

# Relationship of PSYCO-Sosial Maturity and Aggressive Behavior Among School Children

Abd Rahim Mohd Shariff, Saeed Javed, Ali Md Nadzalan

**Abstract:** *This study was conducted to determine the social support mechanism, emotional literacy and its relationship as a predictor of aggressive behaviour among secondary school students. Skor Keagresifan Pelajar Sekolah (English: student aggression score) or termed as SKiPS was used to obtain the data. The study had been conducted at three secondary schools (N=212) in Malaysia. The findings revealed that social competence of cooperation, social communication competence, emotional literacy, friend social support, and family social support were found negatively correlated with physical aggression, indirect aggression, verbal aggression and authority aggression. On the other hand, a positive relationship was found between the teacher's social support and the student's physical aggression, indirect aggression, verbal aggression and authority aggression. Findings of this study suggested that increases in psycho-social maturity are associated with decreases in aggressive behaviour. Teachers and education authorities are recommended to include more moral values and provide comfortable and lively atmosphere in school as a way to reduce the tendency of students to develop aggressive behaviour.*

**Keywords:** *aggressive behaviour, adolescence, maturity, education system*

## I. INTRODUCTION

Schools function as an institution that creates and educates the nation according to the needs and aspirations of the nation's vision. All parties involved in school institutions such as the government, administrators, teachers, parents and students have a great responsibility in determining the success of future generations. However some serious disciplinary violations incidents have taken place in today's world of education that polluted the hopes and aspirations [1]. Increase in crime rate committed by students, such as rape, free sex, gangsters, stealing, bullying, murdering, drug abuse, vandalism, street racing has raised concerns about the whole society in the whole world [2, 3]. It not only pollutes the educational institution but also triggering alarming level for the nations next society development.

Unfortunately we often see some people just pinpoint the finger to find out who is guilty and responsible without putting energy and effort in searching for formulas and actions to solve this problem. Someone just blame parents as being careless to educate children, teachers are blamed for

cannot control their students' discipline at school and peer influence towards their children. To address this problem we need to look for factors which causes this aggressive treatment to exist amongst students and the kind of aggressive behaviour by students. The aggressive behaviour incidents that have taken place lately and often reported by the local media were mostly involved male students [4]. However, there were also some cases involving female students. The objective of this study is to determine the social support mechanism, emotional literacy and its relationship as a predictor of aggressive behaviour among students.

## II. METHODOLOGY

The aggression questionnaire that has been developed is a valid, reliable and objective instrument to measure various types of student aggression in school [5]. The goal is to develop new instrument that was built specifically and tailored to be used in school. The construction of item was based on detailed of various previous survey studies that explain about aggressiveness in school. The purpose is to include as many types of aggression (verbal, indirect, physical, suspicion, immediate aggression, anger, hostility, negativism) and direct them towards different objects in the school environment (classmates, teachers, self, objects, parents). This empirical plan contains 90 defined items to compile the first version of the student's aggressiveness questionnaire (SKiPS). All items are self-assessment, which means that students report on their own aggressiveness. Then the first step is to determine the characteristics of the instrument metrics which is newly developed to be used in schools by identifying the correlation coefficient of aggression.

To achieve the objective of the pilot test, this study was conducted in two parts; first the initial study among the simple sample and the second being the main study which involved the representative samples for the whole population. The sample selection was performed by using probability sampling method which can guarantee high external validity as it gives equal opportunity to each respondent of the population to be selected as a sample of the study [6].

