

The Determining Factors of Students' Aggression Behavior

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Abstract. This study determines the factors that influence the aggressive behavior of students in school environment. The research subjects were 245 high school students in Manggarai, Flores, NTT, Indonesia. Data were collected using a scale following the Likert model. The scales are aggression behavior scale, social competence scale, emotion regulation scale and culture of honor scale. The hypothesis was tested using Statistical Equation Modeling (SEM) with the help of the software AMOS V22. The results showed that social competence, emotional regulation and culture of honor determine the aggressive behavior of students at school. Social competence contribution was -0.344, emotion regulation was -0.290, and culture of honor was 0.154. Social competence and emotional regulation have a negative and significant relationship with aggressive behavior, while culture of honor has a positive and significant relationship with students' aggressive behavior at school. Students' good social competence and emotional regulation do not often engage in aggressive behavior at school. However, students' high honors tend to behave aggressively at school. Teachers must improve social competence and students' emotion regulation and minimize culture of honor's negative influence to reduce student aggressive behavior at school.

Keywords: Aggression, culture of honor, emotion and social competence

1 Introduction

Students' aggressive behavior still occurs in the educational environment at school [1] This results in both for the perpetrator and for the victim. Students act aggressively against their friends at school will have problems in social interactions with their peers and be are at risk of getting involved in legal problems [2]. The victims of aggression suffer enormous losses due to physical as because their physical health and psychological well-being are disturbed [3].

School aggression is any type of student behavior that harms others in the school environment [4]. Student aggression with peers usually appears in the form of physical attacks and various forms of harassment. These behaviors and actions can take the form of physical intimidation, relational aggression, and verbal and nonverbal harassment[5].

Social psychology theorists have studied extensively and deeply about aggression in social life. A popular conceptual model to explain aggressive behavior today is The General Aggression Model (GAM). This theory says that all personal and situational variables affect cognition and emotion. Then they build knowledge structures that influence aggressive behavior [6].

In this study, personal and situational factors, as well as cognitive and emotional factors determine students' aggressive behavior in school are social competence, emotional regulation, and culture of honor. Various studies support the contribution of these variables to students' aggressive behavior at school. For example, [7] and [8] found that students who have low social competence are not able to carry out effective interpersonal relationships and tend to respond negatively to social situations. As Such, they are easy to behave aggressively at school.

In relation to emotion regulation, [9] state that good student emotion regulation will make students use various emotional control considerations so they are not aggressive towards others. However, the honor culture increases the tendency of students to behave aggressively. A culture of honor makes it easier for students to take revenge and see all threats from peers at school as a nuisance to self and family identity [10].

Although various studies have stated that social competence, emotional regulation and culture of honor affect student aggression at school, there is still doubt whether these three variables can be applied in schools. Social competence was not strongly associated with aggressive behavior in students in China [11]. Emotions are influenced by cultural context and provide differences in students' emotion regulation [12]. For example, students in Asia Pacific have different patterns of emotional development from students in America, so it has a different impact on their social relationships [13].

Present research is needed to determine the relationship between social competence, emotion regulation, honor culture and aggressive behavior. Furthermore, the results of the study provide a complete explanation of the role of these 3 variables on aggression carried out by students at school. This will be an important reference for social psychology theorists and practitioners in the field of education in understanding student aggressive behavior in the school environment.

2 Method

2.1 Participants

This research was conducted in Manggarai Regency, East Nusa Tenggara Province, Indonesia. The research subjects were 245 high school students who were selected using stratified random sampling. There were 95 male students and 150 female students. Based on age, research subjects have an age range of 15 to 20 years, with a range of years of birth is 2002-2007. The percentage of students aged of 15 years was 1.63%, age of 16: 26.53%, age of 17: 31.02%, age of 18: 28.98%, age of 19: 11.02% and age of 20 amounted to 0.82%.

2.2 Research Instruments

Present study used a scale as a data collection instrument. There are 4 scales used as research instruments: school aggression scale, honor culture scale, social competence scale and emotional regulation scale.

1. School Aggression Behavior Scale

The scale used to measure student aggression behavior at school was prepared based on the aggression questionnaire created by [14]. The school aggression scale consisting 20 statement items to measure four main domains of aggressive behavior namely, physical aggression (6 items), verbal aggression (3 items), anger (5 items) and hostility (6 items). The results of instrument testing results using Confirmatory Factor Analysis (CFA) with the help of through the AMOS V22 computer program indicate that the school aggression scale items have a loading factor value of 0.555 to 0.760.

2. Social Competency Scale

The social competence scale is used to measure the level of students' social competence. This scale was prepared by the researcher referring to the four factors of social competence in the Multisource Assessment of Children's Social Competence Scale MCSC), which was developed by [15].

This social competence scale consists of 15 items was aimed to measure four aspects: Cooperative Skills (4 items), Empathy (3 items), Impulsivity (5 items), and Annoying (3 items). The results of the Confirmatory Factor Analysis show that the items on the social competence scale have a loading factor value of 0.656 to 0.779.

