was able to encourage the participant to record the triggers, emotions, body sensations, thoughts, behaviours, and consequences that the participant experienced each time aggressive stimuli were met. By doing so, the researcher and participant were better able to understand the participant's aggressive pattern of thinking and how these

thoughts fuelled the participant's aggression. Instead of responding in anger, the participant was prepared to confront the emotions, replacing the unhealthy triggers with more sensible, balanced thoughts, or just recognizing them and simply allowing them to pass. After the participant watches a 10-minute action short film, relaxation technique was practiced. The relaxation technique practiced was Candle Flower Mindfulness Breathing (Appendix G). The steps involved pretending to deeply inhale to smell the flower and then slowly exhaling to blow out the candle.

Session 3

As usual, the participant will play three rounds of action game. Behavioural rehearsal will follow after it to reframe the triggers, thoughts, behaviour, body sensation, feeling and consequences of the aggressive behaviour displayed by the participant through the Anger Diary worksheet. Behaviour "Time-out" was implemented for the participant to practice communicating his aggressive behaviour by role playing with the researcher (Reilly & Shopshire, 2019). Time-outs were applied when the participant's anger or aggression begins to escalate during the session, the researcher will ask the participant to take a timeout from the game and film. The goal for this approach was to enable the participant to learn to call a timeout himself when he notices his aggressive behaviours such as swearing and excessive leg movements. To end the session a 10-min action short film was played to the participant and relaxation technique was practised. The relaxation technique used in this session was the Progressive Facial Muscle Relaxation Technique (Appendix I).

Session 4

For this session, the participant began with 3 rounds of action game and follow with practice of relaxation techniques. The relaxation technique practice was the Progressive Body Muscle Relaxation Technique (Appendix J). After that, a 10-min action short film was shown to the participant. Mindfulness practices of Body Scan (Appendix K) a simple meditation

approach was applied. Body Scan was administered with the intention for the participant to notice his feelings rather than manipulating or enhancing any of his thoughts. The objective of this approach was to bring the participant's awareness to the present moment by focusing on the bodily sensations (including muscle tension, relaxation, the texture of clothes on the skin, the temperature of the room, or no specific sensation at all) all across the body.

Session 5

The same behavioural rehearsal approach of Time-outs for the participant's triggers was conducted. This approach was practiced again in this session to condition the participant to be capable of realizing and stopping himself from engaging in aggressive behaviours and habits such as swearing, table kicking, and shouting without the help of the researcher. If the participant did not realize his behaviours after an exciting film and engaging game, the researcher would still remind and role-play the aggressive scenario again with him. During the Time-outs, the researcher would encourage the participant to have a casual talk about his feelings and emotions and provide advice that if, outside of the session, he faces a similar feeling of aggression, he can go for a walk, do some exercise, or do any other activity that can help him get his mind off the situation that triggers his anger or aggression. After the 10-minute action short film, the relaxation technique of Guided Square Breathing (Appendix H) was practiced.

Session 6

The structure of this session was the participant starting with 3 rounds of action game and continuing with watching a 10-minutes action short film. Then relaxation technique that the participant felt most comfortable and effective for him was selected to practice. Afterwards, the participant was administered with the post-test (Appendix E) once again to fill in for the final results. The participant and researcher revised together on the expected goals, outcomes, and the ways to balance his triggers, thoughts, feelings, and consequences

based on the Anger Dairy. Preventive strategies such as the time-outs for anger control that was practiced through behavioural rehearsal and relapse preventions were discussed at the end of the session.

Data Analysis and Interpretation

Figure 4.1

Result of BPAQ in Pre- and Post-test

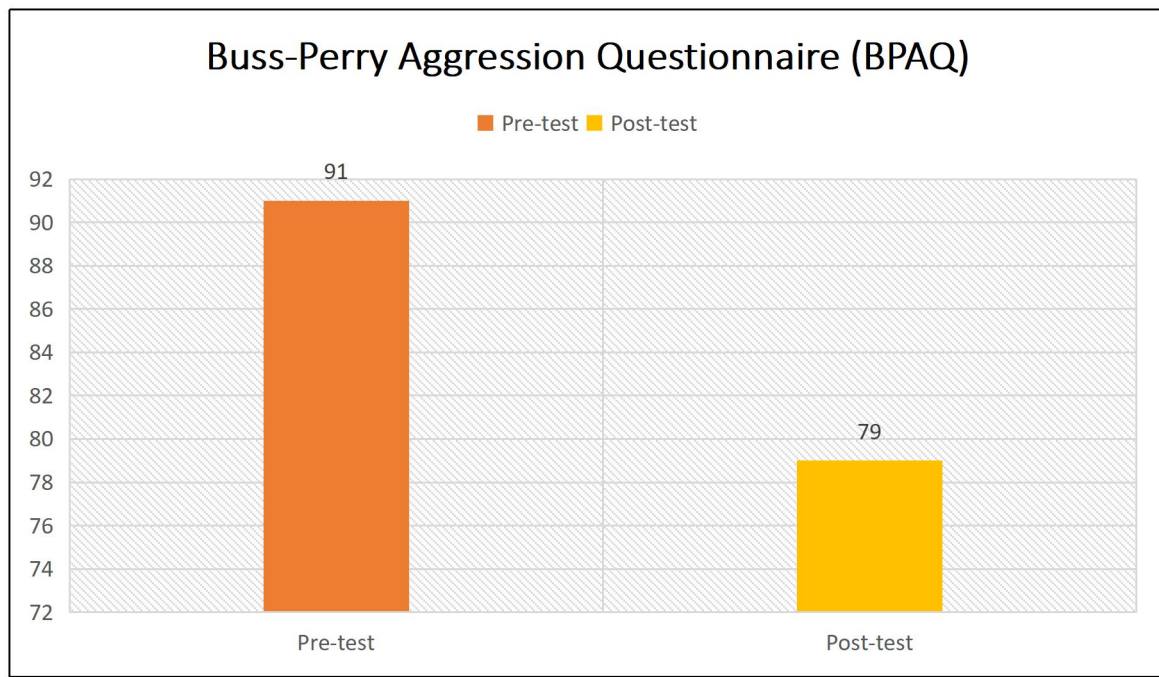
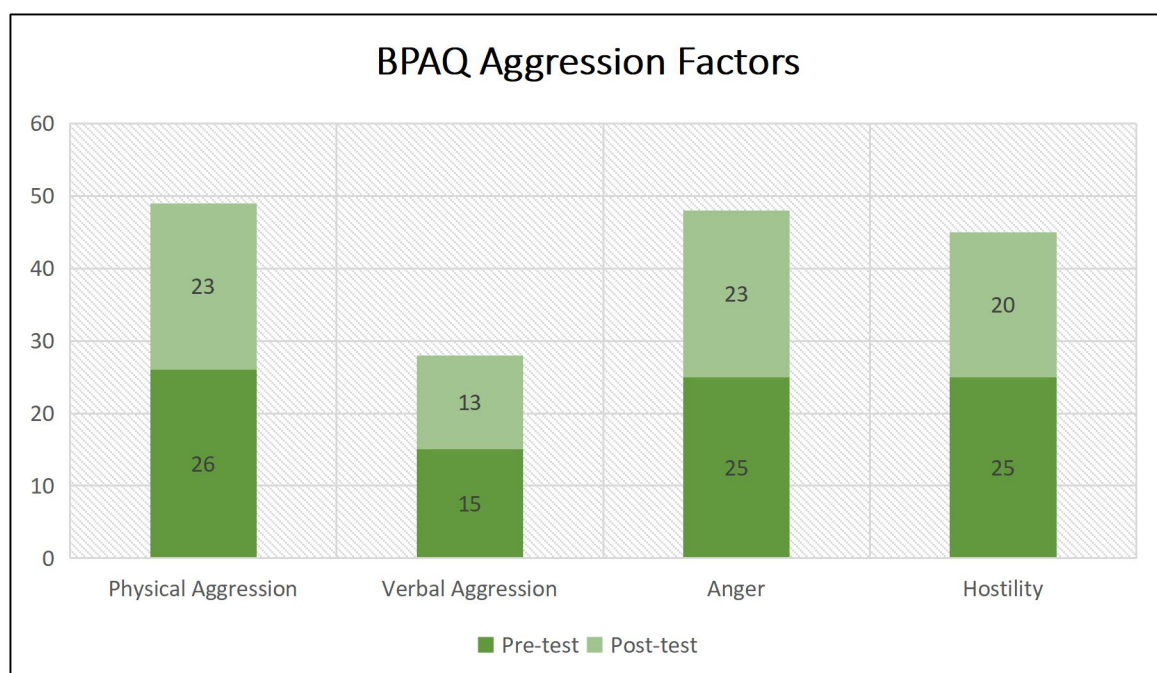


Figure 4.2

Result of BPAQ Aggression Factors in Pre- and Post-test



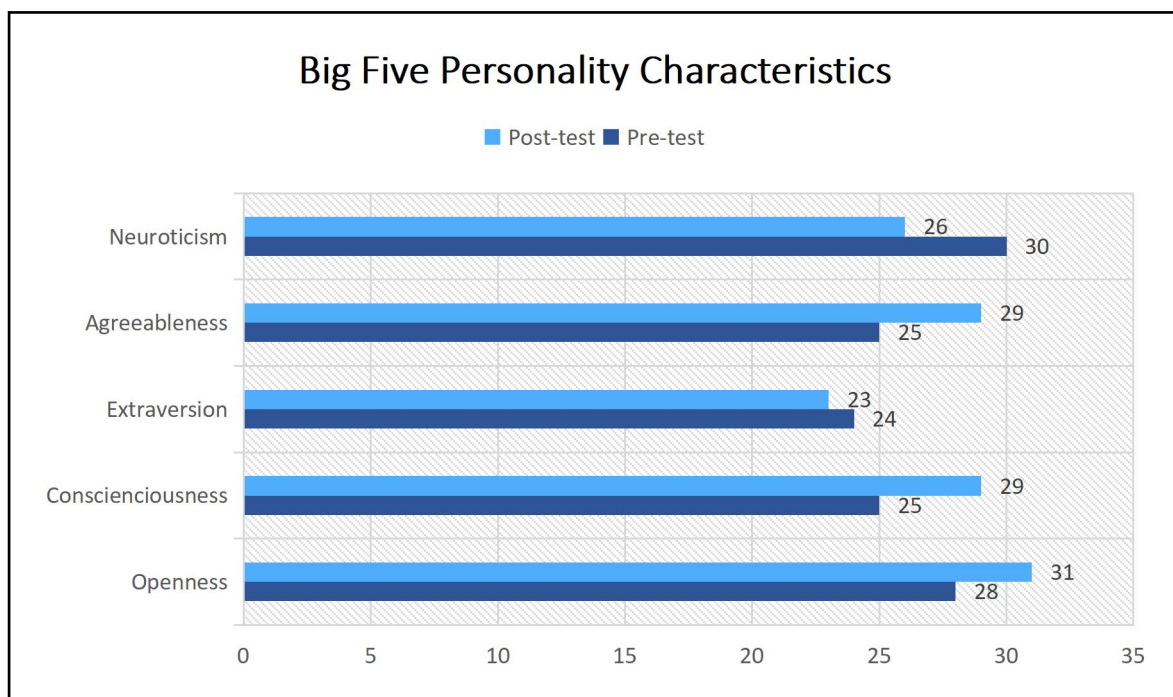
H₁: There is an effect on Internet Aggression of the participant after CBT approaches are applied.

Figure 4.1 depicted the participant's total BPAQ score before and after six sessions of CBT approaches. The participant scored 91 in the pre-test and 79 in the post-test. There was a 12-point reduction following the results.

The questionnaire was differentiated into 4 parts (Physical Aggression (I), Verbal Aggression (II), Anger (III) and Hostility (IV)). The participant's pre-test score for Physical Aggression was 26 while in post-test it decreased by three points, result with 23. For Verbal Aggression the pre-test score was 15 and post-test score was 13, which indicate a 2 points difference. The Aggression Factors of Anger and Hostility for pre- test score was 25. However, after the CBT approaches were applied the post test for Anger was 23 while for Hostility was 20.

Figure 4.3

Result of BFP in Pre- and Post-test



H₂: There is an effect on BFP of the participant after CBT approaches are applied.

Following the data in Figure 4.3, the participant's BFP score before and after 6 sessions of CBT approaches revealed changes in scoring in each characteristic. Openness, Conscientiousness, and Agreeableness all increased by 4 points, but Extraversion had only a single point increase. In contrast, the participant's Neuroticism score decreased by 4 points, from 30 to 26, between the pre- and post-tests. The hypothesis was therefore supported, but not significantly.

H₃: CBT approaches is effective for influencing Internet Aggression and BFP of the participant.

Based on the results in Figure 4.1, CBT approaches were effective in reducing Internet Aggression with a pre-test score of 91 and a post-test score of 79. However, the BFP score in Figure 4.3 did not significantly change after the six sessions. The BFP differences in pre-test and post-test scores for most characteristics were only 4-point differences. Thus, the hypothesis was supported but was not significant.

Chapter 5

Discussion and Conclusion

Discussion

There is an effect on Internet Aggression after CBT approaches are applied (Hypothesis 1)

As a result of the findings of this research, the hypothesis was supported by a significant impact on the BPAQ score, which decreased from 91 to 79. According to Fordham et al. (2021), CBT approaches have been proven to optimise the lives of individuals who struggle with a variety of mental and physical concerns. Thus, the outcomes of this research revealed that CBT is effective in addressing internet aggression by lowering participant's aggression scores and reducing the signs and symptoms displayed throughout the sessions using cognitive restructuring, behavioural rehearsal, mindfulness, and breathing strategies (Lee & DiGiuseppe, 2018a; Scott et al., 2018b).

The significant results in this research supported the consistency with previous findings on internet-aggressive individuals that had been carried out in various contexts (Ke & Wong, 2018; Alavi et al., 2021; Yang et al., 2022; Shirazi et al., 2022). The findings corroborated other research showing that CBT is an effective treatment to minimise the symptoms of internet aggression in students, being that it has positive psychological and cognitive effects (Alavi et al., 2021; Agbaria, 2022).

There is an effect on BFP characteristics after CBT approaches are applied (Hypothesis 2).

According to the results obtained from this research, the hypothesis was supported as the results showed influence on BFP scores after CBT approaches were introduced to the participant. The participant's Neuroticism score decreased by 4 points. As Neuroticism was

projected to have a positive association with aggressive behaviour, the decrease in the participant's Neuroticism scores posed a beneficial influence on this research hypothesis (Escortell et al., 2020; Luo et al., 2023). This has corroborated the claim made by Rek et al. (2022) that CBT-related treatment contributed to an improvement in the maladaptive trait, which is frequently associated with high neuroticism characteristics.

Furthermore, there was a positive impact on participant scores, with an overall improvement of 4 points for the BFP characteristics of Openness, Conscientiousness, and Agreeableness while only achieving a 1-point increase for Extraversion. This indicates the CBT approaches were effective in improving the participant's Internet Aggressive BFP scores. The participant scores demonstrated little difficulty with treatment compliance, as improvements in openness, conscientiousness, agreeableness, and extraversion correlated with effective cognitive restructuring and problem-solving (Kleinstäuber, 2018; Sakata et al., 2021; Kruisdijk et al., 2020; Hähnchen, 2022). Therefore, the research findings have supported the specific correlations that were discovered in prior research between each personality characteristic and CBT approaches (Wu et al., 2020; Sakata et al., 2021; Sauer-Zavala et al., 2022).

CBT approaches are effective in influencing Internet Aggression and BFP (Hypothesis 3).

The hypothesis was supported as the current research identified a positive and substantial association between CBT approaches, Internet Aggression, and BFP characteristics. Between the pre-test and the post-test, there was a 12-point difference in the Internet Aggression scores. On the other hand, there were only 4-point differences in BFP scores between pre-test and post-test scores for the majority of characteristics. In accordance

with Tennant et al. (2022), change-score analyses do not offer meaningful causal-effect forecasts, which could explain the positive results in this research.

