

# The Relationship Between Self-Concept And Agression Behaviour In Juvenile

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**Abstract:** *The study was devoted to identify the relationship between self-concept and aggression behaviour in juvenile. The method was conducted in an observational analytical with cross sectional design by using self-report questionnaires, namely Self-Concept Scale based on Berzonsky-Fitts theory and Aggression Scale based on Buss theory, and by interviews toward the samples and schools side. And then the data was tested analysis by Pearson Chi-Square Test. The study indicated that from 100 samples who were obtained by systematic random sampling toward State Junior High School students in the Urban Central area and Sub-Urban Central area of Makassar City, the remaining were 77 samples in accordance with inclusion and exclusion criterias. There were 39 students having the high self-concept with low aggression behavior (50.6%) and 2 students having the high self-concept with moderate aggression behavior (2.6%), while the moderate self-concept with low aggression behavior comprised 26 students (33.8%), and the moderate self-concept with moderate aggression behaviour comprised 10 students (13.0%). No sample were found to have the low self-concept with high aggression behaviour( $p=0.006$ ).*

**Keywords:** *self-concept, aggression behavior, juvenile.*

## I. INTRODUCTION

So far, the aggression behaviour in the juvenile still becomes the social problem which can not be completely overcome. The effect brought about is sufficiently serious and can be regarded as an ordinary problem because the aggression actions carried out mostly lead to the criminal actions. In various countries, included Indonesia, the problem has become the sufficiently big problem particularly in big cities with the more increasing incident rate every year. Until now, there has not been agreement of various different science disciplines of how to solve the problem, so that it is necessary to conduct further researches concerning the aggression behaviour in the juvenile.

The aggression behaviour as a certain constellation of the processes of thinking, feeling, and behaviour can be "woken up" from someone if the wish, necessity, and aim are inhibited, and the aggression is assumed as the effort to remove the obstacle, so that it can satisfy the stimulus.

However, the negative aggression stimulus existing in someone can be controlled by the superego and ego through various defense mechanisms, either the immaturity defense mechanisms such as repression, projection, reaction formation, and displacement, or the maturity defense mechanisms such as sublimation, suppression, humor, and altruism (Berkowitz, 1995; Dipayona, 1973).

The juvenile age as the transitional period from the child age to adult age represents the difficult period as the result of the self-conflict, anxiety, and identity crisis that must be encountered in the transitional period. The failure in settling the identity crisis will bring about the blurred identity or identity confusion, in which the juveniles are lack of self-confidence on their identity, and tends to be labile, so that they are easy to imitate other person's behaviour, included the aggression behaviour (Sadock & Sadock, 2007). The aggression behaviour can be made worse by the family and community condition, and these can be the sources of the juvenile's frustration occurrence. The relationship among the

family members which is less harmony, parents are busy outdoors so they do not have the chance to pay attention on their children, the number of the family members is large while the economic condition is not sufficient, religious teaching lacks, and technique development of interpersonal relationship does not get attention from the parents, all of these are the reasons which make the juvenile prefer the outdoor life and conduct the violent criminal actions (Sarwono, 2005).

It has been reported that approximately 20% juvenile populations undergo the self-hatred, substance abuse, psychological adjustment disorder, conduction disorder, mood disorder, and various other psychological disturbances (Sadock & Sadock, 2007). The aggression behaviour is usually carried out by the juvenile who fail in working out their psychological development processes, either in the juvenile period or in the childhood (Mu'tadin, 2002). Mabitla (2006) finds out several factors having the role on the aggression behaviour occurrences, among others are the factors of family, environment, school, and individual. The other important research conducted by Ulfah Maria (2007) indicates that there is the role of the self-concept toward the juvenile delinquency tendency in amount of 37,7%.

The self-concept represents the basic matter which can affect how an individual socializes and eventually determines someone's outcome. According to Derlega and Janda, the self-concept has the elements affecting the behaviour. In the juvenile, the self-concept develops based on how they observe, percept, and experience themselves when interacting with other people (Winayoga, 1999). These reinforce that the research regarding the self-concept and aggression behaviour in the juvenile is important to conduct.