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MEASURE

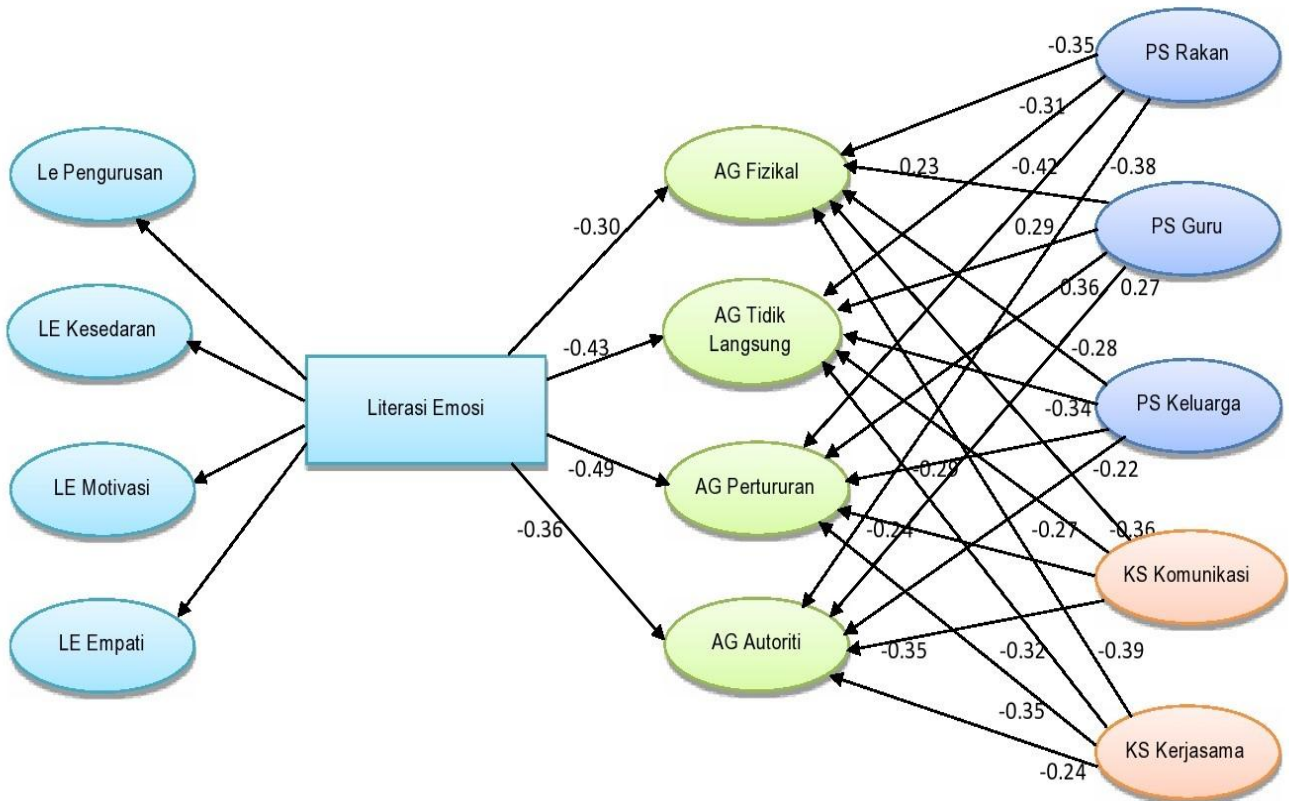


Figure 1: Model of social support, emotional literacy, and social competence for change of aggressive behaviours among school students

\* list of terms:

**Emotional Literacy (Literasi Emosi)**

- emotional literacy – management (LE Pengurusan)
- emotional literacy – awareness (LE Kesedaran)
- emotional literacy – motivation (LE Motivasi)
- emotional literacy - empathy (LE Empati)

**Aggression**

- Physical aggression (AG Fizikal)
- Indirect aggression (AG Tidak Langsung)
- Verbal aggression (AG Pertuturan)
- Authority aggression (AG Autoriti)

**Social Competency (Kompetensi Sosial)**

- social competency – communication (KS Komunikasi)
- social competency – Cooperation (KS kerjasama)

**Social Support (Sokongan Sosial)**

- social pedagogy – family (PS keluarga)
- social pedagogy – teachers (PS Guru)
- social pedagogy – friends (PS Rakan)

Figure 1 illustrates social support, emotional literacy and social competence models for changes of aggressive behaviours among school students. The aim of this model is to explain the influence of social support, emotional literacy, and social competence on the students’ aggressive behaviours. In this model, social support, emotional literacy, and social competence are the exogenous constructs that are combined to predict the change that occurs in the four constructs of student behaviour, which is an endogenous construct.

The construction and evaluation of the model through the SEM-PLS approach involves two stages, namely the assessment of measurement model and structure model. The

assessment of measurement model is aimed to ensure the measurement modes for each construct, namely social support, emotional literacy, social competence, and student aggressiveness meet the good characteristics of psychometric measurement, in terms of reliability and validity. In the process of measurement model assessment, some items were dropped because they were empirically found not to contribute to the construct measurement that was represented.

The determinant coefficient,  $R^2$  measures the prediction accuracy of the structure model and is calculated as a square for the correlation between the true value and the predicting value of an endogenous construct.  $R^2$  values are between 0 and 1, with greater values showing higher accuracy prediction. The target value for  $R^2$  depends on the area of study and the complexity of the model being built. However, in general, the  $R^2$  thresholds of 0.25, 0.50, and 0.75 are considered weak, medium, and strong (Henseler, Ringle, & Sinkovics, 2009; Hair et al., 2014). In addition to accuracy, another aspect of the prediction being evaluated is relevancy or suitability. More specifically, the structure model that has prediction relevancy is able to accurately predict an indicator data that measures endogenous constructs (Hair et al., 2014). The relevance of prediction in the structure model is evaluated by based on the value of Stone-Geisser coefficient,  $Q^2$ .  $Q^2$  values need to be positive to prove that prediction models are relevant or appropriate.

The model predicting capabilities are shown in Table 1. The positive  $Q^2$  values as in Table 1 showed that the change in student aggression is relevant predicted by social support constructs, emotional literacy, and social competence. However, in terms of accuracy prediction, the  $R^2$  value suggests that the combination of the three predictor constructs has a poorly predicted accuracy over the student's aggression change. The greatest contribution is given by social support, emotional literacy, and social competence over a change of physical aggression, which is 22%.