Moreover, supporting the past studies, evidence suggests that CBT is a treatment that actively concentrates on cognition modification, which affects individuals' maladaptive mentality and indirectly modifies their observable behaviours, such as aggressive behaviours or personal behaviours (Muslim & Karneli, 2019; Thampinathan, 2020). In short, after the application of CBT approaches, the scores for each of the BFP characteristics and Internet Aggression were found to be positively influenced.

Theoretical Implication

The cognitive processes of those who engage in Internet aggression tend to be rather excessive, inflexible, and twisted (Caligor et al., 2018; Beres et al., 2021). The integration of CBT approaches in this research session while emphasising problem-solving contributed to a reduction in the participant's difficulties with emotional control, which are linked to violent behaviours. Therefore, CBT is particularly effective for individuals who struggle with aggression because it focuses on detecting and shaping disorganised behavioural patterns (King, 2021).

The Cognitive Behaviour Anger Diary was used to identify the feelings (angry, frustrated, annoyed, excited), behaviours (shouting, fidgeting, clenching teeth, laughing), thoughts ("I'm going to report the player", "Their playing sucks," "Why do I keep dying," and "They are so weak"), and body sensations (hot, palm sweating) (Williams & Kelly, 2017). By connecting these components with the observed feelings, thoughts, and behaviours using the Cognitive Behavioural Model, the participant was able to become aware of and acknowledge his internet aggressive behaviours and thinking after participating in the research sessions.

After the components of the Cognitive-Behavioral Anger Diary were collected, the participant received guidance on how to establish coping mechanisms for the stressors that might contribute to Internet aggression through the practise of relaxation techniques, mindfulness practise of body scanning, and behavioural rehearsal (Badpa et al., 2019; Clark, 2020). The individual was given information on how to manage relapses and confront Internet aggression behaviours if they recurred in the future.

CBT has been implemented as an approach to therapy because of its ability to encourage individuals to behave and reflect in a more adaptable manner. Each characteristic demonstrated improvement in the participant's BFP score with Internet Aggression (Openness, Conscientiousness, and Agreeableness increased by 4 points; Neuroticism decreased by 4 points). As a consequence, it is expected that CBT sessions that are tailored to each participant's distinctive characteristics will result in a higher probability of remission (Sakata et al., 2021).

Upon reviewing the research's findings, it can be noted that the CBT Anger Manual's materials and strategies (Reilly & Shopshire, 2019) have a positive effect on decreasing Internet Aggression and cultivating the BFP characteristics of the participant who demonstrated Internet Aggression.

Practical Implication

Various organisations can refer to the findings of the current research while considering the effectiveness of CBT for Malaysian undergraduate students who are dealing with the issue of internet aggressiveness. They can make leverage the research's current findings and offer the organisations or companies various innovative initiatives that could help regulate online misconduct while preventing stressful situations or interpersonal

conflicts (LaCourse et al., 2019; Idris et al., 2023). To care for the wellbeing of their employees, companies should adopt new policies, such as providing a break room where employees can take time-outs or a once-weekly deep breathing exercise (Blake et al., 2020; Verlie et al., 2021). Besides, the educational institution can utilise the information gathered to develop contemporary virtual cognitive-behavioural programmes or mindfulness sessions that encourage students to embrace healthy lifestyles and mental health practises.

The present research investigation can assist educational institutions and the upper management of companies in the hiring process of fresh graduates by understanding how the BFP characteristics pertain to Internet Aggression. The findings from this research can be used as a guide for analysing each employee's personality characteristics for hiring decisions or as a foundation for executives to better understand their employees. Thus, they will be able to determine how effectively the employees are coping with new surroundings or obstacles by reviewing their personality attributes using certain scales, such as the Big Five Inventory (BFI) (Shah et al., 2017; Young et al., 2018). Conducting the personality test with each employee allows the company to have a better estimate of their employees' psychological wellness for such Internet Aggression that their employees might be experiencing and provide necessary treatment for their conditions (Hildenbrand et al., 2018).

Furthermore, counsellors and psychologists will benefit from the present study. They can consult the findings of the present research to obtain an overview of what personality characteristics will have the highest influence on undergraduate students' Internet aggression. As a result, the psychologists or counsellors will be able to offer therapy sessions or interventions that are more relevant to addressing the behavioural issues of future working adults.

Being aware of the transitions between highly aggressive symptoms and scores on the Internet Aggression scale and less aggressive symptoms and scores offers a significant practical impact on the prompt identification of individuals at risk and the formulation of Internet addiction prevention strategies (Chou et al., 2017; Munno et al., 2017; Jiang et al., 2018). This is crucial for clinical purposes because it is common for healthcare professionals to be tasked with understanding whether an individual who demonstrates internet aggression will eventually develop Internet Addiction Disorder. If professionals are capable of identifying the indicators, they can better intervene when these risky trajectories are still in their infancy.

Limitations

There was no follow-up session for this current research. Without a follow-up session, the intervention's long-term effects cannot be evaluated. Therefore, one of the research's shortcomings is that it does not go into greater detail about whether CBT approaches can assist the participant in preventing relapses of their struggles with internet aggression. The duration of CBT self-practise following the completion of research sessions is not documented in this research either.

Another one of this research's limitations is its research design. The evidence for a single-case study research design is insufficient (Onn, 2021). When compared to other research designs, such as cross-sectional or longitudinal research designs, this research design falls short (Ridder, 2017). Additionally, since this research was conducted in research setting rather than as part of a counselling session, the participant's history and issues were not thoroughly explored.

The findings from this research cannot reflect the entire Malaysian population. Malaysia is highly renowned for its multiculturalism and includes four main ethnic groups: Bumiputera (Malay and Indigenous), Chinese, Indians, and Others (non-Malay nationals) (Reddy & Selvanathan, 2020). Despite this, there was only one participant in this research, a male Malaysian Chinese undergraduate. The results are biased and cannot be extended to the entire population due to the absence of undergraduate student data from other faculties and courses.

Recommendations

Given that this research, the researcher, and the participant did not know each other, the participant can be seen restraining his behaviours and words. However, after a few sessions the participant was comfortable in expressing his anger and words while participating in the internet related activities during the sessions. Future studies should consider conducting more sessions to clearer observe the participant's internet aggressive behaviour.

Second, the present research was conducted in individualised treatment by demonstrating the association between different CBT approaches on Internet Aggression and BFP. Future studies can assess CBT approaches specifically that have association with varied potential BFP characteristics. Based on Sakata et al. (2021), independent relationships between each trait and each skill were discovered. If the future research was conducted with an equal number of sessions within each specific CBT approaches, the findings obtained would be clear on whether which CBT approaches may have affected on the research results.

Lastly, future research should be conducted across a range of groups with various characteristics and indication intensity. Future research should thus analyse the findings at additional educational levels. More research is required to incorporate these criteria into future studies because several variables were not explored in this study and thus became its limits. These variables include gender, socioeconomic status, and students' IQ levels, all of which may have an impact on their capacity for persistence.

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Appendices

Appendix A Documents

Turnitin Originality Report

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Abstract There is a growing concern that undergraduates are more likely to be associated with certain Big Five Personality characteristics that are associated with an increased risk of developing aggressive internet behaviours. Thus, this research objective is to observe the effectiveness Cognitive Behavioural Therapy (CBT) approaches in affecting Big Five Personality (BFP) characteristics and Internet Aggression among undergraduate students. **This study is a single case study conducted in** a university counselling room in Malaysia which only has 1 Chinese male undergraduate participant. Purposive sampling was selected to identify groups of undergraduate students **that are especially knowledgeable about or experienced with** the criteria of this research. **The instruments used to measure the variables were** Buss-Perry Aggression Questionnaire (BPAQ) and Big Five Inventory (BFI). **The pre-test and post-test were taken by the researcher from the participant before the** during the screening process and after the last session of intervention. **Based on the results, CBT showed positive effect on** Internet Aggression scores **and** symptoms which had substantial 12-points reduction. However, CBT showed less significant effect on shifting the BFP scores of the participant with a maximum of 4-points changes in Openness, Conscientiousness, Agreeableness and Neuroticism, while only a single point reduction for Extraversion. **In conclusion, this research findings shows that the components and approaches of CBT bring changes towards thoughts and behaviours which** associated with Internet Aggression issues. **The present research makes a significant contribution to the literature and increase the knowledge of practicing CBT on a target sample of**

relaxation technique for regulating emotions such as internet aggression were explained to the participant. The constant structure including the reason for the constant structure of the sessions were as well explained to the participants. The participant begins the session with 3 rounds of action game (Appendix M), follow with rapport building, intake session (Appendix C) and research goals, then continue with 10-minute action short film (Appendix L) and ended the session with relaxation technique. The reason for playing games for a specific number of 3 rounds was to let the participants feel comfortable and help reach new data and observations that could not be obtained in the first experiment (Acemoglu, 2022). A mission of playing Relaxation Techniques after every game or stimulating media contents was given to the participant. Session 2 The session will begin with the participant playing three rounds of an action game. Following the game, the participant will be exposed to cognitive restructuring by using the Anger Diary worksheet (Appendix D). The objective of using cognitive constraint was to teach the participant how to recognize and record his own triggers, thoughts, behaviours, sensations, and consequences that led to aggressive internet behaviours. Furthermore, the Anger Diary worksheet will be able to encourage the participant to record the triggers, emotions, body sensations, thoughts, behaviours, and consequences that the participant experienced each time aggressive stimuli were met. By doing so, the researcher and participant will be better able to understand the participant's aggressive pattern of thinking and how these thoughts fuelled the participant's aggression. Instead of responding in anger, the participant will be prepared to confront the emotions, replacing the unhealthy triggers with more sensible, balanced thoughts, or just recognizing them and simply allowing them to pass. After the participant watches a 10-minute action short film, relaxation techniques will be practiced. The relaxation technique practiced was Candle Flower Mindfulness Breathing (Appendix G). The steps involved pretending to deeply inhale to smell the flower and then slowly exhaling to blow out the candle. Session 3 As usual, the participant will play three rounds of action game. Behavioural rehearsal will follow after it to reframe the triggers, thoughts, behaviour, body sensation, feeling and consequences of the aggressive behaviour displayed by the participants through the Anger Diary worksheet. Behaviour "Time-out" will be implemented for the participant to practice communicating his aggressive behaviour by role playing with the researcher (Reilly & Shopshire, 2019). Time-outs were applied when the participant's anger or aggression begins to escalate during the session, the researcher will ask the participant to take a timeout from the game and film. The goal for this approach was to enable the participant to learn to call a timeout himself when he notices his aggressive behaviours such as swearing and excessive leg movements. To end the session a 10-min action short film was played to the participant and relaxation techniques will be practiced. The relaxation technique used in this session was the Progressive Facial Muscle Relaxation Technique (Appendix I). Session 4 For this session, the participant will begin with 3 rounds of action game and follow with practice of relaxation techniques. The relaxation technique practice was the Progressive Body Muscle Relaxation Technique (Appendix J). After that, a 10-min action short film was shown to the participant. Mindfulness practices of Body Scan (Appendix K) a simple meditation approach was applied. Body Scan was administered with the intention for the participant to notice his feelings rather than manipulating or enhancing any of his thoughts. The objective of this approach was to bring the participant's awareness to the present moment by focusing on the bodily sensations (including muscle tension, relaxation, the texture of clothes on the skin, the temperature of the room, or no specific sensation at all) all across the body. Session 5 The same behavioural rehearsal approach of Time-outs for the participant's triggers was conducted. This approach was practiced again in this session to condition the participant to be capable of realizing and stopping himself from engaging in aggressive behaviours and habits such as swearing, table kicking, and shouting without the help of the researcher. If the participant did not realize his behaviours after an exciting film and engaging game, the researcher would still remind and role-play the aggressive scenario again with him. During the Time-outs, the researcher would encourage the participant to have a casual talk about his feelings and emotions and provide advice that if, outside of the session, he faces a similar feeling of aggression, he can go for a walk, do some exercise, or do any other activity that can help him get his mind off the situation that triggers his anger or aggression. After the 10-minute action short film, the relaxation technique of Guided Square Breathing (Appendix H) was practiced. Session 6 The structure of this session was with the participant starting with 3 rounds of action game and continue with watching a 10-minute action short film. Then relaxation technique that the participant felt most comfortable and effective for him was selected to practice. Afterwards, the participant was administered with the post-test (Appendix E) once again to fill in for the final results. The participant and researcher revised together on the expected goals, outcomes, and the ways to balance his triggers, thoughts, feelings, and consequences based on the Anger Diary. Preventive strategies such as the time-outs for anger control that was practiced through behavioural rehearsal and relapse preventions were discussed at the end of the session.