The self-concept starts developing since the babyhood, initially it begins with Id-ego nuclear and then occurs the self-image formation, namely the phenomenon in certain condition someone has the description about self-specification and interacts with the specification, either in emotion or behaviour. In the beginning, it is a vague comprehension representing the repeated experience related to the physical comforting or uncomfoting, which eventually forms the basic concept as self-concept origin. The main structure in the self-concept formation is an opinion value derived from the mother, father, brothers and sisters, people being closed to him/her in the relation to the ego function and superego function as the external social aspects. If a child is treated with warmth and love, the appearing basic concept is probably the self-positive feeling, on the other hand, the child undergoes the rejection, the self-rejection seed is embedded until the future time. However, the self-concept will continuously develop through the learning process in line with the individual development itself (Calhoun & Cocella, 1990; Cameron, 1963). There are many factors which can affect someone's self-concept formation, among others are the physical condition, aspiration level, popularity, mingling, age, school demand, mass media impact, education level, religious teaching experience, family condition such as relation in the family, economic problem, and parents' expectation (Maria, 2007; Winayoga, 1999; Yusuf & Nurihsan, 2007).

The juvenile having the high self-concept can overcome and direct himself/herself notice the outside world, and posses

the good social skill such as the ability to have the effectively social interaction with the environment, either verbally or non-verbally (Mahayani, 2007). The social skill makes the juvenile express their real feelings using the appropriate method and reject firmly anything without hurting others. The social skill is very important and necessary in the interpersonal communication (Triasyani, 2005).

The juvenile with the low self-concept has the unsecured feeling, lack of self-acceptance, usually with low self-dignity and will tend to withdrawn themselves from the social environment because they don't have self-confidence, so that it is possible, as they can, to avoid the communication situation. Thus, the self-concept is very influential on the high or low communication quality formation (Mahayani, 2007). The interpersonal communication being low or not functioning properly with other people can cause the mutual misunderstanding, so that the frustration, anger, rivalry, physical aggression and verbal aggression will occur.

A research by Burde and Jensen (2006) on the primary school children indicates that there is significantly greater mean aggression score on the children with the low self-concept than the children having the moderate and high self-concept score. The other similar research conducted by Ross, et.al. (1996) on the female juvenile using Turner's syndrome given the potential estrogen therapy, in which after the therapy there occur the self-concept increase and improvement in the matters of the social behaviour and aggressive behaviour. Another research by Carroll et.al.(2007) has also been carried out on juvenile delinquency activity related to the self-concept, age, and sex. They find out that on the juvenile with the high delinquency activity level, there is the significantly low self-concept.

The research aims to identify the relationship between the self-concept and the aggression behaviour in the juvenile (males and females), in which the aggression behaviour has the broader coverage than the juvenile delinquency, so that the research can be assumed being different from the researches which have been conducted before.

## II. METHODOLOGY

This was the observational analytic research with the cross-sectional design, it was conducted in the urban central area which represented by State Junior High School (SJHS) 6 Makassar and sub-urban central area which represented by State Junior High School (SJHS) 9 Makassar from August to September 2010. Samples were male and female juveniles of 12 – 16 years old who were selected using the systematic random sampling technique from every school cluster. The samples who suffered from the mental disorder and had the development disorder history and the addresses were not appropriate with the area represented were excluded. After having the good rapport establishment with the samples, the questionnaire of the self-report was distributed. The questionnaire used the Self-Concept Scale based on Berzonsky-Fitts theory and the Aggression Scale was based on Buss theory. Moreover, the interview was also done toward the samples and schools side. And then the data was tested analysis by Pearson Chi-Square Test.

III. RESULT AND DISCUSSION

In the research, out of 884 all students of the State Junior High School 6, and 921 all students of State Junior High School 9, 100 students were taken as the research samples who were divided into 49 samples of the State Junior High School 6, and 51 samples of the State Junior High School 9. However, based on the inclusion and exclusion criterias, there were 23 samples who were dropped out and only 77 students fulfilling the requisite as the samples. They were divided into 37 samples of the State Junior High School 6, and 40 samples of the State Junior High School 9.

Self-Concept	Aggression Behaviour						Total		P Value
	Low		Moderate		High		N	%	
	N	%	N	%	N	%			
High	39	50.6	2	2.6	0	0	41	53.2	0.006
Moderate	26	33.8	10	13.0	0	0	36	46.8	
Low	0	0	0	0	0	0	0	0	
Total	65	84.4	12	15.6	0	0	77	100	

Notes: p = result of Pearson's Chi-Square test

Table 1: The Relationship between the Self-Concept and Aggression Behaviour in the Juvenile Attending Schools in the Urban and Sub-Urban Central Areas of Makassar City

From Table1, it can be seen that the high self-concept with low aggression behavior consists of 39 students (50.6%), and with moderate aggression behavior comprises 2 students (2.6%). The moderate self-concept with low aggression behaviour comprises 26 students (33.8%), and with moderate aggression behaviour consists of 10 students (13.0%). There is no sample having the low self-concept with high aggression behaviour. The analysis test result indicates the significance of  $< 0.05$  ( $0.0006 < 0.05$ ), therefore,  $H_0$  is rejected, there is the relationship between the self-concept and the aggression behaviour in the juvenile.

