Vol. 06, No. 2, pp.414-434| JUNE 2026
DOI: https:// DOI 10.34118/jskp.v6i2.4648

Article history (leave this part):
Submission date: 08.02-2026
Acceptance date: 22-05-2026
Available online: 10-06-2026
Keywords:
Exploitative Personality; Aggressive Behavior; Personality Traits; Gender Differences; Descriptive-Correlational Study; Psychological Assessment; University Students.
Funding:
This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
Competing interest:
The author(s) have declared that no **competing interests** exist.
Cite as (leave this part):
Hanan Abufares Elkhimry; . (2024). Title. Journal of Science and Knowledge Horizons: 4(1), 283-293. https://doi.org/10.34118/jskp.v2i02.2727

The authors (2026). This Open Access article is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License (CC BY-NC 4.0) (http://creativecommons.org/licenses/by-nc/4.0/) . Non-commercial reuse, distribution, and reproduction are permitted with proper citation

Journal of Science and Knowledge Horizons
ISSN 2800-1273-EISSN 2830-8379

Exploitative Personality and Its Relationship with Aggressive Behavior among a Sample of First-Year Secondary School Students: A Field Study in Laghouat

1-Farsi ibrahimelkhalil Lecturer A, Amar Telidji University of Laghouat (Algeria), ibk.farsi@lagh-univ.dz ,ORCID: 0009-0001-8118-0781

2-Abdelmajid Naceur Professor University of Tunis (Tunisia), abelmagid.naceur@uvt.tn ,ORCID: 0000-0002-0170-3977

Abstract:

study aimed to investigate the level of exploitative personality and aggressive behavior, examine the nature of the relationship between them, and determine whether there are statistically significant differences at the 0.05 level in exploitative personality and aggressive behavior among the sample members according to the variables of gender and specialization. Two measurement tools were used: one for assessing exploitative personality and another for aggressive behavior. These tools were distributed to a random sample of 100 individuals from the study population, following the descriptive-correlational method suitable for the current study. After analyzing the data using SPSS, the results indicated that the level of exploitative personality among the sample members was high, while the level of aggressive behavior was low. No statistically significant differences were found in aggressive behavior according to gender, nor in exploitative personality according to gender. Finally, a statistically significant correlation was found between exploitative personality and aggressive behavior among the sample members. Based on these findings, the study concluded with a set of recommendations.

* **Farsi ibrahimelkhalil**

Introduction:

Psychology explores human-related topics in terms of both inherited and acquired behavior. At the forefront of these topics is personality, a fundamental subject characterized by complexity and difficulty, ranging from its initial definition to its clinical or theoretical treatment. Definitions of personality are numerous and multidimensional. Despite the many commonalities among individuals, they remain unique in their personalities; these similarities form patterns and traits that are amenable to study and understanding for the purpose of scientific engagement. Indeed, precise scientific identification and understanding of personality inevitably lead to a deeper comprehension of human behavior across its various psychological, social, cognitive, and physiological dimensions (Al-Anzi, 2001, p. 2).

Aggressive behavior has garnered significant attention from psychologists and educators alike. It has occupied their scholarly thought and been the subject of numerous studies aimed at identifying its manifestations and causes, particularly after human societies have recently suffered from the proliferation of socially rejected forms of violence. Undoubtedly, aggression is a universal human phenomenon practiced through diverse methods. It manifests in forms such as competition in work, trade, academic achievement, and sports, or through verbal expression and physical assault. It may also be expressed through destruction, arson, or vandalism. Aggression is defined as an intentional behavior aimed at inflicting harm or injury upon others; it may result in harm to humans or animals, or the destruction of objects and property. It can be argued that aggressive behavior frequently appears in almost all children to varying degrees. Its emergence may be attributed to incomplete cognitive and emotional maturity in the individual exhibiting such behavior (Al-Hamshari & Abdel-Gawad, 2000, pp. 8-9).

Furthermore, aggressive behavior among school students has become a tangible reality in most countries worldwide, concerning educators specifically and society in general. It consumes a significant portion of school administrations' time and leaves negative impacts on the educational process. Therefore, it requires concerted efforts from governmental and private institutions, as well as civil society organizations, as it is primarily a social phenomenon whose negative repercussions affect the entire community. In this regard, it is essential to handle the situation with caution and expertise, conducting precise and conscious studies of the aggressive student’s reality and examining all environmental circumstances surrounding their family life. Regardless of a student's physical build or