Data Analysis and Interpretation Figure 4.1. Result of BPAQ in Pre- and Post-test. Buss-Perry Aggression Questionnaire (BPAQ) Pre-test Post-test 91 90 88 86 84 82 80 79 78 76 74 72 Pre-test Post-test Figure 4.2. Result of BPAQ Aggression Factors in Pre- and Post-test. BPAQ Aggression Factors 60 50 40 23 30 20 13 10 26 25 15 0 Physical Aggression Verbal Aggression Anger Pre-test Post-test 20 25 Hostility H1: There is an effect on Internet Aggression of the participant after CBT approaches are applied. Figure 4.1 depicted the participant's total BPAQ score before and after six sessions of CBT approaches. The participant scored 91 in the pre-test and 79 in the post-test. There was a 12-point reduction following the results. The questionnaire was differentiated into 4 parts (Physical Aggression (I), Verbal Aggression (II), Anger (III) and Hostility (IV)). The participant's pre-test score for Physical Aggression was 26 while in post-test it decreased by three points, result with 23. For Verbal Aggression the pre-test score was 15 and post-test score was 13, which indicate a 2 points difference. The Aggression Factors of Anger and Hostility for pre-test score was 25. However, after the CBT approaches were applied the post test for Anger was 23 while for Hostility was 20. Figure 4.3 Result of BFP in Pre- and Post-test. Big Five Personality Characteristics Post-test Pre-test Neuroticism 26 30 Agreeableness 25 29 Extraversion 23 24 Conscientiousness 25 29 Openness 28 31 0 5 10 15 20 25 30 35 H2: There is an effect on BFP of the participant after CBT approaches are applied. Following the data in Figure 4.3, the participant's BFP score before and after 6 sessions of CBT approaches revealed changes in scoring in each characteristic. Openness, Conscientiousness, and Agreeableness all increased by four points, but Extraversion had only a single point increase. In contrast, the participant's Neuroticism score decreased by 4 points, from 30 to 26, between the pre- and post-test. The hypothesis was therefore supported, but not significantly. The BFP scores before and after CBT approaches in Figure 4.3 did not significantly change after the six sessions. The BFP differences in pre-test and post-test scores for most characteristics were only 4-point differences. Thus, the hypothesis was supported but was not significant. Discussion and Conclusion Discussion There is an effect on BFP characteristics after CBT approaches are applied (Hypothesis 1). According to the results obtained from this research, the hypothesis was supported as the results showed influence on Internet Aggression after CBT approaches were introduced to the participant. The Neuroticism score decreased by 4 points. This has corroborated the claim made by Rek et al. (2022) that CBT-related treatment contributed to an improvement in the maladaptive trait, which is frequently associated with high neuroticism characteristics. Furthermore, there was a positive impact on participant scores, with an overall improvement of 4 points for the BFP characteristics of openness, conscientiousness, and agreeableness while only achieving a 1-point increase for extraversion. This indicates the CBT approaches were effective in improving the participants' Internet Aggressive BFP scores. Therefore, the research findings have supported the specific correlations that were discussed in prior research between each personality characteristic and BFP approaches (Wu et al., 2020; Sakata et al., 2021; Sauer-Zavala et al., 2022). There is an effect on Internet Aggression after CBT approaches are applied (Hypothesis 2) As a result of the findings of this research, the hypothesis was supported by a significant impact on the BPAQ score, which decreased from 91 to 79. According to Fordham et al. (2021), CBT approaches have been proven to optimise the lives of individuals who struggle with a variety of mental and physical concerns. Thus, the outcomes of this research revealed that CBT is effective in addressing internet aggression by lowering participants' aggression scores and reducing the signs and symptoms displayed throughout the sessions. The significant results in this research supported the consistency with previous findings on internet-aggressive individuals that had been carried out in various contexts (Ke & Wong, 2018; Alavi et al., 2021; Yang et al., 2022; Shirazi et al., 2022). The findings corroborated other research showing that CBT is an effective treatment to minimise the symptoms of internet aggression in students, being that it has positive psychological and cognitive effects (Alavi et al., 2021; Agbaria, 2022). CBT approaches are effective in influencing Internet Aggression and BFP (Hypothesis 3). The hypothesis was supported as the current research identified a positive and substantial association between CBT approaches, Internet Aggression, and BFP characteristics. Between the pre-test and the post-test, there was a 12-point difference in the Internet Aggression scores. On the other hand, there were only 4-point differences in BFP scores between pre-test and post-test scores for the majority of characteristics. In accordance with Tennant et al. (2022), change-score analyses do not offer meaningful causal-effect forecasts, which could explain the positive results in this research. Moreover, supporting the past studies, evidence suggests that CBT is a treatment that actively concentrates on cognition modification, which affects individuals' maladaptive mentality and indirectly modifies their observable behaviours, such as aggressive behaviours or personal behaviours (Muslim & Karneli, 2019; Thampinathan, 2020). In short, after the application of CBT approaches, the scores for each of the BFP characteristics and Internet Aggression were found to be positively influenced. Theoretical Implication The cognitive processes of those who engage in internet aggression tend to be rather excessive, inflexible, and twisted (Calligor et al., 2018; Beres et al., 2021). The integration of CBT approaches in this research session while emphasising problem-solving contributed to a reduction in the participant's difficulties with emotional control, which are linked to violent behaviours. Therefore, CBT is particularly effective for individuals who struggle with aggression because it focuses on detecting and shaping disorganised behavioural patterns (King, 2021). The Cognitive Behaviour Anger Diary was used to identify the feelings (angry, frustrated, annoyed, excited), behaviours (shouting, fidgeting, clenching teeth, laughing), thoughts ("I'm going to report the player", "Their playing sucks," "Why do I keep dying," and "They are so weak"), and body sensations (hot, palm sweating) (Williams & Kelly, 2017). By connecting these components with the observed feelings, thoughts, and behaviours using the Cognitive Behavioural Model, the participant was able to become aware of and acknowledge his internet aggressive behaviours and thinking after participating in the research sessions. After the components of the Cognitive Behaviour Anger Diary were collected, the participant received guidance on how to establish coping mechanisms for the stressors that might contribute to internet aggression through the practise of relaxation techniques, mindfulness practise of body scanning, and behavioural rehearsal (Badpa et al., 2019; Clark, 2020). The individual was given information on how to manage relapses and confront internet aggression behaviours if they recurred in the future. CBT has been implemented as an approach to therapy because of its ability to encourage individuals to behave and reflect in a more adaptable manner. Each characteristic demonstrated improvement in the participant's BFP score with Internet Aggression (Openness, Conscientiousness, and Agreeableness increased by 4 points; Neuroticism decreased by 4 points). As a consequence, it is expected that CBT sessions that are tailored to each participant's distinctive characteristics will result in a higher probability of remission (Sakata et al., 2021). Upon reviewing the researcher's findings, it can be noted that the CBT Anger Manual's materials and strategies (Reilly & Shopshire, 2019) have a positive effect on decreasing Internet Aggression and cultivating the BFP characteristics of the participant who demonstrated Internet Aggression. Practical Implication Various organisations can refer to the findings of the current research while considering the effectiveness of CBT for Malaysian undergraduate students who are dealing with the issue of internet aggressiveness. They can make leverage the research's current findings and offer the organisations or companies various innovative initiatives that could help regulate online misconduct while preventing stressful situations or interpersonal conflicts (LaCourse et al., 2019; Idris et al., 2022). To care for the wellbeing of their employees, companies should adopt new policies, such as providing a break room where employees can take time-outs or a once-weekly deep breathing exercise (Blake et al., 2020; Vertle et al., 2021). Besides, the educational institution can utilise the information gathered to develop contemporary virtual cognitive-behavioural programmes or mindfulness sessions that encourage students to embrace healthy lifestyles and mental health practices. The present research investigation can assist educational institutions and the upper management of companies in the hiring process of fresh graduates by understanding how the BFP characteristics pertain to Internet Aggression. The findings from this research can be used as a guide for analysing each employee's personality characteristics for hiring decisions or as a foundation for executives to better understand their employees. Thus, they will be able to determine how effectively the employees are coping with new surroundings or obstacles by reviewing their personality attributes using certain scales, such as the Big Five Inventory (BFI) (Shah et al., 2017; Young et al., 2018). Conducting the personality test with each employee allows the company to have a better estimate of their employees' psychological wellness for such Internet Aggression that their employees might be experiencing and provide necessary treatment for their conditions (Hildenbrand et al., 2018). Furthermore, counsellors and psychologists will benefit from the present study. They can consult the findings of the present research to obtain an overview of what personality characteristics will have the highest influence on undergraduate students' Internet aggression. As a result, the psychologists or counsellors will be able to offer therapy sessions or interventions that are more relevant to addressing the behavioural issues of future working adults. Being aware of the transitions between highly aggressive symptoms and scores on the Internet Aggression scale and less aggressive symptoms and scores offers a significant practical impact on the prompt identification of individuals at risk and the formulation of internet addiction prevention strategies (Chou et al., 2017; Munno et al., 2017; Jiang et al., 2018). This is crucial for clinical purposes because it is common for healthcare professionals to be tasked with understanding whether an individual who demonstrates internet aggression will eventually develop Internet Addiction Disorder. If professionals are capable of identifying the indicators, they can better intervene when these risky trajectories are still in their infancy. Limitations There was no follow-up session for this current research. Without a follow-up session, the intervention's long-term effects cannot be evaluated. Therefore, one of the research's shortcomings is that it does not go into greater detail about whether CBT approaches can be capable of identifying the indicators, they can better intervene when these risky trajectories are still in their infancy. Limitations There was no follow-up session for this current research. Without a follow-up session, the intervention's long-term effects cannot be evaluated. Therefore, one of the research's shortcomings is that it does not go into greater detail about whether CBT approaches can assist the participant in preventing relapses of their struggles with internet aggression. The duration of CBT self-practise following the completion of research sessions is not documented in this research either. Another one of this research's limitations is its research design. The evidence for a single-case study research design is insufficient (Omri, 2021). When compared to other research designs, such as cross-sectional or longitudinal research designs, this research design falls short (Ridder, 2017). Additionally, since this research was conducted in research setting rather than as part of a counselling session, the participant's history and issues were not thoroughly explored. The findings from this research cannot reflect the entire Malaysian population. Malaysia is highly renowned for its multiculturalism and includes four main ethnic groups: Bumiputera (Malay and Indigenous), Chinese, Indians, and Others (non-Malay nationals) (Reddy & Selvanathan, 2020). Despite this, there was only one participant in this research, a male Malaysian Chinese undergraduate. The results are biased and cannot be extended to the entire population due to the absence of undergraduate student data from other faculties and courses. Recommendations Given that this research, the researcher, and the participant did not know each other, the participant can be seen restraining his behaviours and words. However, after a few sessions the participant was comfortable in expressing his anger and words while participating in the internet related activities during the sessions. Future studies should consider conducting more sessions to clearer observe the participant's internet aggressive behaviour. Second, the present research was conducted in individualised treatment by demonstrating the association between different CBT approaches on Internet Aggression and BFP. Future studies can assess CBT approaches specifically that have association with varied potential BFP characteristics. Based on Sakata et al. (2021), independent relationships between each trait and each skill were discovered. If the future research was conducted with an equal number of sessions within each specific CBT approaches, the findings obtained would be clear on whether which CBT approaches may have affected on the research results. Lastly, future research should be conducted across a range of groups with various characteristics and indication intensity. Future research should thus analyse the findings at additional educational levels. More research is required to incorporate these criteria into future studies because several variables were not explored in this study and thus became its limits. These variables include gender, socioeconomic status, and students' IQ levels, all of which may have an impact on their capacity for persistence. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

Supervisor's Comments on Originality Report

Universiti Tunku Abdul Rahman			
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1

**FACULTY OF ARTS AND SOCIAL SCIENCE**

Full Name(s) of Candidate(s)	Teoh Wen Qi
ID Number(s)	1904123
Programme / Course	Guidance and Counselling
Title of Final Year Project	The Effectiveness of CBT Approaches on Big Five Personality and Internet Aggression among Undergraduate Students: A Single Subject Study

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: <u>12</u> % Similarity by source Internet Sources: _____ % Publications: _____ % Student Papers: _____ %	
Number of individual sources listed of more than 3% similarity: _____	
Parameters of originality required and limits approved by UTAR are as follows: (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

Signature of Supervisor

Name: _____

Date: _____

Signature of Co-Supervisor

Name: _____

Date: _____

Evaluation Rubric

UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELLING

UAPC3093 PROJECT PAPER II

Quantitative Research Project Evaluation Form

TURNITIN: *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title: The Effectiveness of CBT Approaches on Big Five Personality and Internet Aggression among Undergraduate Students: A Single Subject Study	
Supervisor: Miss Komathi a/p Lokithasan	
Student's Name: Teoh Wen Qi	Student's ID 1904123

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. Please mark only **3(A)** or **3(B)** for **Proposed Methodology**.
3. For criteria 7:
Please retrieve the marks from "**Oral Presentation Evaluation Form**".

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> • Research design • Sampling method and sample size • Location of study • Instruments/apparatus/outcome measures (if applicable) • Data gathering procedures 	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e. Conclusions, implications, and applications.	5%	
Sum	25%	/25%
Subtotal (Sum/5)	5%	/5%
Remark:		
2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable). • For non-experiment, describe the design of the study and data used. 	5%	
b. Sampling procedures: <ul style="list-style-type: none"> • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval. 	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable). 	5%	
d. Data collection procedures: <ul style="list-style-type: none"> • Inclusion and exclusion criteria. • Procedures of obtaining consent. • Description of data collection procedures. • Provide dates defining the periods of recruitment or repeated measures and follow-up. • Agreement and payment (if any). 	5%	
e. Instruments/questionnaire used: <ul style="list-style-type: none"> • Description of instruments • Scoring system 	5%	

<ul style="list-style-type: none"> • Meaning of scores • Reliability and validity 		
Subtotal	25%	/25%
Remark:		
2. (B) METHODOLOGY – SINGLE-CASE EXPERIMENT (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • Identify the design, phase and phase sequence, and/or phase change criteria. • Describe procedural changes that occurred during the investigation after the start of the study (if applicable). • Describe the method of randomization and elements of study that were randomized (if applicable). • Describe binding or masking was used (if applicable). 	5%	
b. Participants AND Context AND Approval: <ul style="list-style-type: none"> • Describe the method of recruitment. • State the inclusion and exclusion criteria. • Describe the characteristics of setting and location of study. • Procedures of ethical clearance approval. • Procedures of obtaining consent. 	5%	
c. Measures and materials used: <ul style="list-style-type: none"> • Operationally define all target behaviours and outcome measures. • Reliability and validity. • Justify the selection of measures and materials. • Describe the materials. 	5%	
d. Interventions: <ul style="list-style-type: none"> • Describe the intervention and control condition in each phase. • Describe the method of delivering the intervention. • Describe evaluation of procedural fidelity in each phase. 	5%	
e. Data analysis plan: <ul style="list-style-type: none"> • Describe and justify all methods used to analyze data. 	5%	
Subtotal	25%	/25%
Remark:		
3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics/Sequence completed:	5%	

<ul style="list-style-type: none"> • Demographic characteristics • Topic-specific characteristics • For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable 		
b. Data diagnostic and missing data (if applicable): <ul style="list-style-type: none"> • Frequency and percentages of missing data (compulsory). • Methods employed for addressing missing data. • Criteria for post data-collection exclusion of participants. • Criteria for imputation of missing data. • Defining and processing of statistical outliers. • Data transformation. • Analyses of data distributions. 	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> • Accurate report and interpretation of confidence intervals or statistical significance. • Accurate report of p values and minimally sufficient sets of statistics (e.g., dfs, MS, MS error). • Accurate report and interpretation of effect sizes. • Report any problems with statistical assumptions. 	5%	
Subtotal	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Discussion of findings: <ul style="list-style-type: none"> • Provide statement of support or non-support for all hypotheses. • Analyze similar and/or dissimilar results. • Justifications for statistical results in the context of study. 	5%	
b. Implication of the study: <ul style="list-style-type: none"> • Theoretical implication for future research. • Practical implication for programs and policies. 	5%	
c. Relevant limitations of the study.	5%	
d. Recommendations for future research.	5%	
Subtotal	20%	/20%
Remark:		

5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score
a. Language proficiency	3%	
b. Content organization	1%	
c. Complete documentation (e.g., action plan, originality report)	1%	
Subtotal	5%	/5%
Remark:		
6. APA STYLE AND REFERENCING (5%)	Max Score	Score
a. 7 th Edition APA Style	5%	/5%
Remark:		
*ORAL PRESENTATION (20%)	Score	
Subtotal	/20%	
Remark:		
PENALTY	Max Score	Score
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
**FINAL MARK/TOTAL	/100%	

***Overall Comments:

Signature: _____

Date: _____

Notes:

1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
 - (i) **Overall similarity index is 20% or below**, and
 - (ii) **Matching of individual sources listed must be less than 3%** each, and
 - (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.




Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.






*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

**It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.

Action Plan**Action Plan of UAPC3093 Project Paper II**Supervisee Teoh Wen Qi

Supervisor Miss Komathi a/p Lokithasan

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology Submit Chapter 3: Methodology Amend Chapter 3: Methodology	09/02/2023 11/02/2023				23/03/2023
Results & Findings Submit Chapter 4: Results Amend Chapter 4: Results	20/03/2023 10/04/2023				13/04/2023
Discussion & Conclusion Submit Chapter 5:	13/04/2023				

Discussion Amend Chapter 5: Discussion					
Abstract	13/4/2023				
Turnitin Submission	17/04/2023			Generate similarity rate from Turnitin.com	
Amendment	18/04/2023				
Submission of final draft	21/04/2023			Submission of hardcopy and documents	
Oral Presentation					

- Notes:**
- 1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.**
 - 2. Supervisees are to take the active role to make appointments with their supervisors.**
 - 3. Both supervisors and supervisees should keep a copy of this action plan.**
 - 4. This Action Plan should be attached as an appendix in Project Paper 2.**

Oral Presentation Evaluation Form

**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

INDIVIDUAL ORAL PRESENTATION EVALUATION FORM (FACE TO FACE/VIRTUAL PLATFORM)

UAPC3093 PROJECT PAPER II

Student's Name	ID	*Total (40%)	**Final score (20%)
Teoh Wen Qi	1904123		

**Final Score: () / 40 marks ÷ 2 = () / 20 marks
*to be converted into 20%

Date: _____

Time: _____

SCORE TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
POSTER PRESENTATION PREPARATION					
Organisation		Title/author of paper clearly displayed. Concise presentation of introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Adequately presents introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Presents main ideas of introduction, review of literature, methodology, findings and conclusions.	Title/author are missing. Insufficient coverage of main points of introduction, review of literature, methodology, findings and conclusions.
Competency		Student demonstrates competent knowledge of the subject by explaining the subject with details. Able to answer questions posted by the audience/examiners fluently with confidence.	Student is able to provide sufficient information to enable audience to understand main ideas. Able to answer questions posted by the audience/examiners with noticeable interval.	Student is able to provide basic information with vague and disjointed ideas. Student tried to answer the questions posted by the audience/examiner using common-sense rather than evidence-based answer.	Student is unable convey the information fluently to the audience/examiner. Student is not able to answer the questions posted by the audience/examiner.

