

Antecedent and Consequence of Aggressive Behavior: The Empirical Framework and Future Implication

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Abstract: *This article is designed to describe the building of a conceptual model of the factors that determine aggressive behavior. The model was compiled based on articles published in the 2009-2019 scientific journal that was downloaded from the website using a search engine with the keyword aggression. 52 random articles were obtained from a random search. The development of the model is carried out through several stages including the identification of dependent and independent variables, mediation and the constituents of each construct. The next step is to construct or visualize the conceptual framework in a diagram of the measurement and structural models. Antecedents of aggressive behavior consist of internal factors that are inherent in the subject and factors outside the subject, including consumption of alcoholic beverages or drugs, external environment, genetic, neurological disorders, and family factors.*

Keywords: *aggression, antecedent, environment, impact*

Introduction

Aggression, often also called aggression behavior is a very interesting terminology and is often the focus of the study of scholars, academics and practitioners in the field of psychology. It is interesting to be a central theme in both theoretical and practical studies because there are dynamic multi factors that contribute to the emergence of this behavior. Besides, the lack of uniformity in understanding, providing understanding and measuring aggressive behavior makes the discussion of aggression more interesting to study. The dynamics in discussing the theme appears from various researchers who try to portray one or several variables associated with aggression. It can simply be interpreted as a form of behavior intended to hurt someone both physically and mentally. The concept of aggressive behavior is generally conveyed by Clerq (1994) as the someone's behavior which is harmful, hurts or hurts others. It basically includes all forms of behavior intended to hurt or hurt other living creatures (Krahe 2013). Krishnaveni & Shahin (2014) interpreted it as a behavior that has the purpose of hurting or injuring an opponent. Myers (2012) explains that aggressive behavior is physical or verbal behavior that is intended to cause damage, for example kicks, slaps, threats and insults or gossips that make others physically and non-physically injured.

Based on DSM IV, the worst forms of aggressive behavior occur during childhood and adolescence. Aggressive in Diagnostic and statistical from mental disorder (DSM) is included as a criterion of behavior disorder if it has a pattern of behavior done repeatedly and remained for the last 12 months. Aggressive behavior is categorized as opposition disorder and behavior disorder. Opposing disruption of opposition includes patterns of behavior that are characterized by various forms of opposition, anger and revenge,

whereas disruption of behavior is described as problematic behavior and is a manifestation of violence or aggression.

Various literature that studies aggressive behavior shows that there are many different variables causing these behaviors, For example, aggression behavior in a gender perspective (Archer, 2004) (Meldrum, Verhoeven, Junger, van Aken, & Dekovic, 2018) (Estévez, Jiménez, & Moreno, 2018). Several other studies link demographic variables, such as age in the category of early adult children (Van Prooijen, Hutteman, Mulder, van Aken, & Laceulle, 2018) (Crider, Malhotra, & Singh, 2018), or adults (Khurana et al. , 2019) as part of the study of aggressive behavior, aggression in young people (Ellwanger & Pratt, 2014), in adults (Van Prooijen et al., 2018), as well as educational status and residence (Constantine, Curry, Diaz, & Huh-Kim , 2000)

Another interesting issue related to the theme of aggression behavior is related to the causes, or antecedents that precede it. The literature that was obtained shows that there is more than one or multi factors that can cause someone to behave aggressively. For example (Taylor, Davis-Kean, & Malanchuk, 2007) discuss Self Esteem and self-concept are associated with aggressive behavior, the influence of alcoholism (Palamariuc, 2018), parenting self-control (Meldrum et al., 2018), (Watts & McNulty, 2016). Some previous research findings portrays media exposure and perceptions about killing after seeing the media as a variable causing aggression behavior (Gross & Mendoza, 2018; Khurana et al., 2019) and situational factors (OBrien S. & B., 2004). Erskine (2013) states that children who engage in aggressive behavior range from 5 to 19 years old. Children behave aggressively because they get examples from older people.

Empirically, there is a lot of evidence that shows aggressive behavior by a person, male or female, children, adolescents or adults. The evidence in the field in various mass media about the existence of aggressive behavior is not small in number. According to the Police Service of Northern Ireland, violence is the main cause of the formation of children's aggressive behavior in Northern Ireland. It was found that between 68.7% and 70.6% of the population get violence from people aged over 18 years (Hanratty, 2015). Besides, a survey conducted by The Youth Risk Behavioral Survey (YRBS) revealed that in 2011, 33% of children, aged 9 - 12 years showed physical aggressive actions, the majority of which occurred in children aged 9 years (King, 2014).