personality, they are a human being who comes to school carrying unknown burdens; they may come from a dysfunctional family due to the loss of a breadwinner, migration, economic hardship, or divorce. Conversely, they might come from an overindulgent family where every request is a command and every action is accepted. In all these cases, the student is a victim who needs guidance.
Caring for and educating a child is no longer a matter of mere personal intuition or trial and error; it has become both a science and an art. It is a science that organizes and clarifies the educational methods that practitioners should follow, and an art because it requires a specific nature that those concerned with child welfare must acquire for the educational process to bear its intended fruits. The educational environment must provide the necessary "personality maintenance," modify the student's attitudes, and restore their balance by creating a healthy social school atmosphere. This enables the student to become productive, benefit from school programs and efforts, and ultimately allows the school to be a productive institution that builds exemplary individuals (Barrow, 1970, p. 148).
1.Study Problem :
The problem of the current study emerges as a major challenge necessitating rigorous confrontation, given its grave impact on students' lives and their social value systems. Interest in addressing this issue has escalated globally, as aggressive behavior increasingly manifests within school environments. Consequently, this phenomenon must not be overlooked, particularly among adolescent students. Since the school serves as the secondary agent of socialization after the family-and acts as a cornerstone of social life and a fertile environment for the emergence of various human behavioral patterns-it witnesses manifestations of aggression and dependency. These behaviors are not confined to the classroom but may take forms of recklessness and hostility toward peers, teachers, and school property, encompassing all aspects of the educational process both within and outside the school premises.
Regarding the individual characterized by exploitativeness, their motto is: *"I take what I want."* Such individuals seize whatever they desire, even by resorting to force and cruelty (aggression). In fact, they perceive a higher value in things obtained from others through coercion than in those received through goodwill or consent (Zahran, 1978, p. 66). In this context, Fromm posits that the exploitative personality believes that "good things" exist outside the self and must be extracted from others through force, deception, or cunning. This personality type operates on the belief that the source of all satisfaction lies externally and must be taken by any means necessary. According to Fromm, the exploitative individual desires

to snatch from others everything they hold dear-be it spouses, property, or even ideas. For instance, if they seek love, they demand it through coercion or manipulation; if they wish to critique or evaluate certain matters, they do not rely on their own thoughts but rather resort to "stealing" the ideas of others. Furthermore, they find greater gratification in anything taken by force or suppression than in what is freely given. In other words, they derive pleasure from obtaining their desires through illegitimate means. Moreover, they are always prepared to seize what they want under the slogan *"I take what I want,"* while consistently doubting the motives of others. Thus, their relationship with others is essentially sadistic.

Fromm argues that these orientations or patterns are initially acquired through interaction with parents and are subsequently reinforced by the methods practiced by society and nature in influencing an individual's potential. He believes we live in a "sick society" dominated by competition and exploitation, where individuals feel helpless and powerless to rectify situations. From Fromm's perspective, a sick society tends to produce "sick" individuals, whereas a healthy society produces healthy ones (Saleh, 1997, p. 120). Exploitation is a broad concept encompassing numerous meanings and concepts translated into verbal and situational behaviors. Many terms may function as synonyms or overlap with it, such as-but not limited to-opportunism, extortion, selfishness, fraud, cunning, and monopoly. Hence, it is of paramount importance to address the study of the exploitative personality. Most importantly, exploitation is now interpreted by some as "shrewdness," "courage," or "heroism" in self-reliance to achieve goals and desires; for them, the priority is achieving satisfaction regardless of the method or means.

The concept of the exploitative personality is closely linked to emotional immaturity. Psychologists emphasize that exploitativeness is a form of parasitic behavior that hinders an individual's emotional growth. Conversely, an emotionally mature individual positively influences others, desires for others what they desire for themselves, and shares in their concerns and problems (Al-Nahi et al., 2014, p. 89). Therefore, this issue constitutes a fundamental problem that warrants precise scientific examination to identify its characteristics and propose clear interventions, given the vital role this demographic plays in the present and the future. Based on the foregoing, the research problem is formulated around the following questions:

- What is the level of exploitative personality among a sample of first-year secondary school students?

- What is the level of aggressive behavior among a sample of first-year secondary school students?
- Are there statistically significant differences in aggressive behavior among the study sample attributable to gender?
- Are there statistically significant differences in exploitative personality among the study sample attributable to gender?

2.1. Study Hypotheses:

- The level of exploitative personality among a sample of first-year secondary school students is high.
- The level of aggressive behavior among a sample of first-year secondary school students is high.
- There are statistically significant differences in exploitative personality attributable to gender.
- There are statistically significant differences in aggressive behavior attributable to gender.
- There is a statistically significant relationship between exploitative personality and aggressive behavior among a sample of first-year secondary school students.

1-2- Study Objectives:

- ✓ To identify the level of exploitative personality and aggressive behavior among a sample of first-year secondary school students.
- ✓ To clarify the relationship between exploitative personality and aggressive behavior among a sample of first-year secondary school students.
- ✓ To examine differences in exploitative personality among a sample of first-year secondary school students.
- ✓ To examine differences in aggressive behavior among a sample of first-year secondary school students .

1.3. Study Significance:

The significance of this study can be summarized as follows:

- To shed light on two of the most important psychological variables in the field of psychology-exploitative personality and aggressive behavior-and to provide them with further investigation and analysis, thereby clarifying these variables more accurately, as they represent vital and contemporary topics in psychology and mental health.

- To provide an understanding of the concepts of aggressive behavior and exploitative personality among a sample of secondary school students in Laghouat.
- To contribute a novel addition to the body of research by enriching the literature on both exploitative personality and aggressive behavior, while highlighting the relationship between these two constructs .