Visual Presentation		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement Mismatch of graphics and text.
Mechanics		The slides are flawless with no misspelling, punctuation, or grammatical errors. Provide essential sources and citations using 7 th edition APA style.	2 – 3 misspelling, punctuation and/ or grammatical errors in the slides. Provided excessive and cluttered sources and citations.	4 misspelling, punctuation and/ or grammatical errors detected in the slides. Inconsistent citation styles detected.	Slides are riddled with multiple spelling, punctuation and/ or grammatical errors. Does not cite sources.
SCORE TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
VERBAL SKILLS					
Enthusiasm		Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows little positive feelings toward topic presented.	Shows absolutely no interest in topic presented.
Delivery		Uses a clear voice and speaks at a good pace so audience can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Audience can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience has difficulty hearing presentation.	Presenter mumbles or talks very fast and speaks too softly for audience to hear and understand.
Language		Excellent and competent use of subject-related vocabulary and correct pronunciation.	Presentation shows competent use of subject-related vocabulary and correct pronunciation.	Some parts of lapse into colloquialism with inappropriate vocabulary and pronunciation.	Mostly inappropriate vocabulary and pronunciation.
NON-VERBAL SKILLS					
Eye Contact		Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Body Language & Facial Expression		Movements seem fluid. Displays relaxed, self-confident nature about self, with no-mistakes. Appropriate facial expression	Made movements or gestures that enhance articulation. Makes minor mistakes, displays little or no tension. Occasionally demonstrate either	Rigid movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. Occasionally demonstrate	No movement or descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes.

		without a zoned-out or confused expression.	a zoned-out or confused expression during presentation.	both zoned-out or confused expressions during presentation.	Consistently zoned-out or displays confused expression during presentation.
Timing		Within 10 to 15 minutes of allotted time.	Within 17 minutes of allotted time OR too short (<10 minutes).	Within 20 minutes of allotted time OR too short (<5 minutes).	Too long (>20 minutes) or too short (<3 minutes).
*TOTAL					

Comments:

Evaluated by:

 (NAME OF EVALUATOR: _____)

Department of Psychology and Counseling
 Faculty of Arts and Social Science
 UTAR Perak Campus

Appendix B Instruments

Big Five Inventory

Big 5 Inventory – Scoring Key

Instructions for scoring: Key items that are bold, italicized, and underlined (e.g., **E**) should be reverse scored. To reverse score an item, change 1 to 5, 2 to 4, 4 to 2, and 5 to 1. After reverse scoring, find the total score for E (Extroversion), A (Agreeableness), C (Conscientiousness), N (Neuroticism), and O (Openness). Important note: Please be sure to submit original responses on each item to the Psi Beta spreadsheet. So please do NOT report reverse-scored data, just original responses made by your participants.

__1	Is talkative	<u>E</u>	__23	Tends to be lazy	<u>C</u>
__2	Tends to find fault with others	<u>A</u>	__24	Is emotionally stable, not easily upset	<u>N</u>
__3	Does a thorough job	C	__25	Is inventive	O
__4	Is depressed, blue	N	__26	Has an assertive personality	E
__5	Is original, comes up with new ideas	O	__27	Can be cold and aloof	<u>A</u>
__6	Is reserved	<u>E</u>	__28	Perseveres until the task is finished	C
__7	Is helpful and unselfish with others	A	__29	Can be moody	N
__8	Can be somewhat careless	<u>C</u>	__30	Values artistic, aesthetic experiences	O
__9	Is relaxed, handles stress well	<u>N</u>	__31	Is sometimes shy, inhibited	<u>E</u>
__10	Is curious about many different things	O	__32	Is considerate and kind to almost everyone	A
__11	Is full of energy	E	__33	Does things efficiently	C
__12	Starts quarrels with others	<u>A</u>	__34	Remains calm in tense situations	<u>N</u>
__13	Is a reliable worker	C	__35	Prefers work that is routine	<u>O</u>
__14	Can be tense	N	__36	Is outgoing, sociable	E
__15	Is ingenious, a deep thinker	O	__37	Is sometimes rude to others	<u>A</u>
__16	Generates a lot of enthusiasm	E	__38	Makes plans and follows through with them	C
__17	Has a forgiving nature	A	__39	Gets nervous easily	N
__18	Tends to be disorganized	<u>C</u>	__40	Likes to reflect, play with ideas	O
__19	Worries a lot	N	__41	Has few artistic interests	<u>O</u>
__20	Has an active imagination	O	__42	Likes to cooperate with others	A
__21	Tends to be quiet	<u>E</u>	__43	Is easily distracted	<u>C</u>
__22	Is generally trusting	A	__44	Is sophisticated in art, music, or literature	O

References

- McCrae, R. R. (2004). Human nature and culture: A trait perspective. *Journal of Research in Personality, 38*, 3-14.
- McCrae, R. R., & Costa, P. T. Jr. (1999). A five-factor theory of personality. In L. A. Pervin, & O. P. John (Eds.), *Handbook of personality: Theory and research*. New York: Guilford Press.

Buss and Perry Aggression Questionnaire (BPAQ)**THE AGGRESSION QUESTIONNAIRE**

Rate each of the following items in terms of how characteristic they are of you. Use the following scale:

1	2	3	4	5
Extremely uncharacteristic of me				Extremely characteristic of me

Aggression Factor I

- _____ 1. Once in a while, I can't control the urge to strike another person.
- _____ 2. Given enough provocation, I may hit another person.
- _____ 3. If someone hits me, I hot back.
- _____ 4. I get into fights a little more than the average person.
- _____ 5. If I have to resort to violence to protect my rights, I will.
- _____ 6. There are people who pushed me so far that we came to blows.
- _____ 7. I can think of no good reason for ever hitting a person.*
- _____ 8. I have threatened people I know.
- _____ 9. I have become so mad that I have broken things.

_____ **Total** (*Reverse rating 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Aggression Factor II

- _____ 1. I tell my friends openly when I disagree with them.
- _____ 2. I often find myself disagreeing with people.
- _____ 3. When people annoy me, I may tell them what I think of them.
- _____ 4. I can't help getting into arguments when people disagree with me.
- _____ 5. My friends say that I'm somewhat argumentative.

_____ **Total**

Aggression Factor III

- _____ 1. I flare up quickly but get over it quickly.
 _____ 2. When frustrated, I let my irritation show.
 _____ 3. I sometimes feel like a powder keg ready to explode.
 _____ 4. I am an even-tempered person.*
 _____ 5. Some of my friends think I'm a hothead.
 _____ 6. Sometimes I fly off the handle for no good reason.
 _____ 7. I have trouble controlling my temper.

_____ **Total** (*Reverse rating 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Aggression Factor IV

- _____ 1. I am sometimes eaten up with jealousy.
 _____ 2. At times I feel I have gotten a raw deal out of life.
 _____ 3. Other people always seem to get the breaks.
 _____ 4. I wonder why sometimes I feel so bitter about things.
 _____ 5. I know that "friends" talk about me behind my back.
 _____ 6. I am suspicious of overly friendly strangers.
 _____ 7. I sometimes feel that people are laughing at me behind my back.
 _____ 8. When people are especially nice, I wonder what they want.

_____ **Total**

Buss, A. H. & Perry, M. P. (1992). The Aggression Questionnaire. Journal of Personality and Social Psychology, 63, 452-459.

Appendix C Sessions Information

Consent Form



UNIVERSITI TUNKU ABDUL RAHMAN (KAMPAR)

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF SOCIAL SCIENCE (HONS) GUIDANCE AND COUNSELLING

INFORMED CONSENT FORM

We are Guidance and Counselling (GC) course students who need to conduct our Final Year Project. This document contains important information regarding confidentiality and privacy, and potential benefits and risks. Please read it carefully. We are governed by various laws and regulations and by the code of ethics of our profession. To better convey how these policies and procedures may affect you, they are provided in this written form.

*Signature will be required.

Confidentiality: All information disclosed during the session(s) will not be revealed to any third parties without your (client's) written permission, except the disclosure is required by laws or professional code of ethics.

Where disclosure is required by law:

- Where there is a reasonable suspicion of child, dependent, or elder abuse or neglect
- Where you (the client) present thoughts that might cause damage to self, to others, or to property
- * Disclosure may be required in accordance with legal proceedings.

It is also important to note that certain information gathered during the counselling or psychological services session(s) may be disclosed among the professionals (e.g. supervisors and colleagues) as an effort to provide you (the client) the best service and experience. Also, certain information which exclude identifying information might be used for education purposes.


Consent form

to identify and pursue relevant goals and expectation, and to identify and promote positive changes in life.

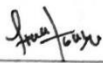
However, through the conventional counselling process, since the personal concerns are discussed, it may result in greater emotional distress at times. It may also affect certain interpersonal relationships. If you have any concerns or issues about progress and/or the results of the counselling or psychological treatment, we encourage and welcome you to discuss with us.

I have been informed and understand the limits of privacy and confidentiality in the upcoming counselling session, have been made aware that how my records may be used and disclosed, and understand the potential risks and benefits of the services.

Client:

 _____	MARK JUN YIN _____	27.02.2023 _____
Signature	Name	Date

Trainee Counsellor:

 _____	TEOH WEN QI _____	27.02.2023 _____
Signature	Name	Date

Release of Information

RELEASE OF INFORMATION

RELEASE OF INFORMATION


Name: MAK JUN YIN
 Address: NO 2093, JLN SEKSYEN 2/3 TMN BANDAR BARAT 31900 KAMPAR PERAK
 City: KAMPAR (State) PERAK (Postcode) 31900
 I/C No.: 010418-10-0383 Date of Birth: 18.01.2001
 Telephone: (O) _____ (Hse) _____ (H/P) 012-5959 665
 I hereby authorize _____ (Name of
 Organisation/Name of Counsellor) to use or disclose my protected information as indicated
 below to:

Name: MAK JUN YIN
 Address: NO 2093, JLN SEKSYEN 2/3 TMN BANDAR BARAT
 City: KAMPAR (State) PERAK (Postcode) 31900
 Telephone: (O) _____ (Hse) _____ (H/P) 012-5959 665

Information to be released:	Purpose of Disclosure:
<input checked="" type="checkbox"/> Personal particulars	<input checked="" type="checkbox"/> Legal
<input checked="" type="checkbox"/> Treatment plans	<input checked="" type="checkbox"/> Employer's request
<input checked="" type="checkbox"/> Progress notes	<input checked="" type="checkbox"/> Insurance
<input checked="" type="checkbox"/> Assessment results and reports	<input type="checkbox"/> Others _____
<input checked="" type="checkbox"/> Billing information	
<input checked="" type="checkbox"/> Others	

I understand that this health information may include HIV-related information and/or information relating to diagnosis or treatment and/or substance abuse and that by signing this form, I am specifically authorizing the release of information relating to:

- Substance abuse including alcohol and/or drug abuse
 Mental health
 Psychotherapy notes including treatment plan and progress notes and assessments results and reports
 HIV-related information including AIDS related testing

X 
 Signature of Client, Evaluee, or Legal Guardian

27.02.2023

Date

RELEASE OF INFORMATION

- 1. I understand that this authorization will expire two years from my last date of service visit. A photocopy of this form will be considered as valid as the original.
- 2. I understand that I may revoke this authorization at any time by notifying [Name of Counselling Center] at the address indicated below, in writing, and this authorization will cease to be effective on the date notified except to the extent action has already been taken in reliance upon it.

Name of Counselling Center
 Address of Counselling Center
 Postcode and City
 State, Malaysia
 Tel Number

- 3. My health care and payment for my health care will not be affected if I do not sign this form.
- 4. I understand that my refusal to sign this Authorization will not jeopardize my right to obtain present or future treatment for counselling services except where disclosure of the information is necessary for the treatment.
- 5. I understand that I will get a copy of this form after I sign it.
- 6. Signing this authorization does not give you the right of access to our reports that are prepared for use in a civil, criminal, or administrative action prior to their submission.
- 7. Our [Name of Counselling Center] usually functions, unless otherwise contracted, as a team with individual evaluators or counsellors consulting with other professionals (psychiatrists, psychologists, social workers and nurses) to be sure that comprehensive and complete evaluations and intervention are being performed. All the members of the Counselling Center (including students) are bound by the same confidentiality as the primary counsellor/evaluator.

By signing below, I acknowledge that I have read and understand this Authorization.

X _____
 Signature of Client or Evaluee
 OR

_____ 27. 02. 2023

 Date

Signature of Parent/Legal Guardian/Authorized person

Date

Relationship to Client or Evaluee

Appendix D

Anger Diary

Date / Time	Trigger	Emotion	Body sensations	Thoughts	Behavior	Consequences
	<ul style="list-style-type: none"> What had happened just before you felt angry? 	<ul style="list-style-type: none"> How did you feel at that time? 	<ul style="list-style-type: none"> What did you feel in your body? 	<ul style="list-style-type: none"> What was going through your mind? 	<ul style="list-style-type: none"> How did you react? What did you do? 	<ul style="list-style-type: none"> What happened and how did you feel as a result of your actions?
	<ul style="list-style-type: none"> • Also Not used to the game. • Keep "gung" in the game. 	<ul style="list-style-type: none"> • Excited • Aggressive 	<ul style="list-style-type: none"> • Feel a little bit hot • Sweating 	<ul style="list-style-type: none"> • Nice game. 	<ul style="list-style-type: none"> • Give response like "Oh, oh....." 	<ul style="list-style-type: none"> • When the game feel like want to play one more round.
	<ul style="list-style-type: none"> • When the contestants fight for victory. 	<ul style="list-style-type: none"> • excited 	<ul style="list-style-type: none"> • a bit tense 	<ul style="list-style-type: none"> • Feel like want to go for gym. • Feel like want to go for gym. 	<ul style="list-style-type: none"> • Nope 	<ul style="list-style-type: none"> • I want to continue continue watch the short video.
	<ul style="list-style-type: none"> • More comfortable with the setting of the game. • Get "killed" in the game. 	<ul style="list-style-type: none"> • Excited • Impatient 	<ul style="list-style-type: none"> • Nothing. 	<ul style="list-style-type: none"> • Feel like want to get killed. • Want those enemy get killed. • Very hard 	<ul style="list-style-type: none"> • Excited, but did not comfort myself. • Said 	<ul style="list-style-type: none"> • Feel relax a little bit and feel happy. • No reaction. • Want to play one more round.
	<ul style="list-style-type: none"> • Movie 	<ul style="list-style-type: none"> • excited 	<ul style="list-style-type: none"> • tense / hand forward 	<ul style="list-style-type: none"> • "interesting match" • less watch pace 	<ul style="list-style-type: none"> • Focus 	
	<ul style="list-style-type: none"> Where were you? Who were you with? What were you doing? 			<ul style="list-style-type: none"> How did that body sensation make you feel? 	<ul style="list-style-type: none"> Did you have thoughts about another person (transgression)? Record any thoughts or images that went through your mind 	<ul style="list-style-type: none"> What were the short-term and long-term consequences?

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Appendix E

Post-test (Hard Copy)

Buss and Perry Aggression Questionnaire (BPAQ)

THE AGGRESSION QUESTIONNAIRE

Rate each of the following items in terms of how characteristic they are of you. Use the following scale:

1	2	3	4	5
Extremely uncharacteristic of me				Extremely characteristic of me

Aggression Factor I

- 2 1. Once in a while, I can't control the urge to strike another person.
- 2 2. Given enough provocation, I may hit another person.
- 2 3. If someone hits me, I hot back.
- 1 4. I get into fights a little more than the average person.
- 3 5. If I have to resort to violence to protect my rights, I will.
- 2 6. There are people who pushed me so far that we came to blows.
- 1 7. I can think of no good reason for ever hitting a person.*
- 3 8. I have threatened people I know.
- 3 9. I have become so mad that I have broken things.

