(PAPER PRESENTATION)

PSYCHOLOGY PROFILE OF ADOLESCENTS IN MALAYSIA

16th Biennial Conference-Workshop (30th Anniversary)
Association Of Psychological And Educational Counselors Of Asia-Pacific (APECA)
Cebu City, Philippines
26-28 July, 2006

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University Science Malaysia

The Psychological Needs Profile Inventory for Adolescents is a inventory developed to identify the positive and negative behaviors of the adolescents, and the reasons for behaving positively or negatively. This inventory is also used to identify adolescents who are at-risk with psychological disorders. This inventory can be use by teachers, counselors and psychologists in the schools. The profile drawn is use to explore and understand the needs of the adolescents, identify the at-risk, and plan counseling intervention. The inventory was distributed to 351 (male=176, female=175) secondary school students from 10 schools in the Central and Northern part of Peninsular Malaysia. One-Way ANOVA test were conducted to explore the significant difference using two variables such as school location and gender with (i) Negative Behaviors, (ii) Positive Behaviors, (iii) Psychological Disorders, (iv) Reasons for Negative Behaviors, and (v) Reasons for Positive Behaviors. A conclusion is drawn and suggestions are proposed to guide the adolescents toward healthier living.

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I. INTRODUCTION

Adolescence is a time for young people to define their place in the family, peer groups, and the larger community. During this stage of their lives, youth struggle with the transition from childhood to adulthood. This process is a transition period that brings a dramatic change biologically and psychologically (Mitchell, 1979; Brooks-Gunns & Peterson, 1984; Maline, 1990). The body changes in response to increasing level of sex hormones; the thinking process changes to broad, mature and abstract way; and the social life changes as new people and peers come into scope. Adolescents must deal with conflicting messages and reactions from parents, peers, or the media as they struggle with an increasing need to feel that they "belong."

In addition to all these changes, adolescents also face new expectations. Many of them feel the pressure to perform academically or socially (National Clearinghouse on Family and Youth, 2006). This rapid rate of changes and stress can produce problems, and result in negative experience for the adolescent (DentalPlans.com, 2005). Unnecessary anxieties may arise among adolescents if they are not informed nor provided with accurate information to prepare them (American Accreditation Health Care Commission, 2003).

According to Maznah & Joseph (1998), the lack of self-understanding causes problem among individuals who has difficulty adjusting themselves to the variety of roles that are in conflict with each other. Many researchers agree that this failure to handle all these

crisis will bring about immoral behaviors, gangsterism, drug addiction, and juvenile crime.

In Malaysia, the population of adolescents between 15 and 19 years old is 2.4 million in the year 2000. In 2004, this figure has increased to 2.5 million (Malaysian Ministry of Women, Family and Community Development, 2005a), which is about 10% of the total population. Therefore, it is important to know what are their needs and problems, and to identify those who are at risk before it is too late.

According to the Department of Welfare under the Malaysian Ministry of Women, Family and Community Development, there are 4,998 cases of juvenile delinquency in 2003 (Malaysian Ministry of Women, Family and Community Development. (2005b). The detail on the types of wrongdoing according to gender is shown in the table below.

Table 1: Number of Juvenile Delinquency Cases According to Types of Wrongdoing and Gender In 2003

Types of Wrongdoing	Male	Female	Total
Related to property	3,047	56	3,103
Related to people	532	10	542
Transvestite	81	5	86
Break custody law	16	0	16
Drugs	440	18	458
Gambling	53	2	55
Guns/arms	65	1	66
Violation of traffic rules	141	5	146
Carry weapon	61	1	62
Others	383	81	464
Total	**4,819**	**179**	**4,998**

Source: Malaysian Ministry of Women, Family and Community Development, 2005

Therefore, it is timely to develop an inventory that will enable us to draw the psychological profile of adolescents in Malaysia, so that we can identify the at-risk adolescents and intervene to help them at the early stage. Henceforth, the Adolescent's Psychological Profile Inventory was developed to identify the positive and negative behaviors, the reasons adolescents behave in such a manner, and the psychological disorder (if any).