1.4. Study Terminology:

1.4.1. Exploitative Personality : According to Fromm, an exploitative personality is characterized by obtaining everything one needs or desires from others through force, deception, or cunning, while being incapable of producing or acquiring anything through one's own effort (Gelle, 1992, p. 221).

* Operationally, in the context of the present study, exploitative personality is defined as a pattern of socially inactive behavior marked by a degree of opportunism. It is measured as the total score obtained by participants on the Exploitative Personality Scale employed in this research.

1.4.2. Aggressive Behavior : Adler defines aggressive behavior as "any action characterized by hostility toward an object or the self, aimed at destruction." Chaplin further describes aggression as an attack or counteraction directed at a person or object, involving a desire to dominate others, which may manifest as harm, mockery, or ridicule intended to punish the other (Sharbini, 2005, p. 98).

* Operationally, in this study, aggressive behavior refers to maladaptive conduct in which a student harms peers, either verbally-such as swearing, insulting, making offensive remarks, attributing negative traits, or sowing discord. It is measured as the score obtained by students on the Aggressive Behavior Scale, designed specifically for this research .

2- Methodological Procedures:

Any scientific study requires a set of systematic procedures to ensure that its results are credible and scientifically valid. Reliable outcomes can only be achieved through the adherence to rigorously designed methodological steps and proper scientific procedures that align with the principles of scholarly writing. The clarity of the research methodology, the robustness of the study design, the homogeneity of the sample, the appropriateness of sampling procedures, and the suitability of research instruments for the studied variables are all essential tools that enable the researcher to obtain scientifically meaningful results. In the present study, the researcher has diligently followed correct methodological steps, applying organized and sequential procedures to ensure that the study is presented in the most accurate and scientifically sound form possible.

2.1- Study Design:

The descriptive method is one of the most commonly used approaches in educational and psychological research in particular, and in social research in general. It focuses on describing and interpreting the phenomenon under investigation as it exists in reality. The descriptive method involves the collection of both qualitative and quantitative data about the phenomenon in order to analyze and interpret it, derive findings, understand its nature and characteristics, identify relationships among its elements, and explore their connections with other phenomena to reach generalizable conclusions (Hassan Mohamed Abdel-Baset, 1990, p. 198).

In the present study, the researcher employed a correlational descriptive design, as it aligns with the study's objective of examining exploitative personality and its relationship with aggressive behavior among a sample of first-year secondary school students.

2-2- Study Sample:

Samples have become a fundamental component in many theoretical and empirical studies, as they save researchers considerable time, effort, and resources. In the present study, a random sample was employed, consisting of first-year secondary school students who were selected randomly from secondary education institutions in Laghouat.

* The study sample consists of 100 first-year secondary school students aged between 16 and 18 years. The participants were selected from five secondary schools in Laghouat operating under the supervision of the Ministry of National Education.

* The primary sample was selected randomly from the total population of students.

After obtaining the necessary permissions to conduct field research in secondary education institutions in Laghouat, the researcher coordinated with five secondary schools, which were ultimately selected based on observations made during school visits and interactions with the students.

Several factors motivated the selection of these particular schools:

- Availability of administrative facilitation.
- Support and cooperation from the students.
- Willingness of students to actively assist the researcher during the study .

2.3- Study Instrument :

To measure the variables of the present study, namely exploitative personality and aggressive behavior, the appropriate steps were followed for each instrument as detailed below:

2.3.1. Exploitative Personality Scale

The researcher relied on the scale prepared by researcher Miyasa Al-Ghayshi in her master's thesis in psychology, where she formulated the scale while considering the clarity of the words and items used, their accuracy, and their suitability for the environment in which the study would be applied.Includes demographic and study-related information relevant to the research variables.

- Comprises 30 items measuring the construct of exploitative personality.

Validity of the Scale:

- Content validity: Verified through expert judgment.
- Construct validity: Assessed to ensure the scale accurately measures the intended variable.

Reliability of the Scale:

- Test-retest reliability
- Internal consistency
- Split-half method
- Cronbach’s alpha coefficient

2.3.2.Aggressive Behavior Scale

The study relied on the Aggressive Behavior Scale applied by Okla Suleiman and Ali Al-Sayed Ahmed Jassim, which was adapted by Al-Jubouri (2012). The original scale consists of 34 items and was used as a ready-made instrument by the researchers. The scale was initially divided into four dimensions:

1. Physical (direct) aggression: 10 items.
2. Symbolic (indirect/negative) aggression: 5 items.
3. Verbal aggression: 5 items.
4. General aggression: 14 items.

Based on expert recommendations from specialists in educational and psychological sciences, the final version of the scale included only three dimensions-physical, symbolic, and verbal aggression-while the general aggression dimension was removed due to the lack of theoretical support for its inclusion. Consequently, the final scale consists of 20 items (Appendix 1).

Rationale for removing the general dimension:

- Experts argued against its retention for comparing forms of aggressive behavior, as it includes general items not aligned with the theoretically

recognized classifications of aggressive behavior. The established theoretical framework recognizes only three distinct forms of aggression

3.4.Psychometric Properties of the Research Instruments :

Researchers in the fields of educational and psychological sciences place great emphasis on obtaining accurate and reliable data regarding the phenomena under investigation. To achieve this, they carefully select the most appropriate instruments and tools for data collection. A fundamental requirement for using any instrument is that it demonstrates both validity and reliability.