3. Emotion Regulation Scale

The emotion regulation scale was used to measure the students' emotion regulation level. The scale was adapted from the Emotion Regulation Questionnaire (ERQ) developed by Gross & John (2003), consisting of 10 statements items to reveal 2 strategies used in emotion regulation, namely cognitive reappraisal (5 items) and expressive suppression (5 items)). This scale is a definite standard already very standard in measuring emotion regulation. The results of trials using CFA, ERQ is was very good in measuring emotion regulation with the internal consistency coefficient of each item ranging from 0.692 to 0.828.

4. Culture Of Honor Scale

The culture of honor scale is used to measure the students' honour culture level. This scale reveals refers to the three culture of honour aspects as proposed by [16], namely self-integrity, social reputation and family honor. In its preparation, the researcher referred to the honor-concerns questionnaire (HCQ) developed by [17] The honor culture scale consists of 13 items, consisting of 4 items for self-integrity, 4 items for social reputation and 5 items for family honor. The results of the trial results using the CFA, the honor culture scale is was very good in measuring the students' honor culture of students with the internal consistency coefficient of each item ranging from 0.657 to 0.772.

All scales use a Likert model, presented to subjects with 4 alternative answers for each item. The highest score for a positive statement (favorable) on a *strongly agree* answer, while on a negative statement (unfavorable), the highest score will be given to a *strongly disagree* answer.

2.3 Research Procedures and Data Analysis

Data was collected by distributing the scale directly to students in class. The researcher explained the purpose of filling out the scale and taking care during filling the scale. The time it takes for one class to fill out the questionnaire is about 50 minutes.

Research data obtained through the scale is processed using a quantitative approach. The relationship of social competence, emotional regulation, honor culture, and aggressive

behavior of students at school was tested using Structural Equation Modeling (SEM) statistical analysis method. The research data analysis technique used statistical software AMOS V22.

3 Results and Discussion

The model of the relationship of social competence, emotion regulation and honor culture with aggressive behavior of students in school is shown in the following figure 1:

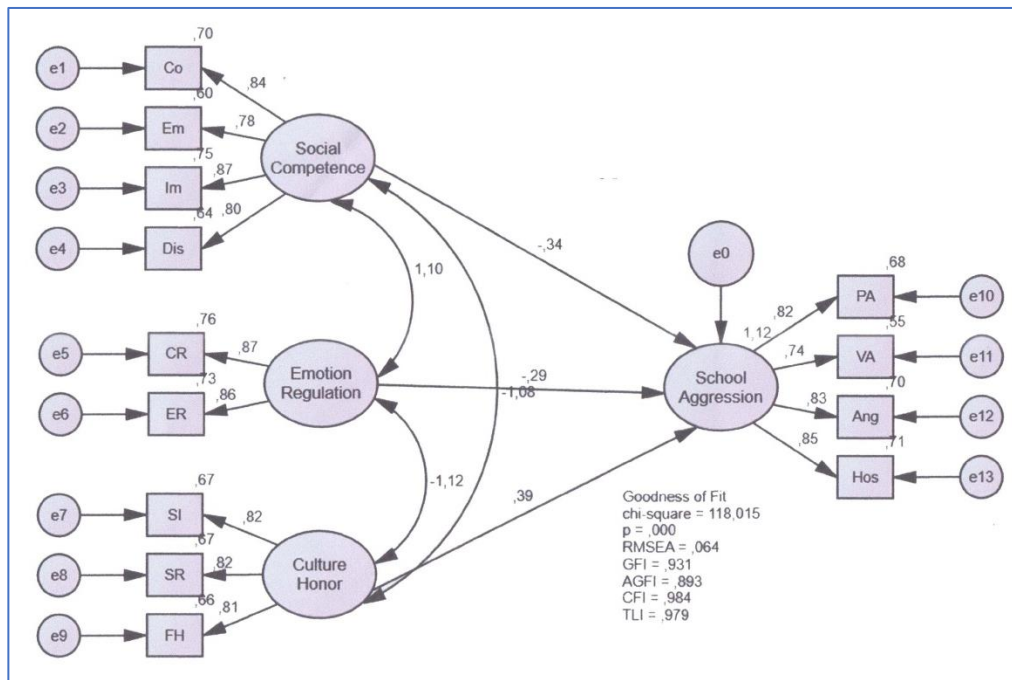


Figure 1. Relationship Model

Testing between each independent variable and students' aggressive behavior at school are presented in the following table:

No	Relationship Between Variables	Estimate	S.E	C.R	r ²	P
1	Social Competence and School Aggressive Behavior	-0,344	0,076	-6,637	-0,118	0,000
2	Emotion Regulation and School Aggressive Behavior	-0,290	0,043	-8,363	-0,084	0,000
3	Culture of Honor and School Aggressive Behavior	0,392	0,083	7,632	0,154	0,000

3.1 Social Competence and Student Aggressive Behavior Relationship in School

The results of the analysis show that relationship coefficient between social competence and aggressive behavior at school is -0.344. This figure shows that the determination

coefficient of social competence and aggressive behavior relationship at school is -0.118. This means that the social competence contribution to aggressive behavior at school is 11.8%, and is significant at 5% degrees of freedom.