II. THE ADOLESCENT'S PSYCHOLOGICAL PROFILE INVENTORY

Twelve schools from the northern region of Peninsular Malaysia such as Penang, Kedah, and Perak were involved in this research, and only 351 students from 10 secondary schools answered the Adolescent's Psychological Profile Inventory. There are 176 male students and 175 female students in this research (Table 2). From these students, 120 (34.19%) of them were identified by the school to have record of misbehavior/misconduct, but only 64 (53.33%) of them admitted that they have misbehavior/misconduct.

Table 2: Number of Students According To Gender (n=351)

Gender	Number of Students	Percentage
Male	176	50.1
Female	175	49.9
Total	351	100.00

There are three schools from the urban area, three schools from the rural area, and four schools from the sub-urban area in this research (Table 3).

Table 3: Number of Students According To School Location (n=351)

School Location	Number of Students	Percentage
Urban	147	41.9
Rural	98	27.9
Sub-Urban	106	30.2
Total	351	100.00

The other demography of the students who participated in this research is presented in Table 4, Table 5, and Table 6.

Table 4: Number of Students According To Ethnicity (n=351)

Ethnicity	Number of Students	Percentage
Malay	170	48.4
Chinese	146	41.6
India	34	9.7
Others	1	0.3
Total	351	100.00

Table 5: Number of Students According To Class Level (n=351)

Class Level	Number of Students	Percentage
Form 2	162	46.2
Form 4	189	53.8
Total	351	100.00

Table 6: Number of Students According To Academic Streaming (n=351)

Academic Streaming	Number of Students	Percentage
Science	70	19.9
Art	61	17.4
Commerce	58	16.5
Form 2: No Stream	162	46.2
Total	351	100.00

The Adolescent's Psychological Profile Inventory is in Bahasa Melayu and has two parts. Part I consists of three components such as Types of Negative Behavior (seven scales), Types of Positive Behavior (seven scales), and Psychological Disorder (two scales). Each item is followed by five responses in the Likert scale. The five responses are Never (1), Very Seldom (2), Sometimes (3), Often (4) and Very Often (5) perform the behavior.

The component of Negative Behavior consists of seven scales and they are:

A. Actions Violating the Law (9 items)
B. Obscene Behavior (5 items)
C. Involvement In Illegal Behavior (5 items)
D. Indiscipline Behavior (10 items)
E. Actions Against Social Norms (11 items)
F. Self-Projective Behavior (2 items)
G. Impulsive Behavior (7 items)

The component of Positive Behavior consists of seven scales and they are:

H. Practice Moral Values (5 items)
I. Effective Interpersonal Relationship (4 items)
J. Disciplined Behavior (5 items)
K. Healthy Thought Pattern (5 items)
L. Considerate Behavior (3 items)
M. Living Together In Cooperation (3 items)
N. Social Service Behavior (4 items)

The component of Psychological Disorder consists of two scales and they are:

i. Disruptive Behavior Disorder, which is divided into two aspects:
   a. Conduct Disorder (12 items)
   b. Oppositional Defiant (7 items)
ii. Psychotic Disorder (8 items)

Part II consists of two components such as the Reasons Why Negative Behaviors Are Performed and the Reasons Why Positive Behaviors Are Performed. There are thirteen scales with reasons why adolescents perform negative behaviors (9 scales) and reasons why adolescents perform positive behaviors (4 scales). Each item is followed by five responses in the Likert scale. The five responses are Totally Disagree (1), Disagree (2), Uncertain (3), Agree (4) and Totally Agree (5) with the statement.

The nine scales for Reasons Adolescent Performed Negative Behaviors are:

A. Lack of Recognition/Attention Seeking (4 items)
B. Mental-Emotional Disturbances (5 items)
C. Dysfunctional Family Background (5 items)
D. Loose Religious Belief (3 items)
E. Show Off Behavior (5 items)
F. Craving For Pleasure (2 items)
G. Frustration/Anger (4 items)
H. Influence By Subversive Elements (5 items)
I. Poverty/Monetary Reasons (2 items)

The four scales for Reasons Adolescent Performed Positive Behaviors are:

J. Self-Management Skills (3 items)
K. Upholding Positive Attitudes (6 items)
L. External Positive Encouragement (6 items)
M. Sense of Responsibility (2 items)

Scoring

The scores from the inventory are transferred to a scoring sheet. The scores in each scale is summed up and divided by the number of items to calculate the mean. The mean of each scale will be plotted on the profile form to see the overall configuration of the profile. Profile interpretation is simple as the counselor looks at the distinctive high mean score in all the scales in the five components. The counselor draws the

adolescent's profile and plan counseling goal(s) to help the individual who may need counseling.