**Table 1. Value that demonstrate model predicting capability**

Target construct	$R^2$	$Q^2$
Authority aggression	0.13	0.05
Physical aggression	0.22	0.10
Speech aggression	0.09	0.03
Indirect aggression	0.18	0.06

Further, the research on the strength and significance of the relationships of all predictive constructs with physical aggression, indirect aggression, verbal aggression and authority aggression as outcome variables were shown in Table 2, 3, 4, and 5 respectively. There are six relationships formed among the predictive constructs and outcome variables (physical aggression, indirect aggression, verbal aggression and authority aggression) as specified in this model 1 of the study. However, out of the six relationships, all of them were found to be significant. The findings were also revealed that the relationships of social competence of cooperation, social communication competence, emotional literacy, friend social support, and family social support were found negative with physical aggression, indirect aggression, verbal aggression and authority aggression. On the other hand, a positive relationship was formed between the teacher's social support and the student's physical aggression, indirect aggression, verbal aggression and authority aggression.

**Table 2: Strength and significant of relationship between predictive constructs and physical aggression**

	Coefficient Pathway, $\beta$	Standard deviation	t-value	p-value
Cooperation social competency → Physical aggression	-0.36	0.18	2.73	0.00
Communication social competency → Physical aggression	-0.39	0.14	2.73	0.00
Emotional literacy → Physical aggression	-0.30	0.12	1.37	0.01
Teacher social support → Physical aggression	0.23	0.15	3.05	0.00
Family social support → Physical aggression	-0.28	0.19	0.91	0.02
Friend social support → physical aggression	-0.35	0.16	0.18	0.04

**Table 3: Strength and significant of relationship between predictive constructs and indirect aggression**

	Coefficient Pathway, $\beta$	Standard deviation	t-value	p-value
Cooperation social competency → Indirect aggression	-0.32	0.16	2.33	0.00
Communication social competency → Indirect aggression	-0.27	0.20	2.53	0.00
Emotional literacy → Indirect aggression	-0.43	0.32	1.17	0.00
Teacher social support → Indirect aggression	0.29	0.21	2.55	0.00
Family social support → Indirect aggression	-0.34	0.24	0.71	0.03
Friend social support → Indirect aggression	-0.31	0.21	0.38	0.01

**Table 4: Strength and significant of relationship between predictive constructs and verbal aggression**

	Coefficient Pathway, $\beta$	Standard deviation	t-value	p-value
Cooperation social competency → Verbal aggression	-0.35	0.18	2.31	0.00
Communication social competency → Verbal aggression	-0.24	0.13	2.11	0.00
Emotional literacy → Verbal aggression	-0.49	0.29	1.69	0.00
Teacher social support → Verbal aggression	0.36	0.22	3.35	0.00
Family social support → Verbal aggression	-0.29	0.14	0.82	0.00
Friend social support → Verbal aggression	-0.42	0.24	1.26	0.00

**Table 5: Strength and significant of relationship between predictive constructs and authority aggression**

	Coefficient Pathway, $\beta$	Standard deviation	t-value	p-value
Cooperation social competency → Authority aggression	-0.24	0.15	2.23	0.00
Communication social competency → Authority aggression	-0.35	0.21	2.53	0.00
Emotional literacy → Physical Authority	-0.36	0.24	1.87	0.00
Teacher social support → Authority aggression	0.27	0.13	2.11	0.00
Family social support → Authority aggression	-0.22	0.17	0.75	0.02
Friend social support → Authority aggression	-0.38	0.23	1.01	0.00

**IV. DISCUSSIONS**

The objectives of this study is to understanding the social support mechanism, emotional literacy and its relationship as a predictor of aggressive behaviour among students. Our finding demonstrates that increases in psycho-social maturity

are associated with decreases in aggressive behaviour. We could relate this finding to understand about less aggressiveness among adolescence. Individuals were suggested to show their aggressiveness just to demonstrate their adult-like status, however, the aggressive behaviour will start to decrease once they become adult [7]. Adults become less aggressive as they had improve their psycho-social maturity [8]. More studies are needed to better understand this psychological and sociological phenomenon.

Lack of studies had investigate which part of psychological maturity normative advances that reduce the aggressive behaviour among adolescence that just entering adulthood. Previous study had demonstrate two aspects of temper (i.e. suppression of aggression and impulse control) are associated with the reduction of aggressive behaviour during the transition phase of an adolescence to entering the adulthood. At the same time, individuals with lower temper were shown to be lower in these traits as well. Besides that, our results also showed students that consistent with their aggressive behaviour did not demonstrate lack of psychosocial maturity. They were also not shown to be difference from their counterparts in several ways.

Previous studies had shown that a more responsible and resistance to pressure individuals are less likely to engage in aggressive behaviour. Thus, education system in school should give focus on enhancing moral values among students. Teachers should always include moral values during academic teaching in order to enhance students' ability to control their aggressive behaviour. Encouragement to be active in a valuable activities such as co-curricular and sports are also needed as it had been shown to improve student positive value [9-11].

**V. CONCLUSIONS**

From the results of the study, it can be concluded that the factors the most dominant is the school atmosphere that affects students aggressive behavior in refined daily high school. Learning atmosphere at school is very important in sowing interest in learning knowledge to students. Comfortable learning atmosphere with all the parties working together to create a good atmosphere will be able to reduce aggressive behavior of students as they will be able to channel their behavior excessive in themselves properly.

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