This can be seen in Table 1 that the samples having the high self-concept with low aggression behaviour are 19,5 times more than the samples having the high self-concept with moderate aggression behaviour. The samples having the moderate aggression behaviour with moderate self-concept are 5 times more than the samples having the moderate aggression behaviour with the high self-concept.

Furthermore, Table 1 also indicates that there are the samples having the high self-concept with the moderate aggression behaviour, and the moderate self-concept but having the low aggression behaviour although in the smaller number, each of which is 2.6% and 33.8%. This indicates that there are the other factors having the role on the aggression behaviour appearance such as the family factor and environment factor (Mabita, 2006).

Schools	Self-Concept	Aggression Behaviour						Total		P Value
		Low		Moderate		High		N	%	
		N	%	N	%	N	%			
SJHS 6	High	21	56.8	1	2.7	0	0	22	59.5	0.031
	Moderate	10	27.0	5	13.5	0	0	15	40.5	
	Low	0	0	0	0	0	0	0	0	
	Total	31	83.8	6	16.2	0	0	37	100	
SJHS9	High	18	45.0	1	2.5	0	0	19	47.5	0.115
	Moderate	16	40.0	5	12.5	0	0	21	52.5	
	Low	0	0	0	0	0	0	0	0	
	Total	34	85.0	6	15.0	0	0	40	100	

Notes: p = result of Pearson's Chi-Square test

Table 2: The Relationship between Self-Concept and Aggression Behaviour in Juvenile based on School Group (SJHS 6 Representing Urban Central Area & SJHS 9 Representing Sub-Urban Central Area) in Makassar City

Table 2 indicates that there is the almost similar pattern in terms of the percentage in SJHS 6 and SJHS 9 although the analysis test result in SJHS 6 indicates the significance  $< 0.05$  ( $0.031 < 0.05$ ), whereas in SJHS 9 with the significance of  $> 0.05$  ( $0.115 > 0.05$ ). The significance difference is because in SJHS 9 the number of the samples having the moderate self-concept with low aggression behaviour has the sufficiently big percentage (40,0%), while in SJHS 6, the percentage is only 27.0%. This indicates that in SJHS 9, the other factors which also affecting the aggression behaviour have more roles than the self-concept, for example: school demand, parents' expectation, family condition, and religious teaching experience. In the research, the samples going to SJHS 9 which represent the sub-urban central area of Makassar City mostly tend to live simpler with the middle to lower economic-social levels and relatively low competition level among the students of SJHS 9. It is generally known that the competition or rivalry can trigger not only the positive aggression, but also the negative aggression if the ego and superego can control it appropriately, and can also trigger the stress occurrence due to the frustration on the loser's side. According Dollard et.al., the frustration represents the most prominent aggression cause (Berkowitz, 1995; Sadock and Sadock, 2007).

Table 2 also indicates that the samples going to SJHS 6 have greater high self-concept percentage (59.5%) than the moderate self-concept (40.5%), and the high self-concept percentage is also greater than the high self-concept percentage in the samples of SJHS 9 (47.5%). In SJHS 9, the samples having the moderate self-concept is more (52.5%) than the samples having the high self-concept. This is because SJHS 6 represents one of the favourite and popular schools in Makassar City, in which the students accepted are only those having the high grade point average (mean score  $\geq 8.5$ ), so that the popularity possessed by the samples since the beginning which can improve the self-concept. Different from SJHS 9 which is not the favourite school, in which the students accepted have the mean score of  $\geq 6$ . The self-concept of the most samples in the young age representing the transitional period and identity search is not sufficiently high and can still be developing in line with the time goes by.