In the present study, the researcher calculated the validity of the scales as follows:

3.4.1.Validity of the Exploitative Personality Scale :The validity of the Exploitative Personality Scale was assessed using the discriminant validity method through extreme group comparison. The following table presents the results:

Table N°1. It presents the results of calculating the discriminatory validity of the measurement instrument (Researcher's work, 2026: 2).

Group	Sample	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance
Highest Scores	13	42	2.31	-12.513	10	0.0001
Lowest Scores	13	57	4.27			

It is evident from the table that the t-value is 12.513 at 10 degrees of freedom and a significance level of 0.000. This indicates that the t-value is significant at the 0.01 level, confirming that the scale demonstrates an acceptable degree of discriminant validity. Therefore, the instrument is considered valid and suitable for application.

3.4.2. The reliability of the Exploitative Personality Scale was assessed using Cronbach’s alpha coefficient. The results are presented in the following table:

Table N°2: Cronbach’s Alpha Coefficient (Researcher’s Work, 2026, p. 2)

Number of Items	Cronbach's Alpha
20	0.60

The Cronbach's alpha value of 0.60 indicates that the instrument (the scale) possesses a statistically acceptable level of internal consistency, particularly in educational and social research."

3.4.3. Validity of the Aggressive Behavior Scale :

The validity of the Aggressive Behavior Scale was assessed using discriminant validity through the extreme group comparison method. The following table presents the results:

Table N°3. It presents the results of calculating the discriminatory validity of the measurement instrument (Researcher's work, 2026: 2).

Group	Sample	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance
Highest Scores	13	42.00	2.00	-7,442	10	0.0001
Lowest Scores	13	54.00	3.40			

It is evident from the table that the t-value is -7.442 at 10 degrees of freedom with a significance level of 0.000. This indicates that the t-value is significant at the 0.01 level, confirming that the scale demonstrates an acceptable degree of discriminant validity. Therefore, the instrument is considered valid and suitable for application.

3.4.2. The reliability of the Aggressive Behavior Scale was assessed using Cronbach's alpha coefficient. The results are presented in the following table:

Table 4: Cronbach's Alpha Coefficient (Researcher's Work, 2026, p. 2)

Number of Items	Cronbach's Alpha
20	0.90

Based on the results presented above, it is evident that the scale demonstrates high reliability, with a Cronbach's alpha coefficient of 0.90. This level of reliability indicates that the instrument is suitable for application to the study sample .

3. Study Results:

After applying the test to the study sample, obtaining the data, and processing it using the Statistical Package for the Social Sciences (SPSS) software, the stage of presenting and analyzing the results follows. This involves displaying the data for each hypothesis from the study's hypotheses and providing the appropriate statistical analysis.

3.1. Results for Hypothesis 1 : The level of the exploitative personality among a sample of first-year secondary school students is high. To answer this question, the response scores of the sample individuals were entered on the Charismatic Personality Scale and analyzed statistically; to determine the level of the exploitative personality, the arithmetic mean is considered the criterion for identifying the low and high levels of the variable

Table N°5. shows the arithmetic means and standard deviations of the study sample individuals' ratings on the dimensions of the Exploitative Personality Scale(Researcher's Work, 2026, p. 2)

	Gender	Hypothetical Mean	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Exploitative Personality	100	81	89.09	14.90	8.176	99	0.000

It is evident from the table above that the hypothetical mean equals 75, the arithmetic mean reached 89.09, while the standard deviation was 14.90 at 99 degrees of freedom; the t-value was 8.176 at a significance level of 0.00.

* The results of the second hypothesis demonstrate that the level of the exploitative personality is high among the sample individuals, thus confirming the hypothesis.

These results can be interpreted on the basis that the sample individuals share the same growth characteristics, social, and economic status. The student confirms that during the application of the measurement tools on the sample individuals, it became evident that there is a group of behaviors that teachers complain about during teaching, as well as supervisors in the schoolyard. Exploitation is a broad concept that encompasses many meanings and concepts translated into verbal and situational behaviors; indeed, there are many words that may be synonymous or overlap with it, such as-for example, but not limited to-opportunism, blackmail, selfishness, fraud, cunning, monopoly, and so forth.

Personality is (the set of psychological and physical characteristics of the person that make him that specific individual and no other), and it includes behavioral patterns, intelligence level, adaptability ability, facing crises in new situations realistically and clearly, in addition to religious and moral values. Thus, personality is the product of the interaction of these components together. (Al-Dusuqi, 2002, p. 229)

Al-Dusuqi confirms that the traits of exploitation are derived from the psychopathic personality: the psychopathic personality is an anti-social personality that does not act with full conscious will. The most important traits and features of the psychopathic personality can be summarized as follows:

- Emergence of behavioral disorder at an early age.
- This disorder taking a harmful or anti-social direction.
- Impulsivity beyond voluntary control.
- Response to harsh or lenient measures.