3.2. Emotion Regulation and Student Aggressive Behavior relationship in School

The results of the analysis show that the relationship coefficient between emotional regulation and aggressive behavior at school is -0.290. This figure shows that the determination coefficient emotion regulation and aggressive behavior relationship at school is -0.084. This means that the emotional regulation contribution to aggressive behavior at school is 8.4%, and is significant at 5% degrees of freedom.

3.3 Culture of Honor and Student Aggressive Behavior relationship in Schools

The results of the analysis show that the relationship coefficient culture of honor with aggressive behavior at school is 0.392. This figure shows that the determination coefficient honor culture and aggressive behavior relationship at school is 0.154. This means that culture of honor contribution to aggressive behavior at school is 15.4%, and is significant at 5% degrees of freedom.

Confirmatory Factor Analysis (CFA) statistical testing using SEM (Structural Equation Modeling) shows that social competence is correlated with student aggression behavior at school. The correlation value of social competence with aggressive behavior at school is -0.344, with p value = 0.000. This figure indicates that one of the factors that determine student aggressive behavior at school is the level of student social competence. The negative correlation between social competence and aggressive behavior means that the higher the social competence, the lower the student's aggressive behavior. In other words, students who have high social competence tend to have low aggressive behavior at school.

This finding is in accordance with the previous opinion of experts in social psychology which stated that students with high social competence did not engage much in aggressive behavior at school [18], [19]. Students who are skilled in cooperation, develop empathy, are not impulsive and do not like to interfere, develop less hostility and do not behave aggressively towards other friends at school. Students who have social competence also manage relationships with their friends effectively, trying to uphold moral values in making friends so that they are not much involved in aggressive behavior at school [20].

A similar opinion was also put forward by [19]. Their meta-analysis shows that social competence has a strong relationship with antisocial behavior problems and aggression. Someone who has low social competence, lacks the ability to establish positive peer relationships. They are also slow to develop empathy, and do not have the skills to do adaptive problem solving. This happens because socially competent students are able to optimize their social behavior in accordance with the availability of social information in the environment. This ability enhances social interaction and relationships, thereby enabling students to participate effectively and constructively in the school environment [21].

This study found that emotion regulation was correlated -0.290 ($p = 0.000$), with aggressive behavior of students at school. A significant but negative relationship between the two means that students who have good emotional regulation do not behave aggressively at school. The findings of this study are in accordance with previous theories saying which state that emotion regulation affects students' aggressive behavior at school. Previous studies have reported a strong relationship between emotion regulation and aggressive behavior by high school students [9], [22]. Students who have good emotional regulation are able to

regulate their emotions so that they can control their behavior and do not develop aggressive behavior, both physical aggression, verbal aggression and relational aggression.

Research conducted by [23], showed that regulating and controlling emotions reduces aggressive behavior. Students who are able to control their emotions and feelings have adequate social development. In addition, they are also able to adapt to friends and respect existing social norms. This plays a major role in creating appropriate interpersonal relationships with fellow students, thereby suppressing aggressive behavior with friends and teachers in learning. On the other hand, students who do not regulate their emotions experience find many difficulties in social situations and make them tend to behave aggressively.

Honor culture has a positive and significant relationship with students' aggressive behavior at school ($r = 0.392$, $p = -0.005$). This means that the higher honor of culture, the higher the tendency to behave aggressively. Students who are concerned with self-integrity, social reputation and family honor develop aggressive behavior in social relations with peers at school. This finding corroborate in accordance with the honor culture theory proposed by [24] that the main determinant of aggression is honor culture. Individuals from the high honor group had more emotions (i.e. possession, and shame), but no fear). This is their motivation to maintain and protect their social reputation. As a result, they are more inclined to a situation through retaliation such as revenge and aggressive action [17].

In addition, [25] highlight that someone who has a culture of honor expresses high self-esteem excessively. Thus, it was easy for him to carry out aggression under the pretext of seeking revenge. Likely, the same thing was said by [26]. They argued that a culture of honor makes someone easier to commit aggression. This is done as an effort to maintain self-respect, family honor or group honor

4 Conclusion

This study proves that social competence, emotional regulation and culture of honor determine student aggression in school. Social- competent students rarely engage in aggressive behavior with other students at school. The ability to work together in groups, empathize and not to be impulsive and disruptive reduces the tendency of students to behave aggressively in the school environment. Likewise, students who are able to regulate emotions express their emotions in ways that are socially acceptable. They don't easily get into conflict situations because they see angry situations clearly. They do a cognitive reappraisal relating to emotions, so it is not easy to fall into aggressive action.

Yet, it is different with from students who have a high culture of honor. They often engage in aggression with friends at school. This happens because they are too concerned with self-respect, social reputation and family honor. They also tend to respond to insults by seeking revenge. As such, so they tend to be violent and aggressive towards their friends at school. Taking into account the findings in this study, further research is expected to find other variables that determine students' aggressive behavior in the school environment. Several important variables that are strongly related to aggression, such as gender and school climate. This provides a complete framework for aggression in the educational environment and contributes positively to the development of educational psychology.

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