Reliability

The reliability of the Adolescent's Psychological Profile Inventory was analyzed. Cronbach's alpha was used to assess the degree of internal consistency.

Part I: The reliability coefficient of all the scales in the component of Negative Behaviors are found to be between 0.56 to 0.85 (Table 7). The coefficient of all the scales in the component of Positive Behaviors are found to be between 0.72 to 0.86 (Table 8), and the coefficient of all the scales in the component of Psychological Disorders are found to be between 0.68 to 0.77 (Table 9).

Table 7: Reliability Coefficient for Each Scale in the Component of Negative Behaviors (n=351)

Scales of Negative Behaviors	**Total Items**	**Cronbach's Coefficient Alpha**
Actions Violating The Law	9	0.723
Obscene Behavior	5	0.666
Involvement In Illegal Behavior	5	0.561
Indiscipline Behavior	10	0.854
Actions Against Social Norms	11	0.742
Self-Projective Behavior	2	0.634
Impulsive Behavior	7	0.749
Total	**49**	**0.704**

Table 8: Reliability Coefficient for Each Scale in the Component of Positive Behaviors (n=351)

Scales of Positive Behaviors	Total Items	Cronbach's Coefficient Alpha
Practice Moral Values	5	0.860
Effective Interpersonal Relationship	4	0.750
Disciplined Behavior	5	0.798
Healthy Thought Pattern	5	0.809
Considerate Behavior	3	0.771
Living Together In Cooperation	3	0.721
Social Service Behavior	4	0.727
Total	**29**	**0.777**

Table 9: Reliability Coefficient for Each Scale in the Component of Psychological Disorders (n=351)

Scales of Psychological Disorders	Total Items	Cronbach's Coefficient Alpha
I. Disruptive Behavior Disorder		
a. Conduct Disorder	12	0.753
b. Oppositional Defiant	7	0.767
II. Psychotic Disorder	8	0.684
Total	**27**	**0.734**

Part II: The reliability coefficient of all the scales in the component of the Reasons Why Adolescents Performed Negative Behaviors are found to be between 0.47 to 0.80 (Table 10) and the coefficient of all the scales in the component of Reasons Why Adolescents Performed Positive Behaviors are found to be between 0.62 to 0.82 (Table 11). The average coefficient of these two components is more than 0.65 showing a high

degree of internal consistency. Thus, concluding that the Adolescent's Psychological Profile Inventory has a considerably high degree of internal consistency.

Table 10: Reliability Coefficient for Each Scale in the Component of Reasons Why Adolescents Performed Negative Behaviors (n=351)

Scales of Reasons Why Adolescents Performed Negative Behaviors	**Total Items**	**Cronbach's Coefficient Alpha**
Lack of Recognition/Attention Seeking	4	0.645
Mental-Emotional Disturbances	5	0.649
Dysfunctional Family Background	5	0.797
Loose Religion Belief	3	0.674
Show Off Behavior	5	0.747
Craving for Pleasure	2	0.736
Frustration/Anger	4	0.622
Influence by Subversive Elements	5	0.526
Poverty/Monetary Reasons	2	0.469
Total	**35**	**0.652**

Table 11: Reliability Coefficient for Each Scale in the Component of Reasons Why Adolescent Performed Positive Behaviors (n=351)

Scales of Reasons Why Adolescent Performed Positive Behaviors	**Total Items**	**Cronbach's Coefficient Alpha**
Self-Management Skills	3	0.775
Upholding Positive Attitude	6	0.824
External Positive Encouragement	6	0.776
Sense of Responsibility	2	0.624
Total	**17**	**0.745**

The researcher relooked at the items in the Involvement In Illegal Behavior scale and the Poverty/Monetary Reasons scale and ammended the language in the items.

III. PSYCHOLOGICAL PROFILE OF ADOLESCENTS IN MALAYSIA

General Profile

In Malaysia, negative behaviors amongst adolescents are becoming a concern. According to the Malaysian Ministry of Women, Family and Community Development (2005b), 4,998 juvenile cases were reported to the Malaysia Department of Social Welfare in 2003 and this number has increased to 6,056 cases in 2005 (21.17%).

