The Effect of Identity Development, Self-Esteem and Low Self-Control on Aggression in Student Teachers

Khin Phyu Phyu[1] and Thandar Aung[2]

Abstract

The major purpose of this study was to investigate the effect of identity development, self-esteem and low self-control on aggression in student teachers. Quantitative approaches were used in this study. A total of 900 student teachers (370 male and 530 female) from Yangon University of Education participated in that study. As the research instruments, "The Buss-Perry Aggression Questionnaire", "The Dimensions of Identity Development Scale", "Coppersmoth's Self-Esteem Inventory" and "The Low Self-Control Scale" were used descriptive statistics, independent sample t-test, analysis of variance (ANOVA), correlation and multiple regression method were also used. As a result of descriptive statistics, the mean percentage of student teachers' verbal aggression is the highest and physical aggression is the lowest. From the result of the independent sample t-test, it can be seen that there was statistically significant difference in the student teachers' physical aggression, verbal aggression and anger but not in hostility. The male student teachers had more aggressive behavior in physical aggression and verbal aggression than females but that female student teachers had more aggressive behavior in anger than the males. The mean scores of the female student teachers were higher than those of the male student teachers in both self-esteem and low self-control, but not in identity development. ANOVA result showed that there was no significant difference between the student teachers' aggression by age but there was a significant difference by education level. According to the result of t-test, it was found that there were significant differences between the student teachers from third year Direct Intake and those from COE in aggression, identity development and low self-control but not in self-esteem. Next, there were significant differences between those from fourth year Direct Intake and those from COE in aggression. Further, it was found that there were significant differences between those from fifth year Direct Intake and those from COE in identity development, self-esteem and low self-control but not in aggression. So, it can be said that the student teachers' aggression was positively related to low self-control and that was negatively related to identity development and self-esteem. Multiple regression was conducted to investigate the best predictors of aggression. Low self-control was the best predictor of aggression.

Key words: aggression, identity development, self-esteem, low self-control

1. Lecturer, Department of Educational Psychology, Yangon University of Education
2. Senior Teacher, B.E.H.S (Branch) Akwat(4), Kyaikhto Township, Mon State