23 **Total** (*Reverse rating 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Aggression Factor II

- 3 1. I tell my friends openly when I disagree with them.
- 2 2. I often find myself disagreeing with people.
- 4 3. When people annoy me, I may tell them what I think of them.
- 2 4. I can't help getting into arguments when people disagree with me.
- 2 5. My friends say that I'm somewhat argumentative.

13 **Total**

Rate each of the following items in terms of how characteristic they are of you. Use the following scale:

1	2	3	4	5
Extremely uncharacteristic of me				Extremely characteristic of me

Aggression Factor III

- 4 1. I flare up quickly but get over it quickly.
3 2. When frustrated, I let my irritation show.
2 3. I sometimes feel like a powder keg ready to explode.
2 4. I am an even-tempered person.*
4 5. Some of my friends think I'm a hothead.
3 6. Sometimes I fly off the handle for no good reason.
3 7. I have trouble controlling my temper.

23 **Total** (*Reverse rating 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Aggression Factor IV

- 2 1. I am sometimes eaten up with jealousy.
2 2. At times I feel I have gotten a raw deal out of life.
1 3. Other people always seem to get the breaks.
4 4. I wonder why sometimes I feel so bitter about things.
2 5. I know that "friends" talk about me behind my back.
4 6. I am suspicious of overly friendly strangers.
3 7. I sometimes feel that people are laughing at me behind my back.
2 8. When people are especially nice, I wonder what they want.

20 **Total**

Buss, A. H. & Perry, M. P. (1992). The Aggression Questionnaire. Journal of Personality and Social Psychology, 63, 452-459.

TALLY SHEET

Gender:

 Male Female

TOTAL SCORE FOR EACH FACTOR				
I	II	III	IV	TOTAL SCORE
23	13	23	20	79

Big Five Inventory (BFI)

BIG FIVE INVENTORY (BFI)

Reference

John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.

Description of Measure:

44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets.

The Big Five Factors are (chart recreated from John & Srivastava, 1999):

Big Five Dimensions	Facet (and correlated trait adjective)
Extraversion vs. introversion	Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
Agreeableness vs. antagonism	Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)
Conscientiousness vs. lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)
Neuroticism vs. emotional stability	Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)
Openness vs. closedness to experience	Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional)

For more information about the Big Five, visit this website:
<http://www.uoregon.edu/~sanjay/bigfive.html#where>



Scale:

The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly 1	Disagree a little 2	Neither agree nor disagree 3	Agree a little 4	Agree Strongly 5
---------------------------	---------------------------	------------------------------------	------------------------	------------------------

I see Myself as Someone Who...

- | | |
|---|---|
| <u>3</u> 1. Is talkative | <u>2</u> 23. Tends to be lazy |
| <u>2</u> 2. Tends to find fault with others | <u>3</u> 24. Is emotionally stable, not easily upset |
| <u>3</u> 3. Does a thorough job | <u>2</u> 25. Is inventive |
| <u>2</u> 4. Is depressed, blue | <u>4</u> 26. Has an assertive personality |
| <u>4</u> 5. Is original, comes up with new ideas | <u>2</u> 27. Can be cold and aloof |
| <u>3</u> 6. Is reserved | <u>4</u> 28. Perseveres until the task is finished |
| <u>4</u> 7. Is helpful and unselfish with others | <u>3</u> 29. Can be moody |
| <u>3</u> 8. Can be somewhat careless | <u>2</u> 30. Values artistic, aesthetic experiences |
| <u>3</u> 9. Is relaxed, handles stress well | <u>5</u> 31. Is sometimes shy, inhibited |
| <u>4</u> 10. Is curious about many different things | <u>4</u> 32. Is considerate and kind to almost everyone |
| <u>4</u> 11. Is full of energy | <u>3</u> 33. Does things efficiently |
| <u> </u> 12. Starts quarrels with others | <u>2</u> 34. Remains calm in tense situations |
| <u>4</u> 13. Is a reliable worker | <u>4</u> 35. Prefers work that is routine |
| <u>3</u> 14. Can be tense | <u>4</u> 36. Is outgoing, sociable |
| <u>4</u> 15. Is ingenious, a deep thinker | <u>2</u> 37. Is sometimes rude to others |
| <u>2</u> 16. Generates a lot of enthusiasm | <u>1</u> 38. Makes plans and follows through with them |
| <u>4</u> 17. Has a forgiving nature | <u>4</u> 39. Gets nervous easily |
| <u>2</u> 18. Tends to be disorganized | <u>3</u> 40. Likes to reflect, play with ideas |
| <u>4</u> 19. Worries a lot | <u>4</u> 41. Has few artistic interests |



4 20. Has an active imagination

4 21. Tends to be quiet

3 22. Is generally trusting

2 42. Likes to cooperate with others

2 43. Is easily distracted

4 44. Is sophisticated in art, music, or literature

Scoring:

BFI scale scoring ("R" denotes reverse-scored items):

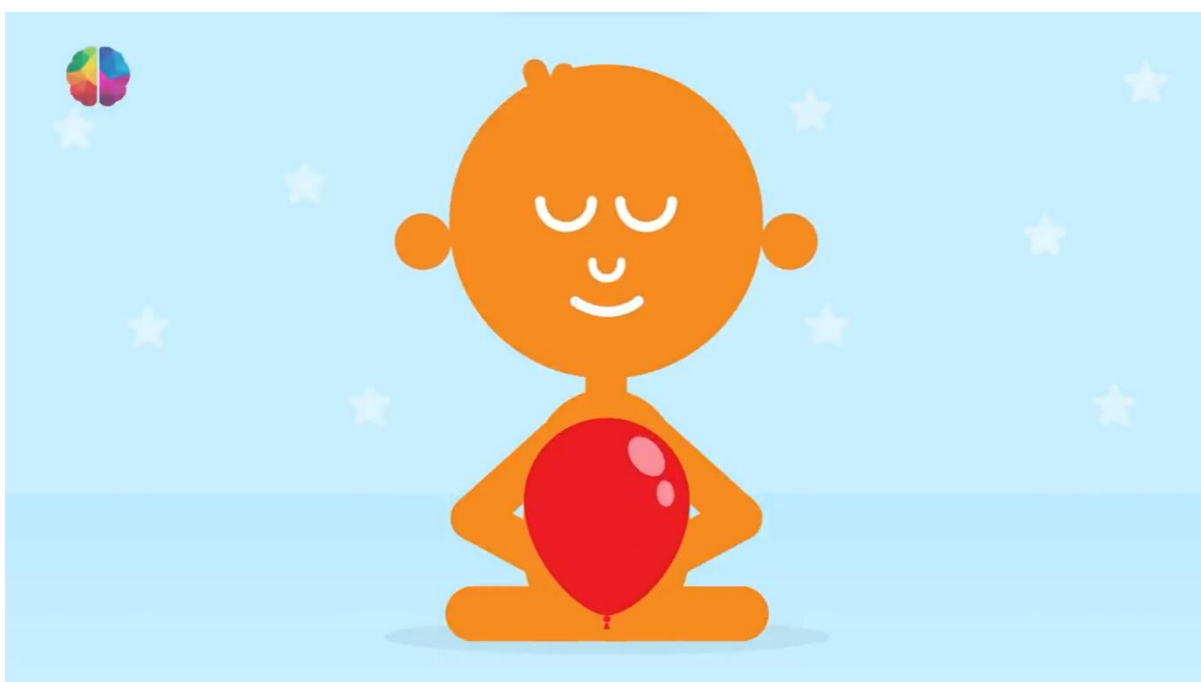
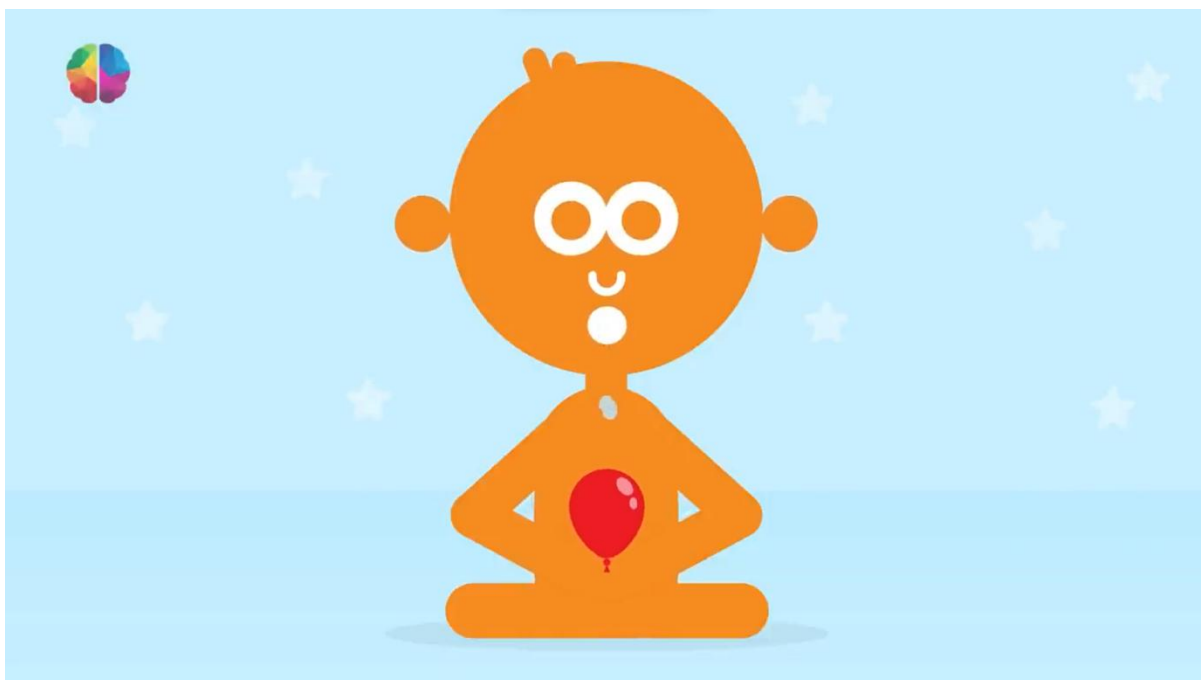
Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

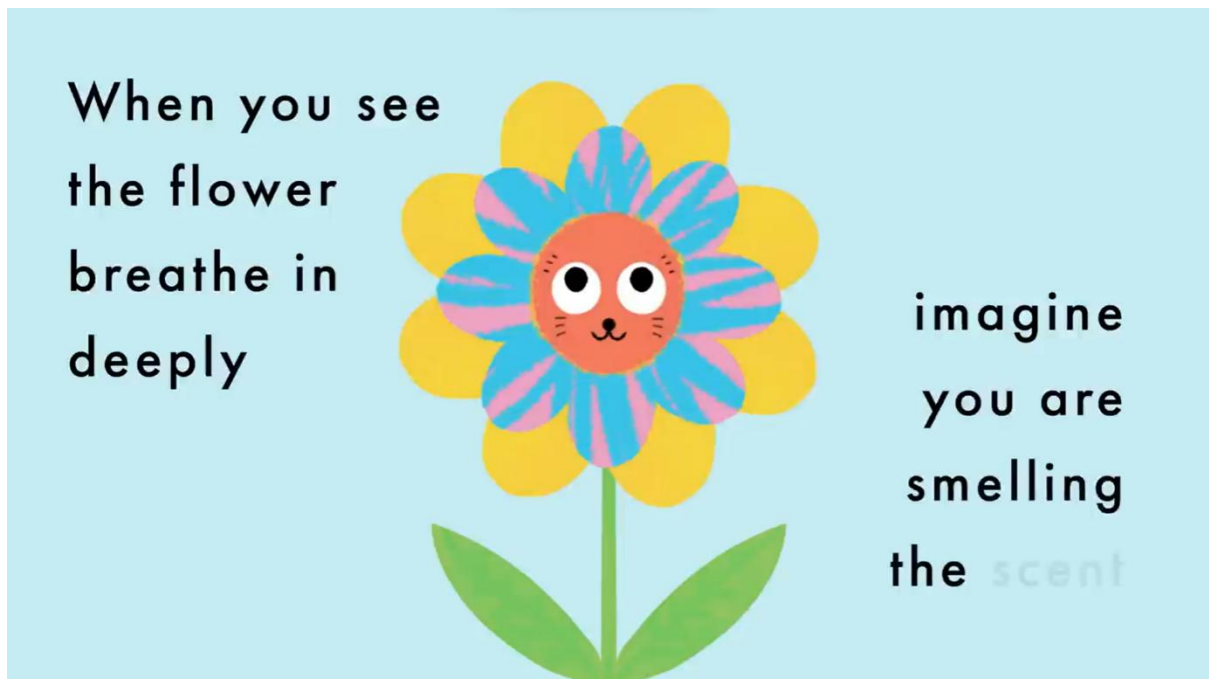
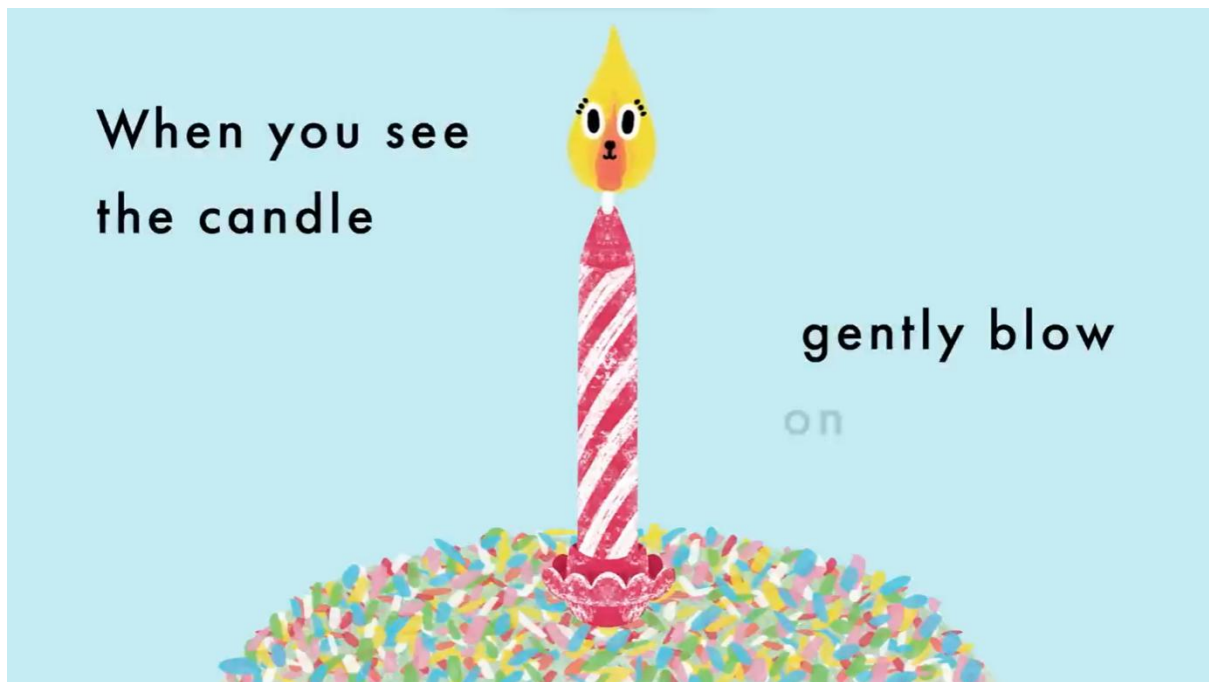
Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