Utusan Online (28 July, 2004) reported that in 2003, students aged between 13 and 15 were involved in 1,058 criminal cases, while the number of cases involving students aged between 16 and 18 was 1,126.

In 2005, the Royal Malaysia Police (PDRM) reported that 1.74 percent of 5.5 million Malaysian students (95,700 students) had disciplinary problems, such as truancy, rude and aggressive, crime, hooliganism, indecent behaviors and vandalism (Malaysia Today, 2006).

Smoking is a major problem among Malaysian adolescents. Statistics from the Quit Smoking Blog (2005) showed that on average, about 50 teenagers below the age of 18 years start smoking in Malaysia every day, and currently about one in five teenagers smoke. Smoking prevalence among teenage boys aged 12-18 years is 30% while smoking among girls has doubled from 4.8% in 1996 to 8% in 1999. Between 1986 and 1996 there was a 67% increase in the number of teenage smokers.

Although the media and statistics project that more Malaysian adolescents are performing negative behavior, the students who participated in this research stated that they did not display bad/negative behaviors. On contrary, they said that they showed

good/positive behaviors. For example, the schools administration identified 120 students (34.19%) out of 351 students to have misbehavior or misconduct record in their school, but only 64 students (53.33%) admitted so. Furthermore, the mean score of the bad/negative behaviors ranges from 1.25 to 2.00. The overall mean score is 1.55, which implies that they never and very seldom performed bad/negative behaviors. The mean score of the good/positive behaviors ranges from 3.48 to 3.91, and the overall mean score is 3.62. This implies that the students sometimes and often performed good/positive behaviors.

The mean score in the component of Reasons Why Adolescents Performed Negative Behaviors ranges from 1.62 to 3.16. The overall mean is 2.47 which implies that students do not see (disagree) these as cause to their negative behaviors. The mean score in the component of Reasons Why Adolescents Performed Positive Behaviors ranges from 3.91 to 3.95, and the overall mean is 3.93. This implies that the students agree with the reasons why they performed the positive behaviors.

A One-Way ANOVA test was performed to explore the significant difference using two variables such as school location and gender with (i) Negative Behaviors, (ii) Positive Behaviors, (iii) Psychological Disorders, (iv) Reasons for Negative Behaviors, and (v) Reasons for Positive Behaviors.

Differences by School Location

i. Negative Behaviors

The results show significant differences between the groups of students from urban, rural and sub-urban schools in performing the Negative Behaviors. There is significant differences in Actions Violating the Law ($F=3.238$, $df=2/348$, $p=0.04$), Involvement In Illegal Behavior ($F=9.896$, $df=2/348$, $p=0.00$), Indiscipline Behavior ($F=8.753$, $df=2/348$, $p=0.00$), Self-Projective Behavior ($F=18.525$, $df=2/348$, $p=0.00$), and Impulsive Behavior ($F=7.732$, $df=2/348$, $p=0.00$) (Table 12).

Table 12: ANOVA Test Result of Negative Behavior Scales By School Location

	Sources	df	SS	MS	F	Sig
Actions Violating the Law	Between the group	2	0.695	0.347	3.238	0.040*
	In the group	348	37.343	0.107		
	Total	350	38.038			
Involvement In Illegal Behavior	Between the group	2	4.992	2.496	9.896	0.000*
	In the group	348	87.774	0.252		
	Total	350	92.766			
Indiscipline Behavior	Between the group	2	10.970	5.485	8.753	0.000*
	In the group	348	218.087	0.627		
	Total	350	229.057			
Self-Projective Behavior	Between the group	2	22.811	11.406	18.525	0.000*
	In the group	348	214.266	0.616		
	Total	350	237.077			
Impulsive Behavior	Between the group	2	5.944	2.972	7.732	0.001*
	In the group	348	133.773	0.384		
	Total	350	139.718			

The mean score comparison shows that the sub-urban schools and urban schools have a higher mean in Actions Violating the Law compared to rural schools. The sub-urban schools and urban schools have a higher mean in Involvement In Illegal Behavior compared to rural schools. The rural schools have the highest mean in Indiscipline Behavior, Self-Projective Behavior and Impulsive Behavior compared to urban schools and sub-urban schools (Table 13).

