



De La Salle University - Dasmariñas

**“Ayaw Mo Sa Akin? Matira Na Lang Ang Matibay!”**

**The Effect of Social Exclusion**

**On Aggressive Behavior**

An Undergraduate Thesis

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By

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**AKLATANG EMILIO AGUINALDO ARCHIVES**



**ABSTRACT**

**NAME OF INSTITUTION:** De La Salle University-Dasmariñas

**ADDRESS:** Dasmariñas, Cavite

**TITLE:** Ayaw Mo Sa Akin? Matira Na Lang Ang Matibay!": The Effect of Social Exclusion on Aggressive Behavior

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**OBJECTIVES OF THE STUDY:**

**A. General**

The purpose of the present study is to find substantiation to the problem of whether or not aggression can be brought about by social exclusion.

**B. Specific**

1. Determine the general response of the subjects when told through the manipulated interpretations of the Human Figure Drawing Test (HFDT) that they would end up alone in the future and at the same time upon receiving positive essay feedbacks.
2. Ascertain the general response of the subjects when told through the manipulated interpretations of the Human Figure Drawing Test (HFDT)



that they would end up alone in the future and at the same time upon receiving negative essay feedbacks.

3. Discern the general response of the subjects when told through the manipulated interpretations of the Human Figure Drawing Test (HFDT) that they would have stable and rewarding relationships in the future and at the same time upon receiving positive essay feedbacks.
4. Establish the general response of the subjects when told through the manipulated interpretations of the Human Figure Drawing Test (HFDT) that they would have stable and rewarding relationships in the future and at the same time upon receiving negative essay feedbacks.
5. Find out the general response of the subjects when they received positive feedbacks for the essay that they were tasked to write.
6. Determine the general response of the subjects when they received negative feedbacks for the essay that they were tasked to write.
7. Prove if there is a significant difference between social exclusion and aggressive behavior.

#### **SCOPE AND LIMITATION**

In the aim of answering the problem of whether or not aggression can be caused by social exclusion, this study tested the relationship of social exclusion and aggression. A certain experiment was also referred to, particularly the one in



which this present research was based on, “If You Can’t Join Them, Beat Them: Effects of Social Exclusion on Aggressive Behavior” by Twenge et al. (2001)

The two experiments conducted basically studied the relationship of social exclusion and aggression; social exclusion as presented in the manipulated HFDT interpretations, indicating the future aloneness or future belongingness of the subjects, and aggression, measured by the applicant evaluation form accomplished by the students to assess their “essay evaluators”, who in turn provided direct provocations to the subjects through positive or negative essay feedbacks.

The present research underwent two separate studies for two reasons: first, the initial study encountered extreme experimental mortality of respondents – the original eighty (80) subjects dwindled into eighteen (18); and second, the study was conducted once again for added confirmation of the results garnered from the first study.

In the first study, first and second year students of AB Psychology who were officially enrolled at De La Salle University-Dasmariñas, during the school year 2003-2004, were used as respondents. As abovementioned, there were originally eighty (80) students [eight per class] purposively selected to participate in the study.

However, the number of respondents decreased when only a few came to the appointed date for the first part of the experiment, the human figure drawing



test. The number of subjects totaled to only forty-five (45) students – from both the experimental and the control groups.

The researchers used all the means they could think of in making sure that all of the remaining respondents would come on the selected date of experimentation. During the set date less than half of the respondents – only a total of eighteen (18) – arrived.

The first study, because of its high mortality rate, was lacking for validity. For this reason, the researchers reconducted the experiment using a different and much larger sample population. Sixty (60) selected fourth year high school students [ten (10) per condition] from a public secondary school in Cavite City were the respondents for the second experiment.

This research mainly focused on the second study due to its larger number of subjects, and since this study concentrated only on the selected fourth year high school students from a public school in Cavite City, the findings, analysis, and recommendations may not be applicable to other institutions.

Gender, age, socio-economic status, disposition, and religion of the students and the indicators' effect on the level of aggression are beyond the focus of this research.

Also, the Applicant Evaluation Form was given only once to the sample population concerned. Inferences that can be drawn from more than a singular administration cannot be answered in this study.



The classification of positive future alone, negative future alone, positive future belonging, negative future belonging, positive control, and negative control among respondents are limited only insofar as the academic setting is concerned.

Because the present study was based on a research conducted in United States, there are also limitations in related literatures and concepts from the Filipino writers and proponents.

It must be regarded that because the researchers exhausted other means of gathering information from the respondents, they made use of deception to garner true reactions or behaviors from the respondents.

#### **METHODOLOGY**

The fourth year high school students of a public secondary school in Cavite City that participated in the study were chosen through the use of purposive sampling. They were later divided into six (6) groups comprising the four experimental groups and the two control groups through random assignment. The experimental groups received treatment in the form of manipulated HFDT interpretations. The control groups, on the other hand, received no treatment. Then, all groups were asked to accomplish the Applicant Evaluation Form for the researchers to measure the aggressive behavior. Decoys were assigned to issue provocation of aggression through giving bogus essay evaluation. The results were statistically analyzed using the F-test or One-Way Anova.