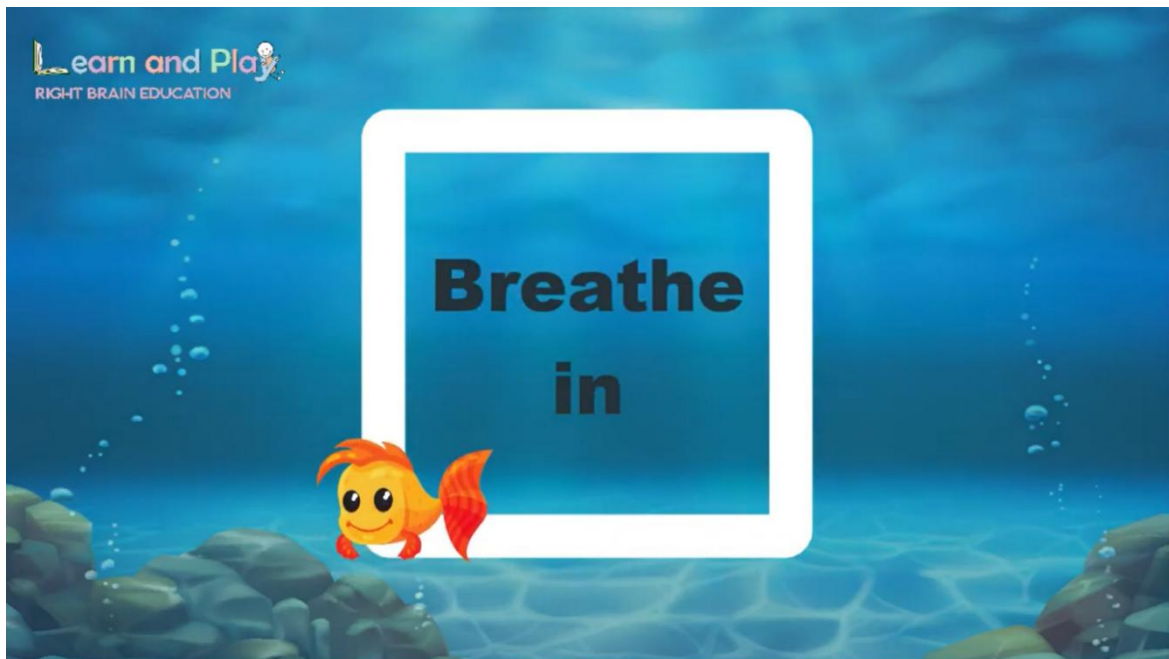
Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

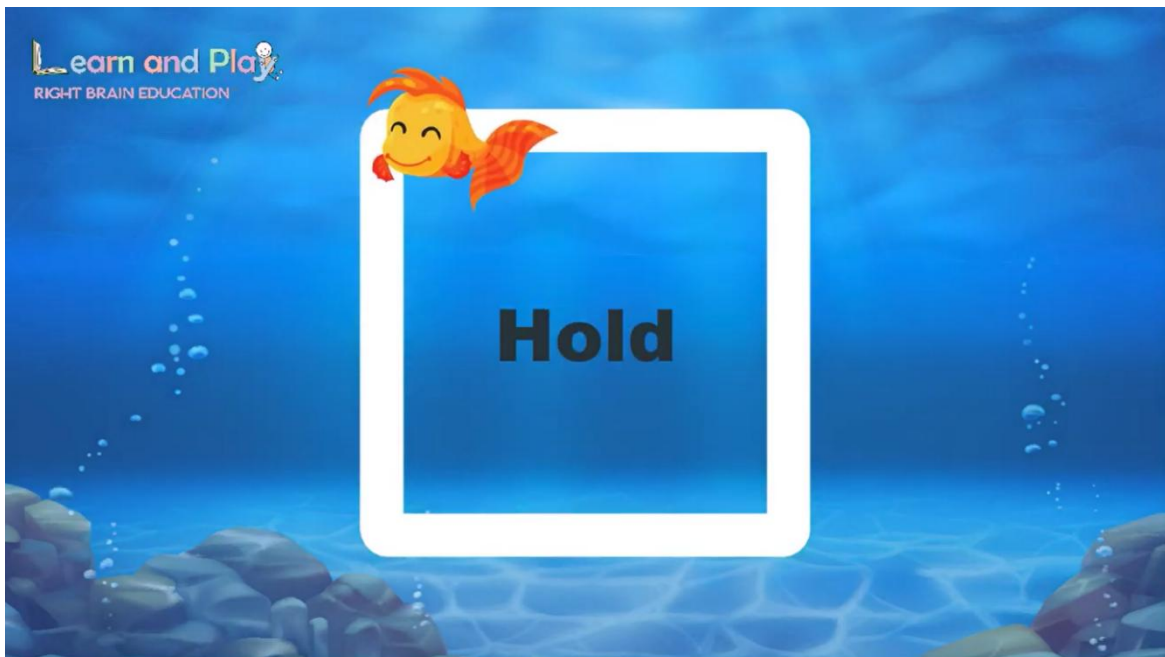
Appendix F***Belly Breathing***

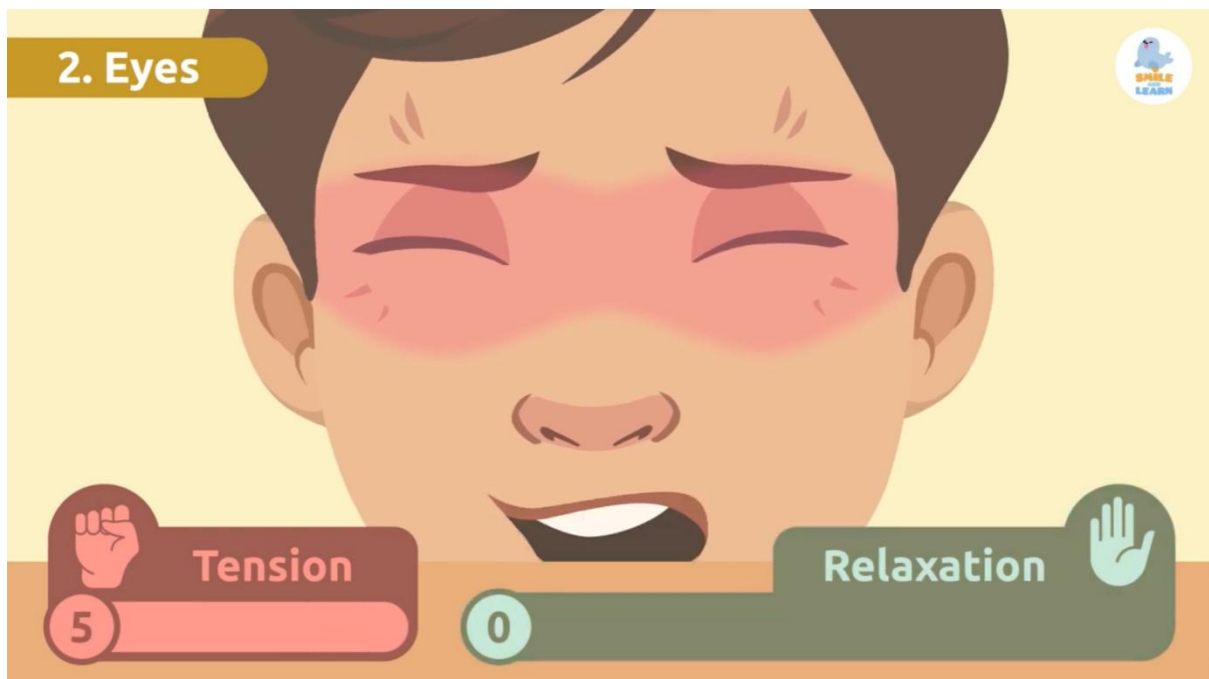
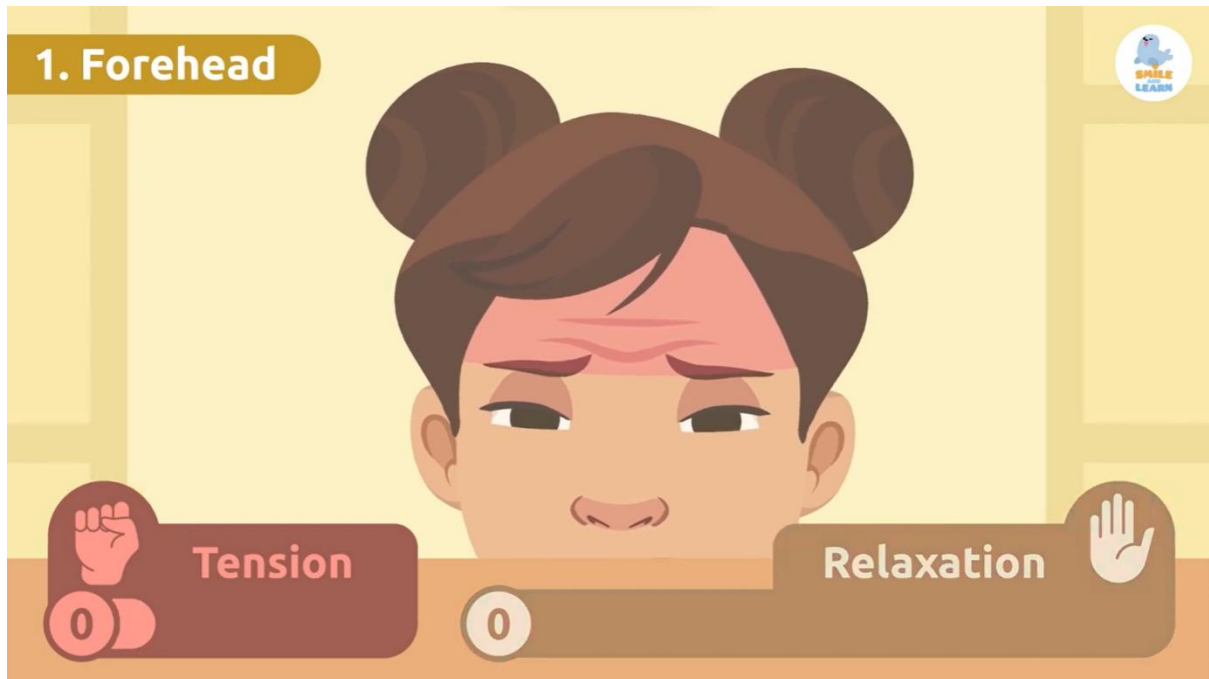
Appendix G*Candle Flower Mindfulness Breathing*

Appendix H

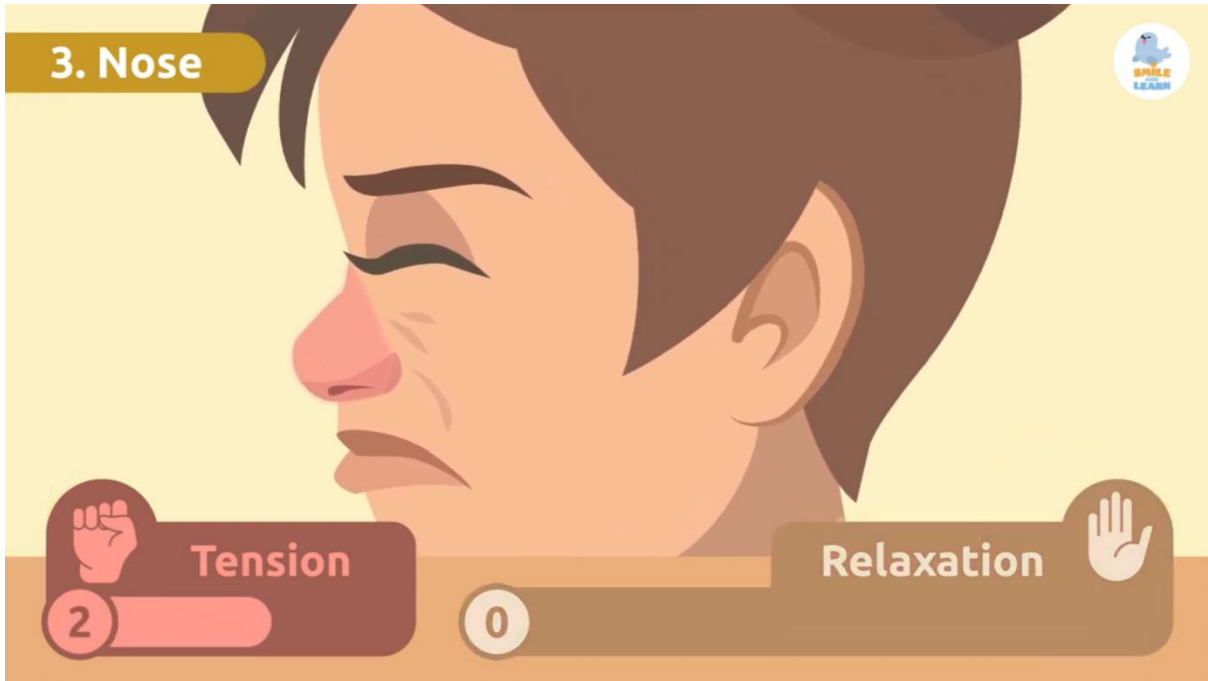
Square Breathing





Appendix I***Progressive Facial Muscle Relaxation Technique***

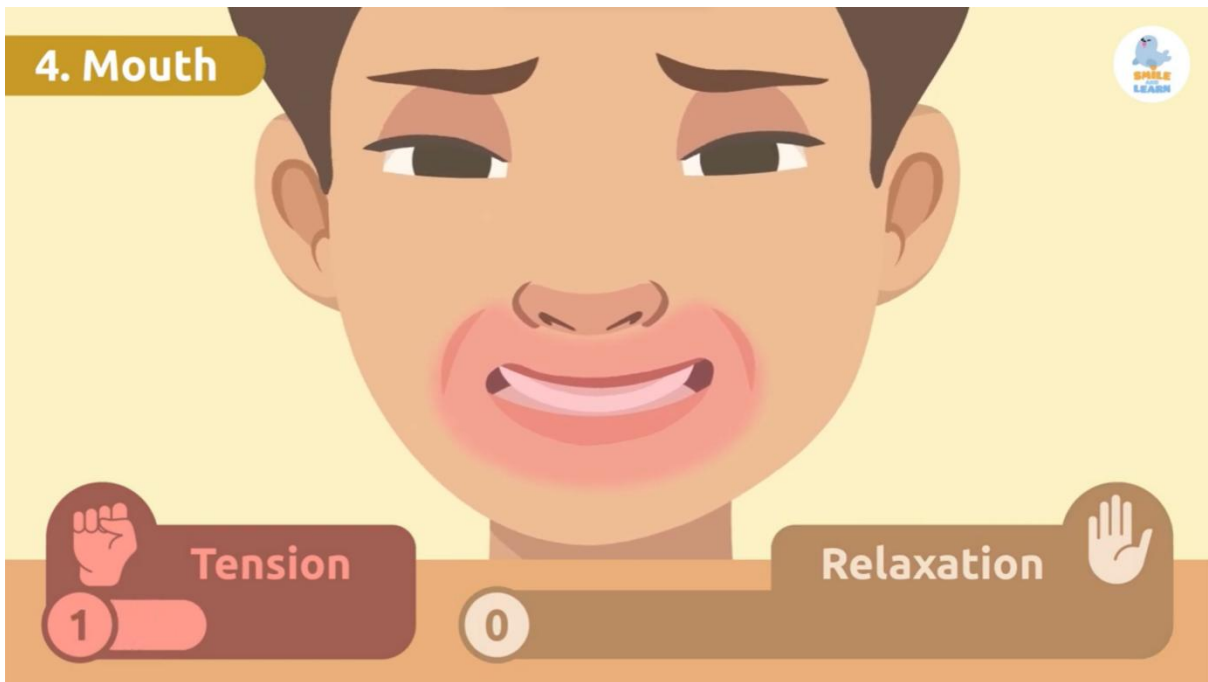
3. Nose



The illustration shows a person's nose and upper face in profile. The nose is highlighted in red. Below the nose is a tension scale. The scale is a horizontal bar with a red gradient. On the left end, there is a red fist icon and the number '2'. In the middle, there is a white circle with the number '0'. On the right end, there is a white hand icon and the word 'Relaxation'. The word 'Tension' is written in white on the red bar. A small logo with a blue bird and the text 'SPACE LEARN' is in the top right corner.