- Emotional immaturity, deficiency in judgment of matters, with some tendencies toward negative deviation.

Uthman and others believe that personality has four patterns, and the pattern suitable for exploitation is *Pattern (D): dominated by negative emotions such as sadness, fear, tension, despair, more susceptible to disorders, suffers from a pessimistic outlook, negative self-talk, tends to avoid social situations and appearances.* (Uthman et al., 2000, p. 190).

Fromm defined the exploitative personality as: the personality that obtains everything it needs or desires from others through force, deception, and cunning, and it is incapable of production or obtaining anything through its own effort. (Gelle, 1992, p. 221).

Regarding the results of previous studies, our study's results contradict those of Jirjis and Aziz (2016), which aimed to measure the exploitative personality among university students and its relationship to parental treatment styles. The sample consisted of 480 male and female students from the University of Erbil. After applying the study tools and analyzing the data using appropriate statistical methods, the results showed a low level of exploitative personality among the students.

3.2. Results for Hypothesis2: The level of aggressive behavior among a sample of first-year secondary school students is high. To answer this question, the response scores of the sample individuals were entered on the scale and analyzed statistically; to determine the level of aggressive behavior, the arithmetic mean is considered the criterion for identifying the low and high levels of the variable.

Table N°6. The table presents the arithmetic means and standard deviations of the study sample's responses across the dimensions of the Aggressive Behavior Scale.(Researcher's Work, 2026, p. 2)

	Gender	Hypothetical Mean	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Aggressive behavior.	100	60	57.71	17.895	-11.66	99	0.000

"The results presented in the table above indicate that the hypothetical mean is 75, while the calculated mean reached 57.71 with a standard deviation of 17.895. The analysis revealed a t-value of -11.66 at 99 degrees of freedom (df = 99), with a significance level of 0.00. Based on these findings for the second hypothesis, it is evident that the level of aggressive behavior among the sample members is low. Consequently, the hypothesis was not supported.

* The researcher contends that the low level of aggressive behavior observed among first-year secondary school students in Laghouat is not an incidental finding; rather, it is the result of a complex interplay between biological, cognitive, and environmental factors. From a cognitive neuropsychology perspective, this age group (16–18 years) undergoes what is known as 'synaptic restructuring' in the brain, where neural pathways in the orbitofrontal cortex reach maturation. This organic development leads directly to a fundamental improvement in executive functions, specifically the function of inhibition. This enables the adolescent to curb primary aggressive impulses and replace them with rational responses (Steinberg, 2008 p. 131). Consequently, the student transitions from an emotional 'fight or flight' response to a stage of 'cognitive appraisal' of the situation before engaging in behavioral action.

On an educational and contextual level, the transition to secondary school represents a 'new social contract' for the student. They recognize that academic success is the primary means of self-assertion in an environment characterized by increased discipline and scientific competition. This goal-orientation serves as a sublimation mechanism, where latent aggressive energies are channeled into socially acceptable activities such as academic achievement and classroom participation. This aligns with Bandura's (1997 p. 431) theories on self-efficacy and behavioral control.

Regarding the socio-cultural specificity of the Laghouat region, the researcher suggests that the conservative nature of the local community acts as a protective factor. Upbringing rooted in respect for parental and educational authority, along with extended family bonds, imposes a form of internal social control. This makes aggressive behavior socially stigmatized and leads to a loss of social standing. This 'value-based climate' promotes the emergence of prosocial behavior over conflict-oriented actions.

Finally, the role of the prevailing school climate in Laghouat’s secondary schools cannot be overlooked. Dialogue mechanisms and educational mediation help absorb tension before it escalates into overt aggressive behavior. The student's sense of psychological security within the institution, coupled with open communication channels with administrative and educational staff, reduces feelings of frustration- which is the primary driver of aggression according to Dollard’s theory. Based on the aforementioned, the synergy between neural maturation and moral-educational stability explains the statistically low value of aggressive behavior in this study (Abu Hatab & Sadek, 2010 p. 432).

"3.3. Results for Hypothesis 3 : There is a statistically significant difference in aggressive behavior among a sample of first-year secondary school students depending on gender. To verify the validity of this hypothesis, the student subjected the hypothesis to statistical processing, and the table below presents the results obtained from the statistical processing.

Table N°7. The table shows the statistical significance of gender differences on the Aggressive Behavior Scale. .(Researcher's Work, 2026, p. 2)

	Gender	Sample	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Aggressive behavior.	Males	49	48.0556	7.915	0.269	98	0.79
	Females	51	47.2857	8.147			

Reviewing the results of the third hypothesis, the findings indicated that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in aggressive behavior between males and females. The results showed that the differences between the arithmetic means of the study sample's responses on the Aggressive Behavior Scale were very small. The mean score for males was (48.0556), while it reached (47.2857) for females. The standard deviation was (7.915) for males and (8.147) for females. This indicates that there are no gender-based differences in aggressive behavior.