Table 13: Comparison of the Mean Score of Negative Behavior Scales By School Location (n=351)

Negative Behaviors	Area		
	Urban	Rural	Sub-Urban
Actions Violating the Law	1.27	1.18	1.28
Involvement In Illegal Behavior	1.37	1.09	1.30
Indisciplined Behavior	1.72	2.10	1.69
Self-Projective Behavior	1.56	2.13	1.56
Impulsive Behavior	1.88	2.19	1.97

ii. Positive Behaviors

The results show significant differences between students in the urban, rural and sub-urban schools in performing the Positive Behaviors. The significant differences were found in Effective Interpersonal Relationship (F=5.531, df=2/348, p=0.00), Disciplined Behavior (F=5.229, df=2/348, p=0.01), Healthy Thought Pattern (F=10.262, df=2/348, p=0.00), and Social Service Behavior (F=4.189, df=2/348, p=0.02) (Table 14).

Table 14: ANOVA Test Results of Positive Behavior Scales By School Location

	Sources	df	SS	MS	F	Sig
Effective Interpersonal Relationship	Between the group	2	7.143	3.571	5.531	0.004*
	In the group	348	224.725	0.646		
	Total	350	231.868			
Disciplined Behavior	Between the group	2	6.759	3.379	5.229	0.006*
	In the group	348	224.932	0.646		
	Total	350	231.691			
Healthy Thought Pattern	Between the group	2	13.365	6.683	10.262	0.000*
	In the group	348	226.628	0.651		
	Total	350	239.993			
Social Service Behavior	Between the group	2	5.688	2.844	4.189	0.016*
	In the group	348	236.281	0.679		
	Total	350	241.969			

The mean score comparison shows that rural schools have higher mean in Effective Interpersonal Relationship, Healthy Thought Pattern, and Social Service Behavior compared to by sub-urban schools and urban schools (Table 15).

Table 15: Comparison of the Mean Score of Positive Behavior Scales By School Location (n=351)

Positive Behaviors	Area		
	Urban	Rural	Sub-Urban
Effective Interpersonal Relationship	3.76	4.10	3.95
Healthy Thought Pattern	3.46	3.94	3.69
Social Service Behavior	3.36	3.66	3.53

iii. Psychological Disorder

The results show a significant difference between students from the urban, rural and sub-urban schools in Oppositional Defiant scales (F=3.128, df=2/348, p=0.05) (Table 16).

Table 16: ANOVA Test Results of Psychological Disorder Scale By School Location

	Sources	df	SS	MS	F	Sig
Oppositional Defiant	Between the group	2	2.239	1.119	3.128	0.045*
	In the group	348	124.545	0.358		
	Total	350	126.784			

The mean score of Oppositional Defiant scale is highest in rural schools compared to sub-urban schools and urban schools (Table 17).

Table 17: Comparison of the Mean Score of Psychological Disorder Scale By School Location (n=351)

Psychological Disorder	Area		
	Urban	Rural	Sub-Urban
Oppositional Defiant	1.68	1.91	1.78

iv. Reasons Adolescents Performed Negative Behaviors

The results show significant differences between students in urban, rural and sub-urban schools in Dysfunctional Family Background (F=3.705, df=2/348, p=0.03), Show Off Behavior (F=5.300, df=2/348, p=0.01), Craving For Pleasure (F=5.610, df=2/348, p=0.00), Frustration/Anger (F=5.723, df=2/348, p=0.00), and Poverty/Monetary Reasons (F=3.936, df=2/348, p=0.02) scales (Table 18).

Table 18: ANOVA Test Results of Reasons Adolescent Performed Negative Behavior Scales By School Location

	Sources	df	SS	MS	F	Sig
Dysfunctional Family Background	Between the group	2	5.372	2.686	3.705	0.026*
	In the group	348	252.269	0.725		
	Total	350	257.641			
Show Off Behavior	Between the group	2	9.189	4.594	5.300	0.005*
	In the group	348	301.655	0.867		
	Total	350	310.844			
Craving For Pleasure	Between the group	2	13.888	6.944	5.610	0.004*
	In the group	348	430.733	1.238		
	Total	350	444.621			
Frustration/ Anger	Between the group	2	6.592	3.296	5.723	0.004*
	In the group	348	200.438	0.576		
	Total	350	207.030			
Poverty/ Monetary Reasons	Between the group	2	8.527	4.264	3.926	0.021*
	In the group	348	377.947	1.086		
	Total	350	386.474			

The mean score is highest in the rural schools compared to urban schools and sub-urban schools for five scales such as Dysfunctional Family Background, Show Off Behavior, Carving For Pleasure, Frustration/Anger, and Poverty/Monetary Reasons (Table 19).

