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CONTENT VALIDITY AND RELIABILITY OF BUSS AND PERRY AGGRESSIVE QUESTIONNAIRE (BPAQ) INVENTORY

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Abstract:

This study was conducted to measure the content validity and reliability of, Buss and Perry Aggressive Questionnaire (BPAQ). BPAQ questionnaire was translated into Bahasa Melayu in the past and has validity. For the validity of the content three experts in the field of counseling were appointed to assess the validity of the content to be used for the primary school sample. The findings show that experts have made suggestions for improvement in terms of content. 60 primary school students were sampled to measure the reliability of BPAQ instruments. The findings also show that the reliability coefficient obtained is .93 Based on the results of the study, the BPAQ measuring instrument has the potential to be used in measuring students' aggressive behavior.

Keywords:

Validity, Reliability, BPAQ Inventory

Study Background

This study involves the validity of the content and reliability of the measuring instrument. Studies like this have been done a lot in the country and abroad. Among them abroad such as a study by Bunce et. al (2010), Mackison, Wriden and Anderson (2010), Verster et. al (2007), and Semila et. al (2007). While in the country, such as the study of validity and reliability is

done by Jamaludin et. al (2009), Ibrahim (2007), Rohaya and Mohd Najib (2008), and Ahmad Jazimin (2008).

Common studies are done such as self-concept, self-esteem, emotional management, career, and so on. To diversify the measuring instruments available in the country this study was conducted. A study related to the validity and reliability of Aggressive Buss and Perry (AQ) was conducted to create a suitable measuring instrument for primary schools. This BPAQ measuring instrument was validated by Noor Azizah Ahmad (1998), Yap Choi Hai (1995) Nadira Jiat (2009). However, the study was conducted for adolescent or adult respondents and not for children, especially primary schools

In schools, in particular, most guidance teachers use inventories such as Vocational Preference Inventory (VPI), Sidek Personality Inventory (IPS), Color Personality Inventory (IPW), and Self-Directed Search (SDS). All of these measuring instruments are for adults or teenagers. Therefore, to see reforms, studies in the form of content validity and reliability of an inventory are implemented. Specifically, for primary school children should be implemented. A good inventory that meets the needs of primary school children should be produced. This inventory should be free of any bias so that it can be used more practically and comprehensively for primary school children.

Apart from that, the purpose of this study was to correct the perception that measuring tools in the field of counseling in Malaysia are unreliable and lack validity. This arises due to the validity and reliability measures carried out in Malaysia originating from abroad, Maznah and Kim (1984). The measuring instrument is built according to the national background made, and it does not meet the demographic characteristics of the respondents required in Malaysia.

However, each measuring instrument taken from a foreign country can also be used if the measuring instrument has been modified in the cultural context in Malaysia. This is in line with the study conducted by Jamaludin et. al (2009) where a study was conducted on the Tennessee Self Concept Scale (TSCS) developed by William H. Fitt in 1965. This measuring instrument has been modified according to customs and culture in Malaysia and is widely used among counselors in Malaysia. Through this study will create an BPAQ inventory suitable for children to be used for existing primary schools in Malaysia.

Purpose of The Study

This study aims to measure the validity of the content and reliability of the Buss And Perry Aggressive Questionnaire (BPAQ) test tool in the context of Malaysia. Content validity and reliability are very important to know the degree of stability, consistency, prediction, and resolution of this measuring instrument. Since this BPAQ is not a local instrument, which is built specifically for children, this study was conducted to measure the validity of content and reliability in the context of the population of primary school children in Malaysia. Therefore, the main objectives of this study are as follows:

- i. Measuring the validity of the contents of the Buss And Perry Aggressive Inventory (BPAQ) measuring instrument.
- ii. Measuring the reliability of the Aggressive Buss And Perry Inventory (BPAQ) measuring instrument.

Study Design

This study, which has been conducted, is descriptive. Through this study, researchers have studied aspects of content validity and reliability of the Buss And Perry Aggressive Inventory. This inventory will test the validity of the content through the reference method of three experts in the field of counseling. Brislin (1970) where he suggested three experts in the field, especially counseling.