The researcher attributes this result to the fact that female students share the same behavioral characteristics as their male counterparts. Atwa (2016) confirmed this in a study that examined the effectiveness of a cognitive-behavioral program in reducing aggressive behavior among primary school students with Attention Deficit Hyperactivity Disorder (ADHD) accompanied by impulsivity. The study aimed to assess the program's effectiveness in mitigating aggressive behavior. The results indicated statistically significant differences between the experimental and control groups after the program, in favor of the experimental group.

Similarly, Al-Qar'an and Al-Atili (2016) conducted a study titled *"Effectiveness of a Group Counseling Program Based on Cognitive-Behavioral Therapy in Reducing Defiant Behavior Among Early Adolescent Female Students."* The study sample consisted of 15 female students in early adolescence (grades 7–10). The results demonstrated a statistically significant effect of the program in reducing defiant behavior among the participants. Additionally, the program's effectiveness varied according to grade level, with grades 7 and 8 benefiting more than grades 9 and 10.

Moreover, Dollard and Miller provided an explanation for aggressive behavior through their Frustration-Aggression Hypothesis. This theory posits that aggressive behavior is always the result of frustration, and frustration inevitably leads to some form of aggression. According to the theory, whenever aggressive acts occur, they are assumed to have been provoked by frustration. The theory also emphasizes that aggression is an internal instinctive drive; however, unlike instinct theory, it is not activated solely by the instinct itself but is influenced by external factors. Dollard, a pioneer of this theory, asserted that aggressive behavior is a natural and inevitable consequence of frustration (Al-Sudairi, 2000, p. 71).

3.4. Results for Hypothesis 4:

There are statistically significant differences in exploitative personality among a sample of first-year secondary school students attributable to the gender variable. To verify the validity of this hypothesis, the researcher subjected it to appropriate statistical analysis. The table below presents the results obtained from the statistical processing.

Table N°8.It shows the statistical significance of the differences between males and females on the Exploitative Personality Scale.(Researcher's Work, 2026, p. 2)

	Gender	Sample	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Exploitative personality.	Males	49	69.33	8.88	1.67	98	0.855
	Females	51	57.50	4.62			

Reviewing the results of the fourth hypothesis, the findings indicated that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in exploitative personality between males and females. The results showed that the differences between the arithmetic means of the study sample's responses on the Exploitative Personality Scale were very small. The mean score for males was 69.33, while it reached 57.50 for females. The standard deviation was 8.88 for males and 4.62 for females. This indicates that there are no gender-based differences in exploitative personality.

The researcher interprets this result in light of the fact that, despite common assumptions in academic circles and psychological literature suggesting that traits of exploitative personality are more prevalent among females than males, our study's findings indicate no gender differences in exploitative behavior. This is consistent with Fromm's theory, which does not specify gender in explaining

exploitative personality. Fromm posits that personality is shaped by the way individuals relate to objects and to others, including themselves. He categorized personality into two main types: the Productive Personality, characterized by mutual love and harmony that preserves the individual's integrity, and the Nonproductive Personality, which at best leads to pseudo-connections with others and at worst results in destructive relationships, being distorted, deficient, and unsatisfied in every respect (Al-N, 2010, p. 331).

Fromm further identified five personality types, each exhibiting positive and negative traits, four of which are nonproductive (ineffective) and one productive (effective). However, an individual may display a mixture of these five types (Engler, 1991, p. 108). These types are described as follows:

1. The Receptive Personality: Individuals with this orientation perceive all good as coming from outside themselves and believe that the only way to obtain what they desire-whether material, emotional, love, or pleasure-is to receive it from others. The central issue for them is to be loved, not to love. They focus on who provides them affection rather than on their own capacity to give. In terms of cognition, if they are intelligent, they become excellent listeners, as their orientation is to receive ideas rather than generate them. They are unable to say "no" and tend to say "yes" to everything and everyone (Fromm, 2008, p. 94).
2. The Retentive Personality: This personality type exhibits a weak belief in obtaining anything new from the external world. Its focus is on conserving and accumulating, while expenditure is perceived as a threat. The individual surrounds themselves with protective boundaries, aiming to secure as much as possible internally while giving as little as possible externally. Retentive individuals are stingy with money and possessions, as well as with emotions, thoughts, and love, which they treat as possessions to be acquired rather than freely given. They tend to be rigidly organized and excessively concerned with cleanliness, viewing any transgression as dangerous. Persistent "no" responses serve as an automatic defense against intrusion (Fromm, 2008, p. 94).
3. The Marketing Personality: This personality mirrors the contemporary commercial marketplace. Individuals see themselves as commodities to be marketed and shaped according to the demands of others or the market. Their core self is empty, opportunistic, and adaptive, altering values and behavior to align with external expectations and conditions (Engler, 1991, p. 109).

4. The Exploitative Personality: Individuals with this personality type believe that all good exists outside themselves and that everything they desire must be obtained externally. They are incapable of producing anything independently and rarely expect to receive things from others voluntarily. Instead, they seize them through force or cunning. This tendency extends to all domains, including emotional and romantic life, where they may manipulate or "steal" love from others. Cognitively, they tend to appropriate ideas rather than generate them, either by plagiarism or by rephrasing others' thoughts while claiming them as original. They value material possessions taken from others more than anything they could produce themselves. Their guiding principle is "stolen fruits are sweetest." They are often suspicious, envious, and possessive, exaggerating the value of others' possessions while undervaluing their own (Fromm, 2008, p. 94).