Table 19: Comparison of the Mean Score of Reasons Adolescents Performed Negative Behavior Scales By School Location (n=351)

Reasons Adolescents Performed Negative Behaviors	Area		
	Urban	Rural	Sub-Urban
Dysfunctional Family Background	1.92	2.48	1.84
Self-Projective	2.39	3.80	2.38
Craving For Pleasure	2.85	3.65	2.82
Frustration/Anger	2.24	2.70	2.05
Poverty/Monetary Reasons	3.02	3.48	3.06

v. Reasons Adolescents Performed Positive Behaviors

The results show a significant difference between students from urban, rural and sub-urban schools in Self-Management Skills (F=3.171, df=2/348, p=0.04) (Table 20).

Table 20: ANOVA Test Results of Reasons Adolescent Performed Positive Behavior Scale By School Location

	Sources	Df	SS	MS	F	Sig
Self-Management Skills	Between the group	2	4.454	2.227	3.171	0.043*
	In the group	348	244.380	0.702		
	Total	350	248.834			

The mean score comparison shows that the mean score of this scale is highest in rural schools, compared to sub-urban schools and urban schools (Table 21).

Table 21: Comparison of the Mean Score of Reasons Adolescents Performed Positive Behavior Scale By School Location (n=351)

Reasons Adolescents Performed Positive Behaviors	Area		
	Urban	Rural	Sub-Urban
Self-Management Skills	3.74	4.28	3.85

Differences By Gender

i. Negative Behaviors

The results show significant differences between male and female students in Actions Violating the Law (F=17.059, df=1/349, p=0.00), Obscene Behavior (F=35.945, df=1/349, p=0.00), Involvement In Illegal Behavior (F=6.958, df=1/349, p=0.01), and Actions Against Social Norms (F=10.973, df=1/349, p=0.00) (Table 22).

Table 22: ANOVA Test Result of Negative Behavior Scales By Gender

	Sources	df	SS	MS	F	Sig
Actions Violating the Law	Between the group	1	1.773	1.773	17.069	0.000*
	In the group	349	36.265	0.104		
	Total	350	38.038			
Obscene Behavior	Between the group	1	9.051	9.051	35.954	0.000*
	In the group	349	87.879	0.252		
	Total	350	96.930			
Involvement In Illegal Behavior	Between the group	1	1.813	1.813	6.958	0.009*
	In the group	349	90.953	0.261		
	Total	350	92.766			
Actions Against Social Norms	Between the group	1	2.343	2.343	10.973	0.001*
	In the group	349	74.508	0.213		
	Total	350	76.851			

The mean score comparison shows that the male students have a higher mean than female students in all the four scales (Table 23).

Table 23: Comparison of the Mean Score of Negative Behavior Scales By Gender (n=351)

Negative Behaviors	Gender	
	Male	Female
Actions Violating The Law	1.32	1.18
Obscene Behavior	1.55	1.23
Involvement In Illegal Behavior	1.34	1.20
Actions Against Social Norms	1.63	1.46

ii. Positive Behaviors

The ANOVA results show no significant differences between the male and female students in all the scales.

iii. Psychological Disorder

The result shows a significant difference between male and female students in Conduct Disorder (F=34.341, df=1/349, p=0.00) (Table 24). The mean score comparison shows that the male students have a higher mean than the female students (Table 25).

Table 24: ANOVA Test Results of Psychological Disorder Scale By Gender

	Sources	df	SS	MS	F	Sig
Oppositional	Between the group	1	5.167	5.167	34.341	0.000*
Defiant	In the group	349	52.510	0.150		
	Total	350	57.677			

Table 25: Comparison of the Mean Score of Psychological Disorder Scale By Gender

Psychological Disorder	Gender	
	Male	Female
Conduct Disorder	1.55	1.31

iv. Reasons Adolescents Performed Negative Behaviors

The results show significant differences between male and female students in two scales, such as Self-Projective (F=7.981, df=1/349, p=0.01), and Craving For Pleasure (F=4.371, df=1/349, p=0.04) (Table 26).