Tension 2 0 Relaxation

4. Mouth

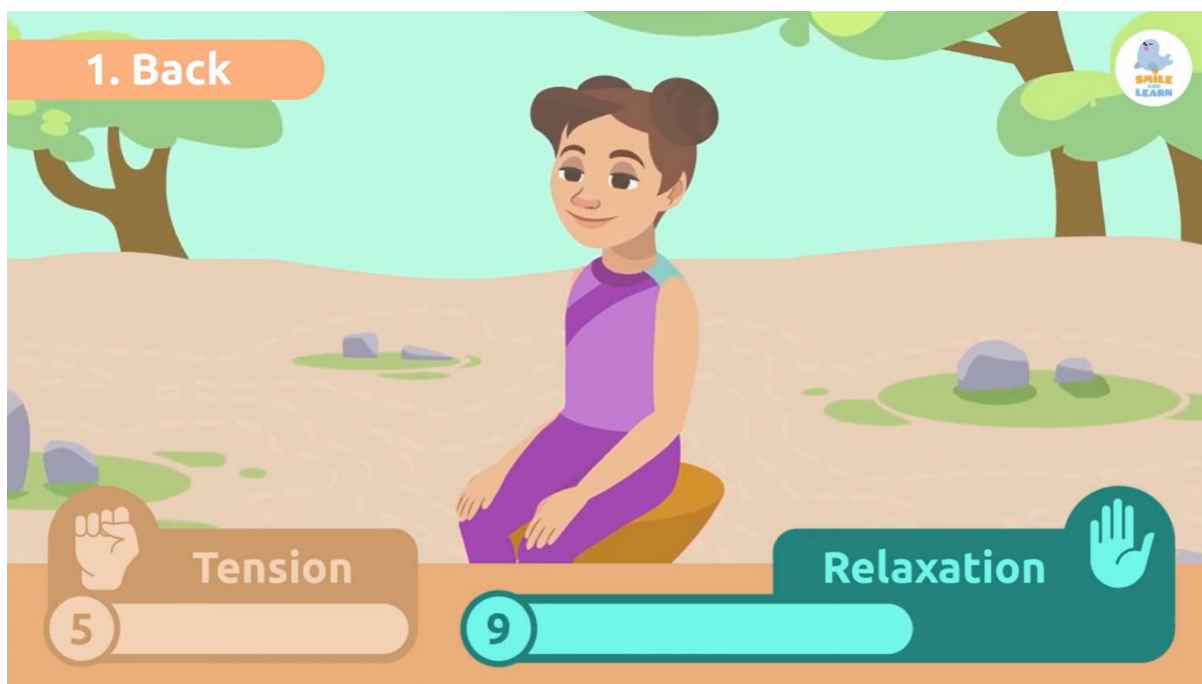
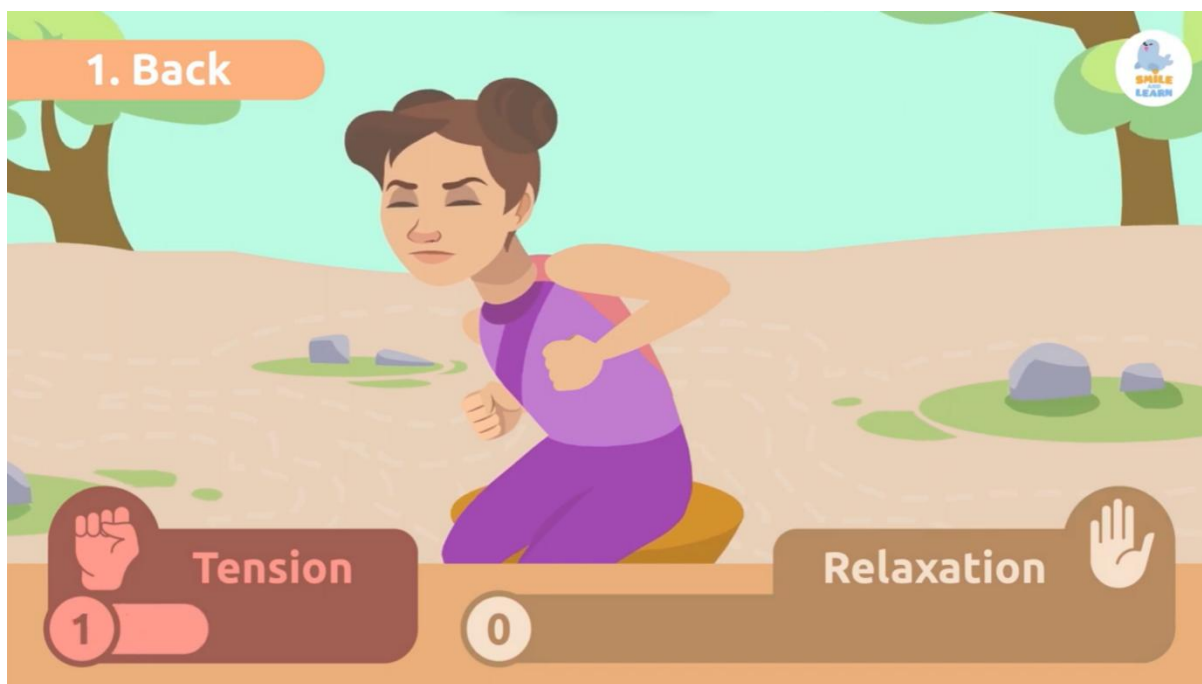


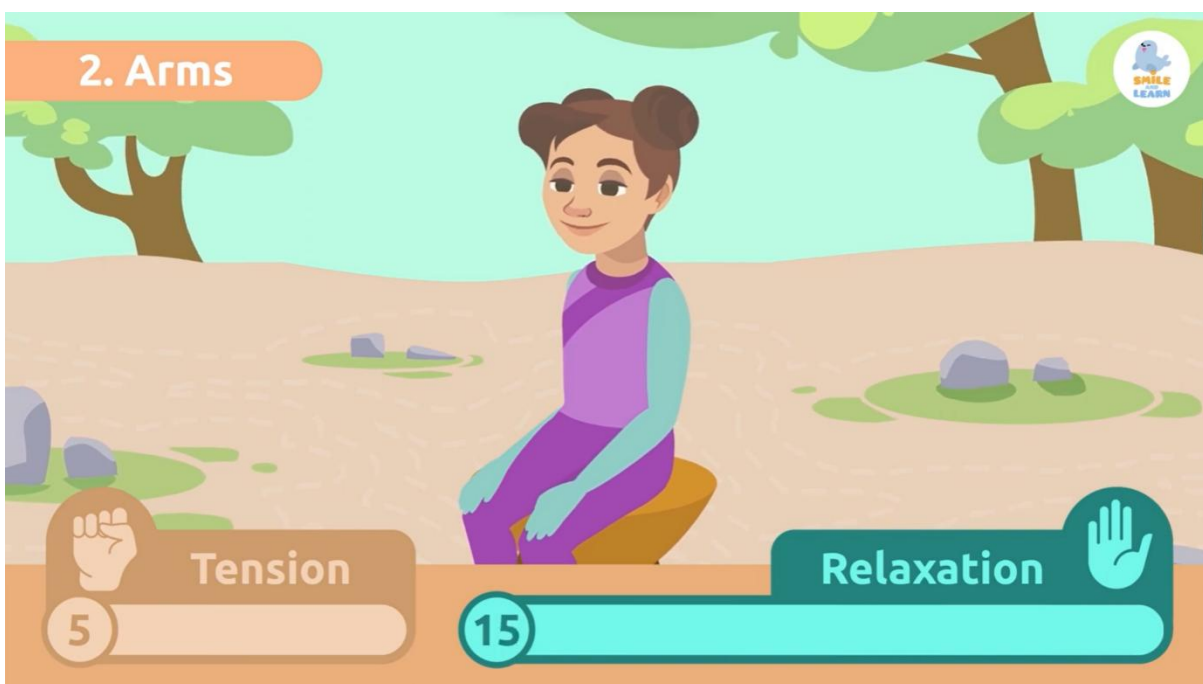
The illustration shows a person's face from the nose down. The mouth is highlighted in red. Below the mouth is a tension scale. The scale is a horizontal bar with a red gradient. On the left end, there is a red fist icon and the number '1'. In the middle, there is a white circle with the number '0'. On the right end, there is a white hand icon and the word 'Relaxation'. The word 'Tension' is written in white on the red bar. A small logo with a blue bird and the text 'SPACE LEARN' is in the top right corner.

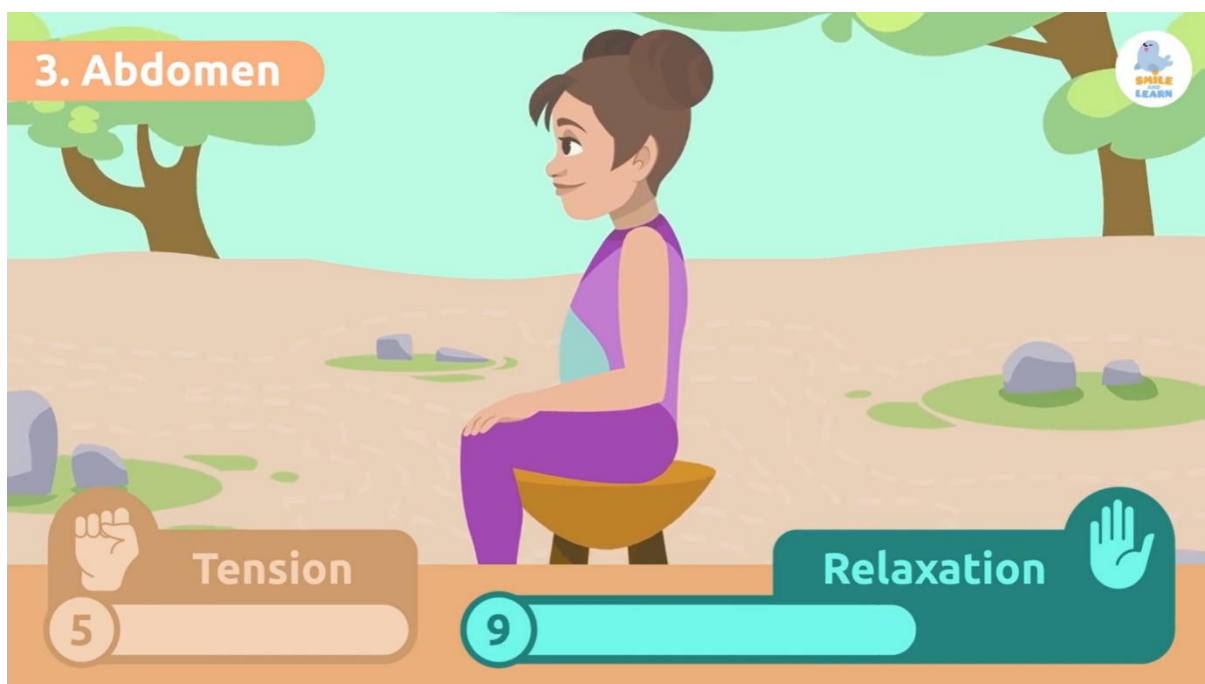
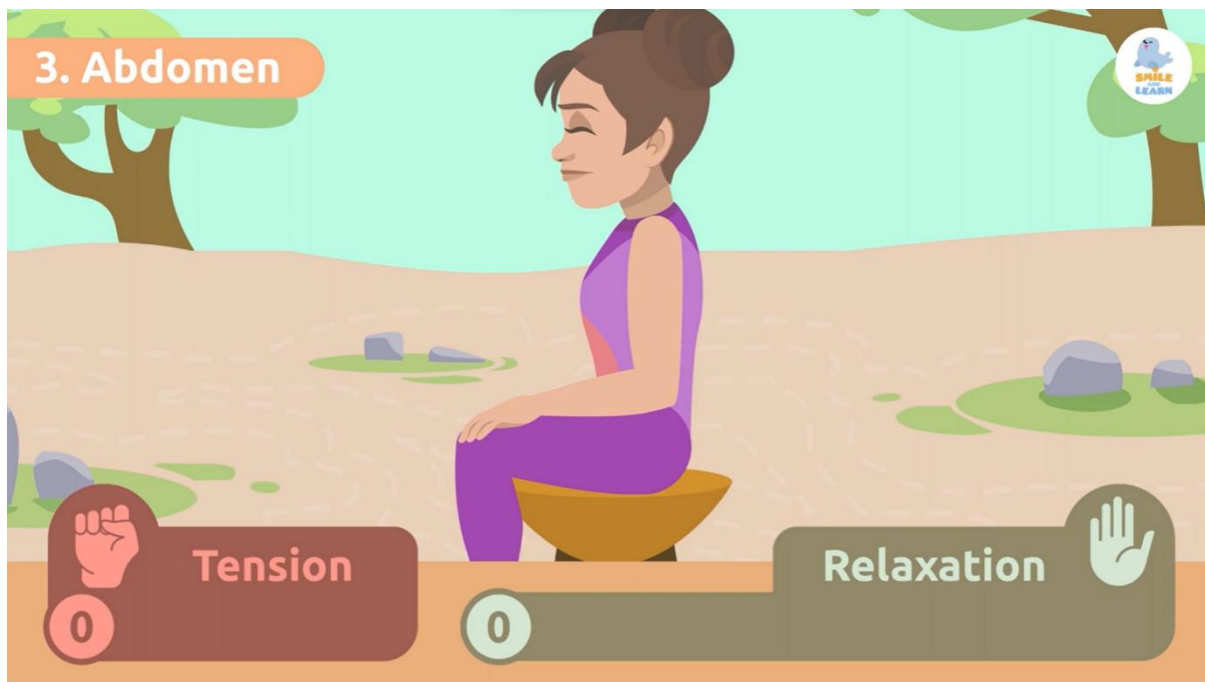
Tension 1 0 Relaxation

Appendix J

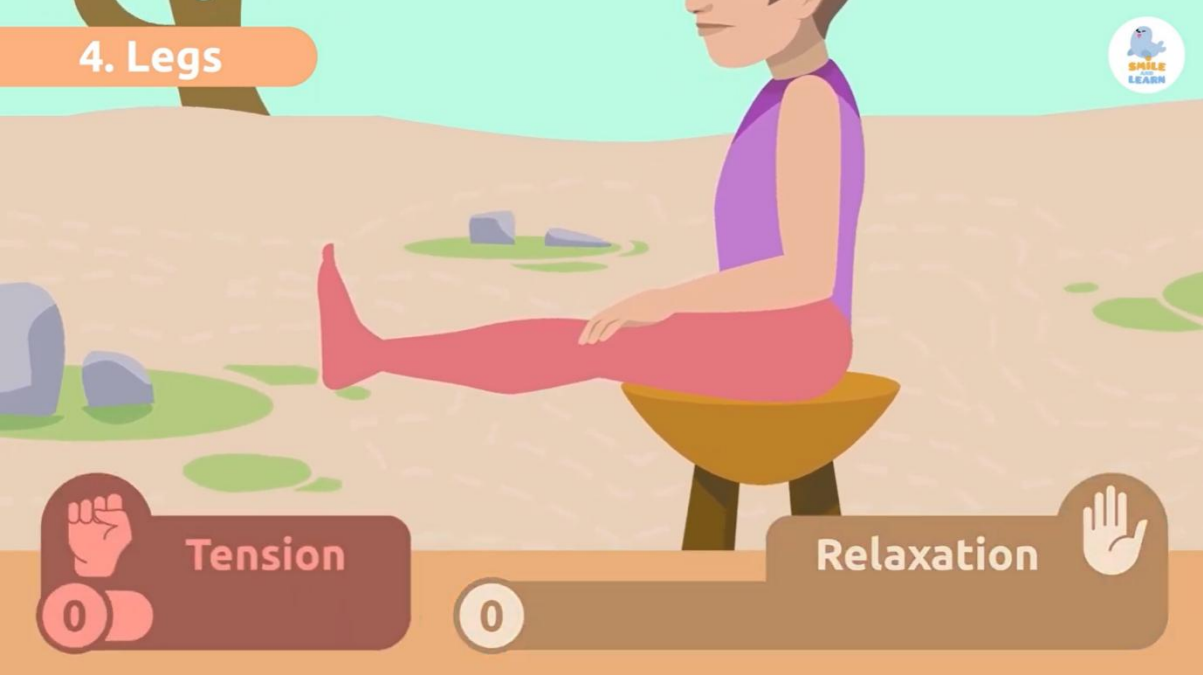
Progressive Body Muscle Relaxation Technique