Moreover, it can also be seen in Table 2 that the moderate aggression behaviour percentage in SJHS 6 is greater (16.2%) than SJHS 9 (15.0%), whereas the low aggression behaviour percentage in SJHS 9 is greater (85.0%) than the percentage in SJHS 6 (83.3%) although the difference is not so great. This can be caused by the high competition level occurrence among the students of SJHS 6 either in academic field and also socio-economic status. The higher competition level in SJHS 6 is caused by all existing classes comprise superior students and more varied socio-economic status from the middle to higher levels, while in SJHS 9, there are only two superior classes (1 class of second year and 1 class of third year) with the students' mean score not as high as in SJHS 6, and the socio-economic status is mostly from the middle to lower levels.

If the individual encounters the high competition level without being accompanied with the good controlling by the ego and superego, it can trigger the individual to conduct the aggression behaviour to the negative direction. In the research, the moderate aggression behaviour percentage difference in both schools is not so big (although in SJHS 6 the percentage is a bit higher). This indicates that possibly most of the samples in SJHS 6 still have sufficiently good ego and superego controlling.

While, it can be seen in Table 3 that there is the almost similar percentage pattern in the male samples and female samples, in which the analysis test result in the females and males indicates the significance of  $> 0.05$ , which means it is not significant. This indicates that the sex does not contribute on the relationship between the self-concept and aggression behaviour in juvenile. The similar research result is also obtained from Burde and Jensen (2006) whose research is on the primary school age children.

Sex	Self-Concept	Aggression Behaviour						Total		P Value
		Low		Moderate		High				
		N	%	N	%	N	%	N	%	
Males	High	10	45.5	1	4.5	0	0	11	50.0	0.074
	Moderate	6	27.3	5	22.7	0	0	11	50.0	
	Low	0	0	0	0	0	0	0	0	
	Total	16	72.7	6	27.3	0	0	22	100	
Females	High	29	52.7	1	1.8	0	0	30	54.5	0.061
	Moderate	20	36.4	5	9.1	0	0	25	45.5	
	Low	0	0	0	0	0	0	0	0	
	Total	49	89.1	6	10.9	0	0	55	100	

Notes:  $p =$  result of Pearson's Chi-Square test

Table 3: The Relationship between Self-Concept and Aggression Behaviour in Juvenile Attending Schools in Urban and Sub-Urban Central Areas of Makassar City based on Sex Group

Furthermore, it is clear from Table 3 that the moderate aggression behaviour percentage in the males (27.3%) is 2,5 times more than the females (10.9%), while the low aggression behaviour percentage in the females (89.1%) is 1,2 times more than the percentage in the males (72.7%). This is in line with the theory that the males have bigger aggressive behaviour tendency than the females due to the biological and cultural factors. In the males, the aggression is related to the testosterone hormone, namely the main androgen hormone characterizing the male sex. In the females, the hormonal element also influences the aggression occurrence, but it only occurs during the time before the menstruation, that is when the low contents of the estrogen and progesterone hormones in the blood, so that in the females, the influence of the biological factor on the aggression behaviour is not as big as in the males (Susetyo, 1998). In the research, the samples selected come from two different areas in Makassar City as the representation of the urban central and sub-urban central areas, not as the representation of Makassar City population.

The research limitations, among others are the parameter used is the self-report nature so that the samples subjectivity effect is inevitable, the interview with the families and the direct observation on the samples to strengthen the validity of the data having been obtained are not conducted. Nevertheless, the interviews conducted of the school side in this case the class guardians, guiding and counselling teachers,

class chairpersons, and samples themselves have been sufficient to strengthen the research.

#### IV. CONCLUSIONS

Based on the research having carried out on the juvenile existing in two different areas in Makassar City, namely the urban central area and sub-urban central area, the conclusions can be taken as follows:

- ✓ There is the relationship between the high self-concept and the low aggression behaviour in the juvenile.
- ✓ Sex contributes insignificantly on the relationship between the self-concept and the aggression behaviour in the juvenile.
- ✓ The moderate aggression behaviour in the male juvenile is 2,5 times more than the female juvenile, while the low aggression behaviour in the female juvenile is 1,2 times more than the male juvenile.
- ✓ Most of the juveniles attending school in State Junior High School 6 have the high self-concept (59.5%), whereas most of the juveniles attending school in State Junior High School 9 have the moderate self-concept (52.5%).
- ✓ For further researchers who have the interest to raise the similar theme, it is suggested to be able to develop it in the longitudinal research, different age levels, using the other instruments having the high reliability, wider population group representing the city or other areas, and to conduct the observation as the additional data. It is expected to consider the other variables which affect the aggression behaviour in order that the results obtained can be deeper and more perfect.

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