3.5. Results for Hypothesis 5: There is a statistically significant correlation between exploitative personality and aggressive behavior among a sample of first-year secondary school students. To verify this hypothesis, the researcher calculated the Pearson correlation coefficient between exploitative personality and aggressive behavior. The table below presents the results obtained from this statistical analysis.

Table N°9 Table showing the relationship between exploitative personality and aggressive behavior. .(Researcher's Work, 2026, p. 2)

	Mean	Standard Deviation	Correlation Coefficient	Significance Level
Aggressive behavior.	37,719	7,69	0,45	0,01
Exploitative personality.	49,09	4,90		

It is evident from the table above that there is a statistically significant positive correlation between exploitative personality and aggressive behavior among the study sample at the 0.01 significance level, with a Pearson correlation coefficient of r = 0.45. Accordingly, the hypothesis asserting the existence of a significant relationship between exploitative personality and aggressive behavior is supported.

The interpretation of this result can be attributed to the natural connection between exploitative personality and aggressive behavior, as aggression often entails traits such as exploitation, control, opportunism, extortion, selfishness, deceit, cunning, and monopolization. These traits are inherently linked to aggressive behavior,

which aims to cause harm or destruction to others, either through actions or words, and in its negative aspect, may also harm oneself (Aboud, 1991, p. 10).

Gharib defines aggressive behavior as actions that inflict personal harm on others, which may be psychological, such as humiliation and degradation, or physical. Adler described aggression as "any act characterized by hostility toward an object or the self, aiming at destruction" (Gharib, 1999, p. 5). Chaplin views aggression as an attack or counteraction directed toward a person or object, involving a desire to dominate others, expressed through harm, mockery, or ridicule to punish the other (Al-Sharbini, 2005, p. 74).

Aisawy defines aggression as motor and glandular responses, i.e., responses originating from the muscles or glands of an organism, including physical or glandular actions (Aisawy, 1988, p. 113). Albert Bandura defines aggression as behavior intended to produce destructive or harmful outcomes or to exert control over others through physical or verbal force, which is socially recognized as aggressive behavior (Al-Fasfos, 2006, p. 9).

All forms of aggressive behavior are related to the traits and characteristics of exploitative personality. Fromm identifies the key behavioral components of exploitative personality as follows:

- Excessive reliance on external sources to satisfy one’s needs.
- Dependence on others.
- Displaying friendliness toward those from whom one seeks to obtain something.
- Being non-productive and tending to appropriate others’ ideas as one’s own.
- Inclination to control others.
- Tendency toward envy and jealousy.
- Mocking, dominating, and belittling others to obtain what one desires.
- Exploiting others’ abilities for personal gain.
- Overestimating the value of things owned by others compared to one’s own possessions.
- Taking more than giving (Fromm, 1964, pp. 64–65).

In the theoretical literature, the researcher did not encounter prior studies that examined both variables together or investigated the relationship between exploitative personality and aggressive behavior with other variables, to the best of our knowledge.

4-4-Conclusion:

Most of the research conducted in the past and recent years has focused on studying aggressive behavior, as it is a tangible outcome that can be evaluated and measured, whereas exploitative personality has often been neglected. Exploitative personality serves as a bridge between thought and its application. In the current study, we arrived at a set of theoretical insights confirmed by the results, highlighting individuals characterized by aggressive behavior, exploitation, extortion, and opportunism. This topic is a vital area of interest for researchers and specialists in personality psychology, as well as for those interested in psychology in general.

Exploitation is a broad concept encompassing multiple meanings and interpretations, which manifest as verbal and behavioral patterns. Numerous terms overlap or are associated with it, including—but not limited to—opportunism, extortion, selfishness, deceit, cunning, and monopolization. Therefore, it is crucial to study exploitative personality. Moreover, some interpret exploitation as cleverness, courage, or heroism in achieving personal goals and desires; what matters to such individuals is satisfying their needs regardless of the method or means used.

In this chapter, we attempt to present the most important theoretical literature regarding exploitative personality. All of this occurs within the context of aggressive behavior among school students, which has become a widespread reality in many countries worldwide. It occupies the attention of educators and society at large, consumes significant administrative time, and leaves negative impacts on the educational process. Consequently, addressing this phenomenon requires coordinated efforts across governmental institutions, private organizations, and civil society organizations, as it is primarily a social phenomenon whose adverse effects impact society as a whole.

It is essential to approach this issue with caution and awareness, conducting a careful and informed study of the aggressive student's reality, taking into account all environmental and familial circumstances. A student, regardless of their physical or personality traits, is an individual whose background may include family instability, loss of a guardian, imprisonment, migration, economic or life hardships, or parental separation.

Based on the results obtained, a set of recommendations is proposed, including:

- Teachers should contribute to increasing awareness of aggressive behavior by enhancing students' ability to control and regulate their emotions and understanding the impact of their actions on others in appropriate situations, thereby serving as role models.