The phenomenon of aggressive behavior, especially among children, also occurs in Indonesia. Kurniawan's study in 2014 found that 33.6% of the participants (39 students out of 113 students) engaged in aggressive behavior. Similarly, Dewi's study in the same year showed aggressive behavior in children. It was revealed that among children in group B ABA TK Tegal Lamb, there were 11 children or 40.74% showed aggressive behavior. It happened not only to boys but also to girls. Research conducted by Farny (2010) on children in Darul Atsar Bukit Tinggi Kindergarten shows that some children engage in aggressive behavior. Some of the behavior was shown by disturbing friends, causing chaos and often venting his anger while throwing objects. More evidence of aggressive behavior among children was found by Latifah's (2012), who conducted a study in Elementary Schools in Bogor and found that 53% of 60 students show aggressive actions at school.

Examples of aggressive behavior of young children can be found not only in the scientific literature but also mass media. One of the online media talks about children who behave improperly, which includes those with aggressive behavior. For example, a school student aged 6 years old took an aggressive action by killing his friend, just because the victim owed him Rp.1000, - (Kabar Sore TV One, 27 Apr. 2013). Besides, Detik.com (October 21, 2016) presents a video containing an elementary school student yelling at a teacher. The video shows a student engaging in aggressive behavior, that is, abusing a female teacher.

Departing from empirical evidence and the facts described above, it is important to formulate a conceptual framework and conduct a deeper study of the factors causing aggressive behavior. Therefore, the writer deliberately compiles a conceptual framework while explaining the relationship between variables and aggressive behavior.

Methods

This article aims to describe the factors that cause aggressive behavior among young children and teenagers. The data collected in this article is transformed into a correlational conceptual model, which illustrates the relationship between the factors that cause aggressive behavior. The study was conducted on articles published in scientific journals from 1990 to 2019, which were downloaded randomly online from the website. Using these methods, 59 articles were collected. Furthermore, the identification of variables that contributed to aggressive behavior was assisted by Nvivo 12 Plus software, then visualized into a conceptual model.

Result

Regarding the conceptual framework, it is necessary to explain sample articles described in this paper. There are 52 sample articles published from 1990 to 2019. The number of articles published during the period varied. There were only 2 articles published in 2019, while in 2018 there were 7 articles published. While other publication years the number of articles ranged from 1 to 5. Of the number of articles that were compiled, not all of them supported the purpose of this paper. Some articles only emphasize scale or measuring instruments of aggression, explain the concept of aggression and compare the level of aggressive behavior in two or more groups. The distribution of the number of articles during this period is presented in details in table 1 and table 2.

In table 1 and table 2, one or more variables related to the theme of aggression are stated. If we look at the table, there are three groups of variables, namely independent variable (IV), dependent variable (DV) and mediation variable (M). What variables play a role in each of these positions depends on the research model designed by the author. One or several authors play the same variable especially the dependent variable, aggression, adult aggression, child aggression or male / female aggression. Even though the terms used are different, but in principle, the term aggression and aggressive behavior have the same meaning. While those played as independent variables differ, there are some in common. Some authors try to portray mediation or moderation variables that are different from others. To further clarify and facilitate the formulation of the model to be discussed, a summary of the role of variables is arranged as in table 1 and table 2. In both tables, there are various independent, dependent and mediating variable names. A summary of the role of variables in the model can be visualized in a conceptual model that describes the relationship of the dependent, independent, mediating and moderating variables.

Furthermore, there are indications or possibilities that each variable is not directly measurable (unobservable), but can be measured using indicators. Besides, the variables, especially independent variables, can be grouped into two, namely variables that are part or attached to the actor's aggressive behavior and variables that are outside of aggressive actors. Therefore, the conceptual model proposed in this article is a latent variable relationship model, each of which is measured by more than one indicator, as seen in figure 1. In the picture, there are squares, large circles or ovals, and small circles, each of which has a different meaning. The small circle with e (eg e1, not all small circles with the letter e) is a measurement error. This means that the indicator measuring variable is not one hundred percent explained by the indicator. Squares are symbols of indicators, while circles or ovals contain variable names; Aggressive behavior, External Factor, Internal Factor, and Consequence are latent variables.