4. Legs



SMILE LEARN

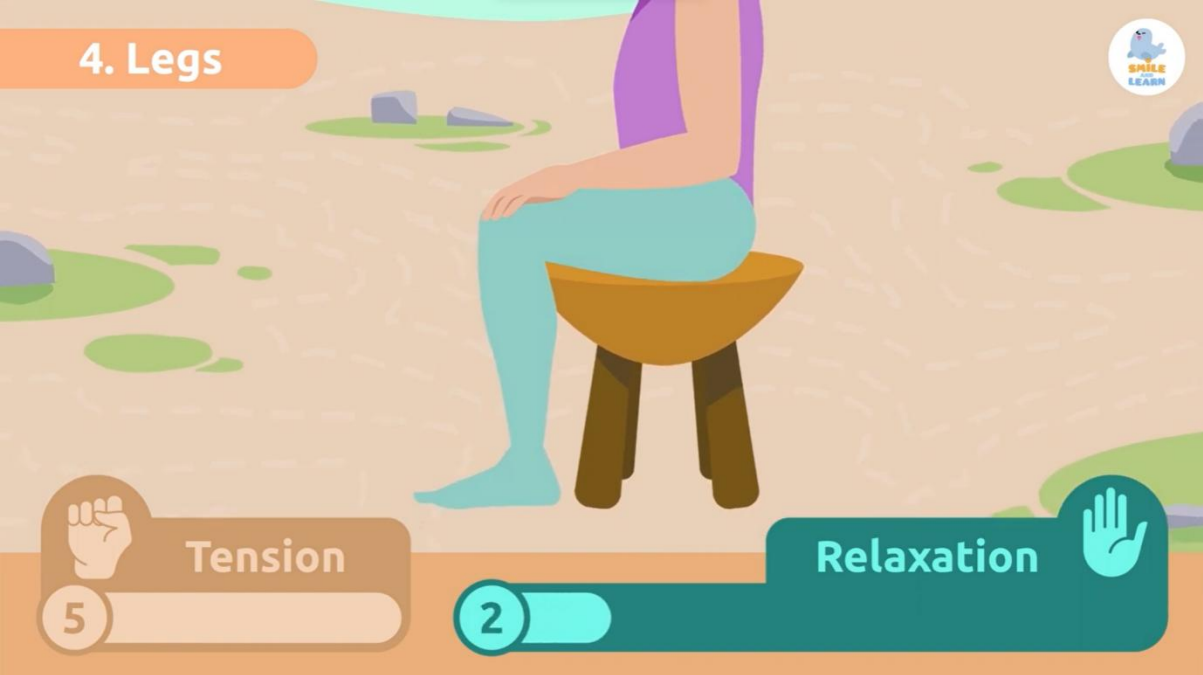
Tension 0

0

Relaxation

This illustration shows a person sitting on a brown stool with their legs extended straight out in front of them. The legs are colored red, indicating they are tense. At the bottom of the image, there are two progress bars. The left bar, labeled 'Tension', is dark red and has a '0' in a circle next to it. The right bar, labeled 'Relaxation', is dark brown and also has a '0' in a circle next to it. The background is a simple landscape with a light blue sky, brown ground, and some green patches.

4. Legs



SMILE LEARN

Tension 5

2

Relaxation

This illustration shows the same person sitting on the brown stool, but now their legs are bent at the knees and colored light blue, indicating they are relaxed. At the bottom of the image, the progress bars have changed. The 'Tension' bar is now light brown and has a '5' in a circle next to it. The 'Relaxation' bar is now dark teal and has a '2' in a circle next to it. The background is the same simple landscape as in the first image.

Appendix K

Body Scan

Body Scan Script

Welcome to the body scan relaxation exercise.

Over the next several minutes, you will focus on the physical sensations throughout your body. These sensations might be the feeling of clothes on your skin, tension within your muscles, the temperature of the air, or anything else you can feel. Sometimes, you might not notice any sensation at all.

Your job is to simply observe these sensations. You do not need change how your body feels or do anything else.

5 second pause _____

To begin, sit back or lie down in a comfortable position. Close your eyes if you're comfortable doing so, or let your gaze soften. Take a few deep breaths.

10-20 second pause _____

Notice the feelings all throughout your feet, including your sole, heel, toes, and top of the foot. Notice the sensation of the ground, your shoes, and anything else you can detect.

10-20 second pause _____

Travel up your body, noticing the sensations in your ankles, shins, and calves. Notice sensations both deep in the muscles, and on the surface of your skin.

10-20 second pause _____

Continue noticing the feelings in your legs as you move up to your knees and thighs. Notice how your clothing feels against your skin.

10-20 second pause _____

Continue moving up your body, taking note of the feelings in your hips and backside. Simply notice the feelings, without any need to change them.

10-20 second pause _____

Pay attention to the feelings in your lower back and abdomen. Notice how your body feels against the surface on which you are [sitting / lying down].

10-20 second pause _____

Body Scan Script

For a few moments, pay attention to your breathing. Notice how your abdomen rises when you breathe in deeply, and falls when you exhale.

20-30 second pause _____

Experience the sensations in your upper back and chest. Notice the feeling of clothing on your body.

10-20 second pause _____

Now, notice the feelings in your hands, fingers, and wrists.

10-20 second pause _____

Notice the sensations in your forearms, upper arms, and shoulders.

10-20 second pause _____

Pay attention to the feelings in your neck and throat.

10-20 second pause _____

Notice the feelings in your face and head. Attend to every feature in your face, one by one.

20-30 second pause _____

Finally, slowly scan your entire body, noticing all the sensations from your toes to the top of your head.

10-20 second pause _____

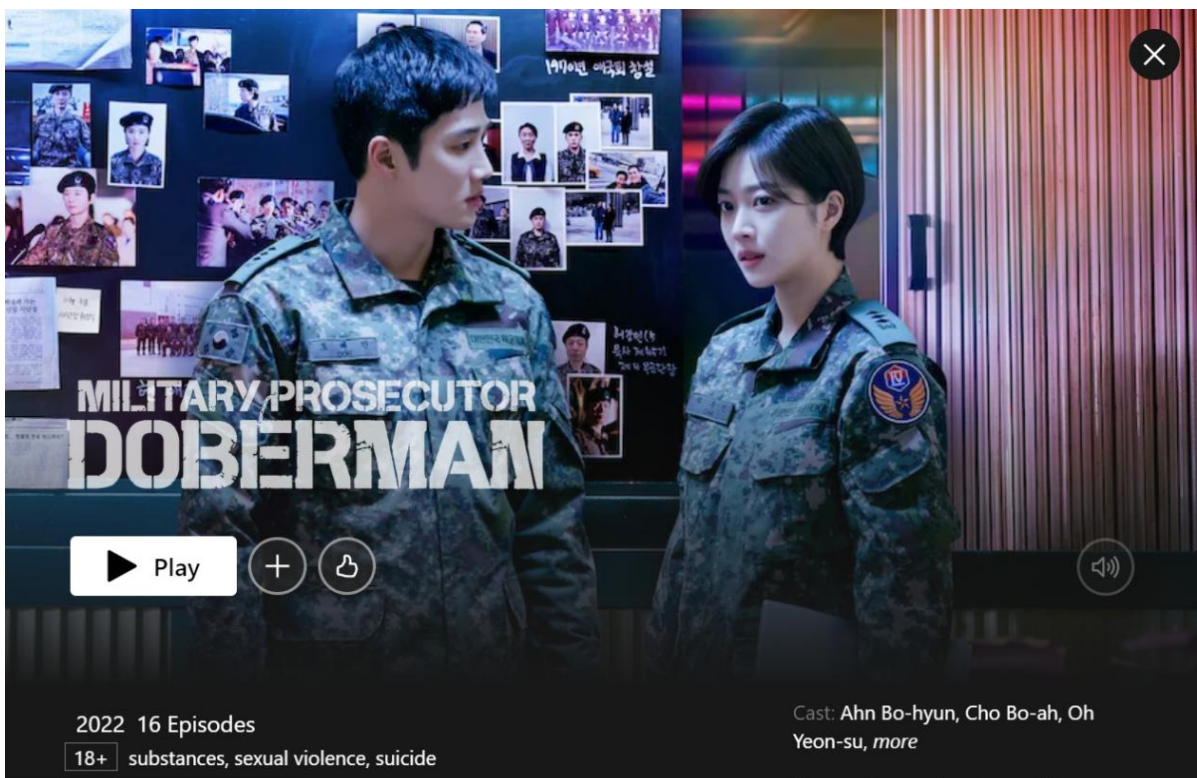
The body scan exercise is coming to a close. At your own pace, allow your eyes to open.

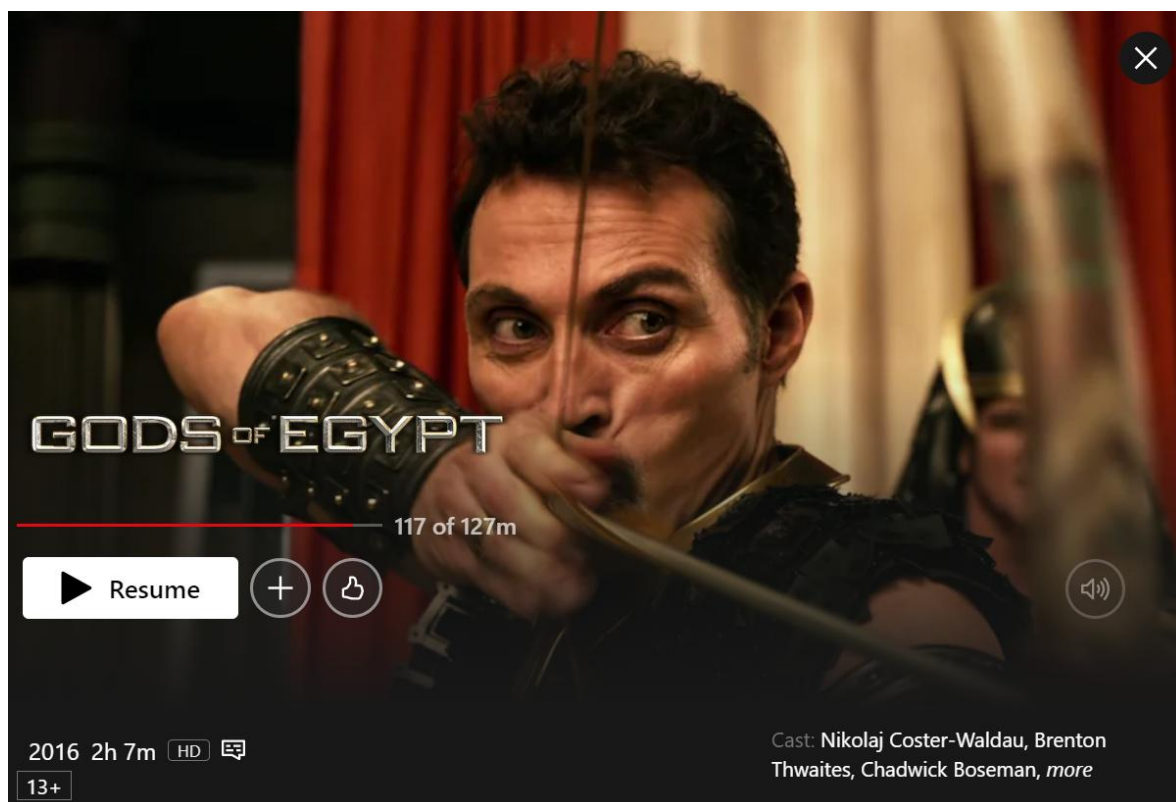
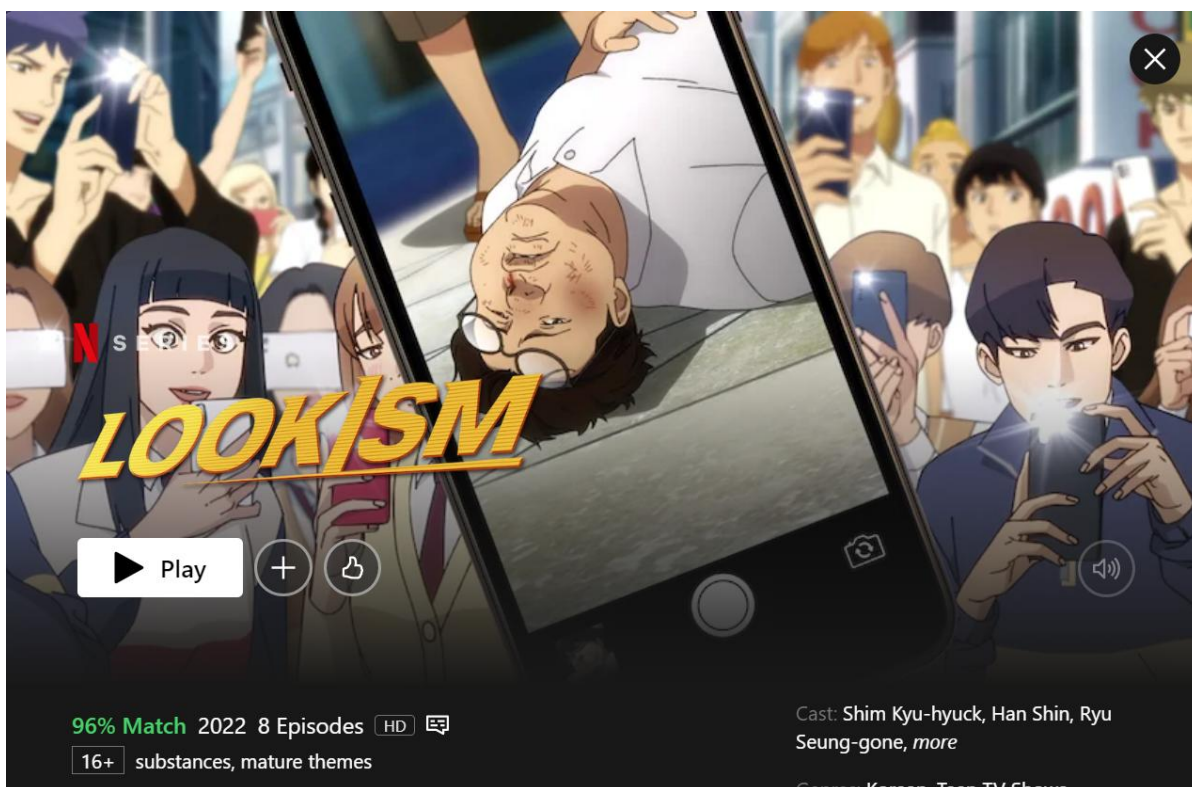
5 second pause _____

This concludes the body scan exercise.

Appendix L

Action Films





Appendix M

Action Games

Honour of Kings (王者荣耀)



Call of Duty