- Educational institutions should strengthen programs promoting positive personality skills and behavior management through awareness days, workshops, and educational seminars.
- Encourage positive behavior, self-regulation, and empathy, given their effectiveness in coping with the stressful events students encounter.
- Promote activities that reinforce positive values related to cooperation and the establishment of healthy interpersonal relationships among students.

In continuation of the current research, the following studies are recommended:

1. Conduct a similar study on other populations, including middle school students, high school students, employees, doctors, and clinical psychologists.
2. Examine the relationship between aggressive behavior and other variables, such as emotional and social intelligence, psychological stress, family upbringing methods, and moral reasoning.
3. Investigate exploitative personality in relation to other variables, such as social support, emotional sensitivity, psychological resilience, emotional regulation, and other related factors.

References

* Abboud, S. A. G. (1991). *Effectiveness of a counseling program in reducing aggressive behavior among second cycle basic education students* (Unpublished master's thesis). Faculty of Education, Assiut University, Egypt.
* Abbas, F. (1990). *Study of projective tactics in personality*. Beirut: Dar Al-Fikr Al-Lubnani.
* Abu Hatab, F., & Sadek, A. (2010). *Educational Psychology*. Cairo: Anglo-Egyptian Bookshop.
* Aisawi, A. R. M. (1988). *Physiological psychology*. Cairo: Dar Al-Ma'rifa Al-Jami'iyya.
* Al-Anzi, F. A. (2001). Subcomponents of self-confidence and shyness: A factor correlational study. *Journal of Social Sciences, 29*(3), Kuwait University, Kuwait.
* Al-Fasfos, A. A. (2006). *Guidelines for addressing aggressive behavior among school students* (1st ed.). Alexandria: Gulf Children Electronic Library.
* Al-Haiti, M. A. S. (1985). *The world of personality* (1st ed.). Baghdad: University of Baghdad Press, Iraq.
* Al-Matroudi, D. I. (1997). *Effectiveness of positive reinforcement and exclusion in reducing aggressive behavior in mentally retarded children*. College of Education, Department of Psychology, King Saud University, Riyadh, Saudi Arabia.
* Al-Nahe, B. G., & Taqi, M., & Rafif, A. H. (2014). Effect of a counseling program on modifying exploitative personality among university students. *Al-Ustadh Journal, 2*, 89–210.
* Al-Rafou', M. A., & Al-Qaisi, T. K. (2005). Measuring exploitative personality among a sample of students at Tafila Applied University and investigating some influencing factors. *Damascus University Journal, 12*(1).
* Al-Saleh, Q. H. (1997). *Personality: Between theorization and measurement*. Yemen: New Generation Office.
* Al-Sayegh, V., & Salameh, W. (2011). *Effectiveness of artistic activities in reducing aggressive behavior in late childhood* (PhD dissertation). Faculty of Fine Arts, Helwan University, Egypt.
* Al-Sharbini, Z. (2005). *Psychological problems in children*. Cairo: Dar Al-Fikr Al-Arabi.

* Al-Zahran, H. A. S. (1978). *Mental health and psychotherapy* (2nd ed.). Cairo: Alam Al-Kutub.
* Amara, M. A. (2013). *Therapeutic programs for reducing aggressive behavior in adolescents*. Alexandria: Modern University Office.
* Barrow, H. M., & Rosemary, M. G. (1970). *A practical approach to measurement in physical education* (2nd ed.). Philadelphia: Febiger.
* Boutros, H. B. (2010). *Behavioral problems and their treatment*. Jordan: Dar Al-Maseera for Publishing and Distribution.
* Desouki, K. (2002). *Psychology and the study of dependency*. Cairo: Dar Al-Nahda Al-Arabiya for Printing and Publishing.
* Gaber, J. A. H. (1990). *Personality theories: Structure, dynamics, growth, research methods, and evaluation*. Cairo: Dar Al-Nahda Al-Arabiya for Printing and Publishing.
* Gelle, L., & Ziegler, D. (1992). *Personality theories* (3rd ed.). New York: McGraw-Hill.
* Gerges, M. I., & Aziz, R. S. (2016). Exploitative personality and its relation to parenting styles according to some variables among Salahaddin University students–Erbil. *University Journal of Humanities, 20*(5).
* Gharib, M. (1999). *Behavioral disorders in children and methods of assistance*. Abu Dhabi: Journal of Psychiatry, 6.
* Hajjeh, N. J. A. L. (2014). *Aggressive behavior among primary school students in 'Atil schools from the teacher's perspective* (Supplementary report for the course "Solving educational problems"). Faculty of Education and Technology, Palestine Technical University – Kadoorie, Palestine.
* Hassan, M. A. (2007). *Fundamentals of social research* (11th ed.). Amman: Al-Nahda Al-Islamia Library.
* Osman, L. F., et al. (2000). *Personality and mental health*. Beirut: Dar Al-Fikr Al-Lubnani.
* Steinberg, L. (2008). *A social neuroscience perspective on adolescent risk taking*. Developmental Review, 28(1), 78-106.
* Bandura, A. (1997). *Self-Efficacy : The Exercise of Control*. New York : W.H. Freeman and Company.