**MAJOR FINDINGS**

Source	SS	Df	MS	F obtained	F critical	Remarks
Between	3428	5	685.6	66.31	2.39	Significant
Within	558.6	54	10.34			
<b>Total</b>	<b>3986.6</b>	<b>59</b>				

**Analysis of Variance (ANOVA) Summary Table**

**Rejected Hypothesis:** There is no a significant difference between social exclusion and aggressive behavior.

The calculated F for the shown data (66.31) is greater than the critical F (2.39); therefore, the null hypothesis is rejected. There is a significant difference between the variables social exclusion and aggression.

With the use of the statistical tool, One-Way Analysis of Variance (ANOVA)/F-test, the answer to the said hypothesis was drawn. With the F computed or F obtained apparently of greater value than that of the F critical, the null hypothesis could only be rejected. There is a significant difference between the variables social exclusion and aggressive behavior.

Groups	Positive Essay	Negative Essay
<b>HFDT Interpretations</b>		
Future Alone	32.7	26.1
Future Belonging	43.5	34.7
Control	44.1	24.7

**The Mean Scores of the Applicant Evaluation Form for The Experimental and Control Groups**



The findings of this study consistently showed that exclusion causes more aggression than less. In this experiment, participants were exposed to a forecast that their future would likely involve a lack of social relationships or to an immediate social rejection, as opposed to a variety of control and comparison conditions. In the experiment, participants' behavior became more aggressive as a result of social exclusion. The results from table above indicate that those participants who were presented positive essay feedbacks had given remarkably high scores for the applicant evaluation, as can be seen in the mean scores, compared to those who were given negative essay feedbacks.

On the other hand, in the condition where the respondents were given positive essay feedbacks, yet assigned in the future alone group manifested aggressive behavior as can be seen from the distinctively low mean score of 33 they collectively gave the applicant. In comparison, those who were placed in the future belonging and control groups gave the mean scores of 45 and 43.67 respectively, clearly indicating their benevolence toward the person who issued the positive essay feedback.

To further support the purpose of the study, those placed in the future belonging group and yet received a negative essay feedback gave the highest evaluation score in comparison to the other groups who also received negative criticisms of their essays, particularly those in the future alone condition and the control group. This indicates that the prediction of having fruitful relationships in





the future counteracted the respondents' possible reaction to the negative essay evaluation.

### **CONCLUSION**

Since the statistical tool, namely the One-Way ANOVA, revealed results of the study wherein the F obtained/computed are greater than that of the F critical, a significant difference between the independent variable (Social Exclusion) and the dependent variable (Aggressive Behavior) were indicated showing that social exclusion does influence the actuation of aggressive behavior.

### **RECOMMENDATIONS**

Below are the following features that the researchers commend for auxiliary study to broaden the scope of the current investigation.

#### **Research Recommendations**

1. Being an exploratory study, it requires long-term follow-up by future psychologists and the use of larger sample population than the number used in the study.
2. Future research should explore why some manipulations of the need to belong produce pro-social behavior and others produce antisocial behavior.
3. Future research should also delve into the gender aspect of the respondents regarding aggression tendencies and behavior so a more specific generalization can be inferred from both male and female respondents.



4. More studies are encouraged using people from all ages as respondents for the study of social exclusion in conjunction with aggressive behavior because studies made by other researchers catered only to the older bracket of the population, and most focused on High School and College Students.
5. Age, socio-economic status, and religion of the students and their effect on the level of aggression should also be taken into account for broaden the generalizability of the study.
6. The disposition, nature, and mood of the sample to be used on future studies should be regarded and measured to test their effect on aggressive behavior when paired off with social exclusion.
7. More interventions in the pursuit of solving wanton aggressiveness should be creatively and innovatively conceptualized to deter the prevalence of this dilemma.
8. Instrument or tool construction for measuring aggressive behavior is encouraged.
9. Non-traditional ways of measuring aggressive behavior is suggested to be conceptualized.
10. The time of the sessions should be studied to achieve maximum results.
11. The institution where a continuation of this study will be conducted should be studied well before performing the experiment similar to the study of



the researchers. The rationale for this statement lies in the fact that the entire characteristics of the institution, culture, and norms may give insights regarding the individual characteristics of the people that may comprise the whole population.

### **Program Recommendation**

1. It should be understood that involving deception is justified by the study's prospective scientific, educational, or applied value and that equally effective procedures that do not use deception are not feasible. However, due to the risks accompanied by the use of the deception (e.g., disclosing what should not be disclosed; improper or ineffective closure procedure) and the dangers of replicating the present study, the researchers urge future investigators to broaden the scope of the study by finding alternative means or methods in gathering information and administering social exclusion than what is used in the current study.
2. In addition, the findings garnered from the interventions used can be taken into account in the academic setting, particularly in the secondary and tertiary level. Various programs can be implemented for the monitoring of the students' welfare specifically towards areas regarding aggression. Counseling sessions may be one of the options, and
3. Anger and aggression management for secondary level students should also be implemented in order to control the prevailing involvement of high



school students to violence, as entailed by social exclusion. The program should train students in anger control and problem solving skills through extensive use of various techniques.





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