Population and Sample Study

The population is the entire target group of the subjects studied. In this study the population to be taken. The first is that it involves experts in the field of counseling to measure the validity of the content. The second population involves primary school students in the Gombak district. For the validity of the content three experts were selected while to measure the reliability of 60 primary school students with appropriate characteristics were selected.

Instruments Studied

In this study, the researcher has taken existing instruments that have been translated by previous people. The researcher will correct the Buss And Perry Inventory Questionnaire Aggressive Questionnaire according to expert views to suit the context of primary school children. . This inventory has been used in Malaysia but the context of adolescents and adults but not for children. Therefore, each item in this questionnaire needs to be streamlined through the validity of the content to be carried out. Also, a pilot study will be conducted to see the level of reliability before conducting a field study. The questionnaire produced is intended to identify the Aggressive sample. This inventory was developed by Buss and Perry.

Study Findings

Aggressive Inventory Validity

The validity of the content for BPAQ was obtained through comments given by three experts who are academics in the field of counseling appointed. These three specialists are individuals who specialize in the field of counseling and have been in the primary school field and involved with children. Their job is to check the use of sentences in the Aggressive Inventory (AQ) so that the content is appropriate to the level of knowledge of primary school children. Based on the comments and suggestions given by the three experts, the researcher has updated and corrected the use of sentences, language errors, and spelling errors Feedback from experts on this study tool as a whole is good. It measures what is worth measuring. Table 1 shows the suggestions and comments given by the three linguists for content validity.

Table 1: Recommendations and Expert Comments for Validity

Expert	Suggestion
Expert 1	Overall Aggressive Inventory (AQ) is suitable for use to identify the emotional level of the client. However, there are some items that need to be repaired.
Expert 2	Languages that are not suitable for the level of mastery of knowledge for children and need to be changed and summarized to be easy to understand but not lose the original meaning.

Expert 3 Items should not have words and, as well as or, vague meanings should be precise. The term does not carry a repetitive purpose.

Item Reliability

To determine the reliability of the researcher look at internal consistency. Before reliability analysis was performed, data were cleared and data nominality was created. Internal consistency is seen using the Cronbach Alpha test set by Valette (1997). The following are the results of internal consistency or reliability of the Buss And Perry Aggressive Inquiry Inventory (BPAQ), as in table 2 and table 3.

Table 2: Reliability Value (Cronbach Alpha) for Aggressive Buss And Perry Inventory (BPAQ)

No Item	Alpha	Standardized Item Alpha
.29	0.93	0.95

Table 3: Internal Reliability (Cronbach Alpha) for Questionnaire Aggressive Inventory (AQ) Items

Bil		Cronbach Alpha
1	A quiet person	.930
2	1 Friend said I am an angry person.	.930
3	To protect rights, I will act violently if forced.	.937
4	I will wonder what they want from me if anyone is kind to me.	.933
5	I will be honest with my friend if I disagree with them.	.933
6	I will damage things if I feel angry.	.929
7	I cannot accept if people disagree with my opinion.	.930
8	I will wonder why sometimes I feel so angry about something.	.937
9	There were times when I could not control myself to attack others.	.933
10	I am a patient person.	.943
11	I feel suspicious of strangers who are friendly to me.	.937
12	I threatened people I knew.	.933
13	I am quick to get excited about doing something but quickly get bored.	.929
14	If I am challenged (provoked), I may hit someone else.	.929
15	If someone offends me, I will tell him what I think about him.	.929
16	I am sometimes easily swayed by feelings of jealousy.	.929
17	I can still think that there is no reason to hit people without solid grounds.	.929
18	At one point, I felt like I was being abused in life.	.930
19	When disappointed, I will display that feeling.	.935
20	Sometimes I feel ridiculed by others.	.933
21	I often find myself disagreeing with others.	.933
22	If hit I will hit it back.	.933
23	Sometimes, I am like a "time bomb" that can explode at any time.	.932

24	I easily break off relationships with people.	.923
25	If anyone insists on me, we will fight.	.933
26	I know my "friend" cursed me behind me.	.935
27	According to a friend, I am a quarrelsome person.	.930
28	Sometimes I lose self-control for no good reason.	.930
29	I am less involved in fights than anyone else.	.934