Table 26: ANOVA Test Results of Reasons Adolescent Performed Negative Behavior Scales By Gender

	Sources	df	SS	MS	F	Sig
Show Off Behavior	Between the group	1	6.949	6.949	7.981	0.005*
	In the group	349	303.895	0.871		
	Total	350	310.844			
Craving For Pleasure	Between the group	1	5.500	5.500	4.371	0.037*
	In the group	349	439.121	1.258		
	Total	350	444.621			

The mean score comparison shows that the male students have a higher mean in Show Off Behavior and Carving For Pleasure compared to the female students (Table 27).

Table 27: Comparison of the Mean Score of Reasons Adolescents Performed Negative Behavior Scale By Gender

Reasons Adolescents Performed Negative Behaviors	Gender	
	Male	Female
Show Off Behavior	2.72	2.44
Craving For Pleasure	3.19	2.94

v. Reasons Adolescents Performed Positive Behaviors

The ANOVA results show no significant differences between the male and female students in all the scales in this component.

III. CONCLUSION

The summary of this research can be concluded as below:

Differences By School Location

The mean score comparison shows that the sub-urban schools and urban schools have higher means in Actions Violating the Law and Involvement In Illegal Behavior compared to rural schools. But, the rural schools have higher mean in Indiscipline Behavior, Self-Projection Behavior and Impulsive Behavior compared to urban schools and sub-urban schools. This implies that preventive actions must be taken to help students in urban and sub-urban schools to overcome negative behaviors such as Actions Violating the Law and Involvement In Illegal Behavior, and also to help students in rural schools to reduce indiscipline behavior.

The mean score comparison shows that the rural schools have the highest mean in Effective Interpersonal Relationship, Healthy Thought Pattern and Social Service Behavior scales compared to the urban schools. Therefore, administrators, teachers and counselors in the urban schools need to plan activities and training opportunities to strengthen these positive behaviors amongst their students.

The mean score comparison shows that the rural schools have the highest mean in Oppositional Defiant scale. This implies that the students in rural schools need to have moral education, social skills training, and coping skills to help them develop quality living.

The students in the rural schools state that their reasons for the negative behavior are Dysfunctional Family Background, Show Off Behavior, Craving For Pleasure, Frustration/Anger, and Poverty/Monetary Reasons. The implication here is that a positive and healthy family environment is very important for students in rural schools. Besides that, moral and religious education, social skills, and coping skills such as anger management and self management/control skills need to be provided to ensure that they can manage themselves effectively.

Differences By Gender

The male students have the higher mean in Actions Violating The Law, Obscene Behavior, Involvement In Illegal Behavior, Actions Against Social Norms, and Conduct Disorder scales. Awareness activities need to be conducted for male students about the consequences of negative behaviors and toward of good behaviors; and early intervention or counseling services must be available to develop healthier life style.

The male students also have higher mean in Show Off Behavior and Craving For Pleasure compared to female students. Therefore, behavior management techniques and cognitive behavior techniques need to be used in counseling students to develop effective self management/self control skills.

The Adolescent's Psychological Profile Inventory can be used by teachers, school counselors and psychologists to identify students with good/positive and bad/negative behaviors so that this information can be used during the counseling sessions to reinforce their good behavior and discuss action plan to improve on their bad/negative behavior. The information on the reasons for such behavior is useful as it enables the professionals to understand the background of the students and guide them to reevaluate their life and find reasons for good behavior. The professionals need to pay special attention on the psychological disorder component because if the student is at risk of such disorder, the professionals can intervene and provide guidance and counseling as preventive measure.

The finding of this research shows conflicting perception amongst us about adolescents' behavior in Malaysia. The students who participated in this research claimed they did not perform bad or negative behaviors. On contrary, they stated that they showed good and positive behaviors. Three possible explanations are that (a) the students are not admitting to their actions, or (2) the students are not aware that they are doing wrong, or (3) the adults are setting too high expectations on the students.

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