Discussion

The findings of the study are related to the 29 items that lead to measuring Aggressive Behavior that has been obtained from the survey study. A total of three experts have been appointed from the Guidance and Counseling lecturers and experts in the field who have served in primary schools, to obtain the validity of the AQ questionnaire. The validity performed by the expert is to evaluate the existing items to see the suitability of the level of respondents, three experts are sufficient to test the validity of the content. Brislin (1970). The panel of expert consist of content experts and lay expert. The content expert are professionals who have published of work in the fields.(rubio et al,2003)

The findings of the study show that the assessment made by the experts in this study is more focused on the language, sentence structure, and understanding of the respondents when answering the AQ questionnaire. Face validity is very important to do because with the views of existing item experts to be evaluated from the aspect of quality of each item, which was built before being distributed to respondents. Blue (2001)

Seen in terms of content is very important to do because with the validity done by these three experts to determine the appropriate content and easy to understand in the context of children in Malaysia. This questionnaire is answered by primary school children, so the content in the questionnaire used must be leveled low and concise according to the suitability of the student but the meaning remains the same. The item used is incomplete it will affect the way the respondent answers the item. Lonner (1980 in Sidek, 2005)

The findings also illustrate the study conducted found that the respondents involved have aggressive behavior in themselves. This can be seen with the results of the study that shows that the alpha value obtained is .93 is at a high level (Vallette, 1997). Although it is at a moderate level it still shows that the respondents have Aggressive behavior and in themselves

This situation has caused this measuring instrument to have an appropriate reliability value. Mohd Majid (1998) states that the reliability of a measuring instrument can be improved by providing accurate and clear item statements.

The findings of this study clearly show that the results of this BPAQ analysis have a validity value performed by the appointed specialist. To ensure the quality of the inventory construction three experts have assessed the validity of the content, where these experts look at the sentence structure contained in the BPAQ item.

This is supported by Bailey (1978 in Ahmad Jazimin, 2008) where measuring instruments that have validity show that BPAQ measuring instruments have a concept to be measured. Similarly, Thorndike (1997) explains that the validity is done to further refine the term, language, and understanding of the actual respondents to the measuring tool.

This study has succeeded in achieving the targeted objective of analyzing the reliability of BPAQ measuring instruments. The results show that BPAQ has a high level of reliability according to Vallete (1997).

BPAQ plays a role in mentoring teachers in identifying clients who face problems related to aggressive behavior. The guidance teacher can also use the appropriate techniques according to the problems faced by the students. An instrument can help guidance teachers to identify clients who are experiencing emotional problems. Blau (2001).

In conclusion, the findings of the study have proven that this inventory has the value of content validity and reliability that can be used as a tool for guidance teachers to measure the client's irrational thinking before undergoing counseling sessions.

Recommendations

About the findings, discussion, and implications of the study, some suggestions have been put forward as follows:

- i. Some further research needs to be done by further improving the weak items in the BPAQ measuring instrument so that all items achieve a high level of reliability before being used in the Malaysian context.
- ii. It is recommended that subsequent researchers use other methods such as a two-part method in testing the reliability of this BPAQ measuring instrument to see the extent to which the findings of this study are consistent. This method is not only simple but also cheap, fast, and more practical (Sidek, 2005).
- iii. It is recommended that future studies focus on the validity of this measuring instrument by using a larger sample so that the validity and reliability of this BPAQ measuring instrument are improved and adopted in Malaysia.
- iv. It is recommended that this measuring instrument should also be done a lot on children between the ages of 7-12 years.

Conclusion

Overall, it can be concluded that the results of this study have discussed the BPAQ measuring instrument. It starts with the method of obtaining content validity through the views of expert experts. Also, it is tested in the field to obtain the validity of the content and reliability of its use. As a result, this measurement tool has obtained reliability values that are appropriate to the context of the study in Malaysia specifically involving children. However, to further strengthen this measuring instrument, it is necessary to conduct further studies to obtain the validity of the construct. Apart from that, it needs to be widely used in Malaysia because it has a great impact on psychology, especially in the development of human behavior, especially primary school children between the ages of 7-12 years.

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