Table 1: Potential Variables as Dependents/Dimensions in the Model of Relationship with Aggression

Dependent Variable	Dimension /Type
1. Aggression (disruptive Behavior)	1. Appetitive aggression (instrumental aggression)
2. Disruptive behaviors,	2. Physical aggression and externalizing behavior
3. Hostile	3. Physical aggression
4. defiant behavior	4. Verbal aggression
5. Oppositional Defiant Disorder [ODD]	5. Hostility
6. Aggression	6. Anger
7. Aggressive Periodontitis (AP)	7. Physical aggression, attempts,
8. Aggression of adolescents	8. Substance abuse low frustration tolerance (LFT)
9. Performance of sport	9. Relational aggression
10. Aggression & violent behavior,	10. Aggression in adolescent girls
11. Impulsive aggression	11. Childhood abuse
12. Later childhood aggression at ages 4, 6, and 8	12. Relational aggression
13. Aggression at school	13. Horizontal violence
14. Aggression posits	14. Direct and indirect

Table 2: Potential Variables as independents in the Model of Relationship with Aggression

Variable Name
1. Clozapine use- (IV)
2. Media violence exposure (MVE)- (IV)
3. Personal, school, family maladjustment- (IV)
4. Exposure to media-(IV)
5. Perceptions of violence (M)
6. Childhood Onset Conduct Disorder
7. Antisocial behaviors -(IV)
8. Genetic variants in the serotonin transporter (SLC6A4) and monoamine oxidase A (MAOA) -(IV)
9. Three dimensions of beliefs supporting aggression - (IV)
10. Anger dysregulation and callous unemotional (CU) traits -(M)
11. Person's lifestyle - (IV)
12. Local and systemic factors are present, such as age, gender, stress, and socioeconomic level - (Mo)
13. Psychological effects of video games -(IV)
14. Child ADD -(IV)
15. Parental behavior - (IV)
16. Environment , the underlying biological, neurocognitive, and psychological processes
17. Participating in sports -(IV)
18. Aggression- (IV)
19. Direct versus displaced
20. Gender differences in antisocial and aggressive behavior at school.
21. Social support, bullying, family interactions, personality, and home environment (IV)
22. Self-control -(IV)
23. Maladaptive anger regulation (M)
24. Heavy metal music with or without violent lyrics -(IV)
25. Suicide attempt and LFT
26. Self-control (M)
27. Narcissism - (IV)
28. Genetics and evolution on acts of extreme and criminal violence -(IV)
29. Impulsivity and aggressiveness -(IV)
30. Early childhood neglect -(IV)
31. Academic self-concept (IV)
32. Self-esteem -(IV)
33. Parents, teachers, and children themselves, social - (IV) emotional competence (M)
34. Impulsivity in BPD, impulsive-aggression correlating strongly - (IV)
35. Gender-role socialization and girl culture - (IV)
36. Sex differences (M/Md)
37. The situational characteristics(IV)
38. Temporal Lobe Tumors -(IV)
39. Situational and person logical variables - (IV)
40. Cognition, affect, and arousal (M/)
41. Antisocial personality disorder (ASPD) -(IV)
42. Drug use-(IV)
43. Personality-(IV)

44. Cognitions–(IV)
45. School–(IV)
46. Family –(IV)
47. Beliefs and Attitudes perceived efficacy – (IV)
48. Perceived Peer Norms –(IV)
49. Behavioral intentions (M/)
50. Use of Hot Sauce –(IV)
51. Alcohol –(IV)

In figure 1, there are two models namely the measurement model and the structural model. The measurement model is a picture of the relationship shown by arrows, indicators along with errors with latent variables. This model illustrates that the construction or construction of a latent variable is composed of indicators. The next building is the link between the latent variable and the other latent. For example, Aggression Behavior with Consequence shown by arrows going to a circle containing consequences. This means that aggression behavior influences or is related to consequences, as well as internal factors and external factors towards aggression.



Figure 1. Conceptual Model of Antecedents and Consequences of Aggression

Conclusion

Aggressive behavior is a latent variable, that is, behavior that can be measured into several things including verbal aggression, physical aggression, anger, relation aggression, peer aggression, and relational aggression. These variables are influenced by internal factors inherent in the perpetrators and external factors that exist outside the actors themselves. Aggression as a variable, in special cases, can be the cause of other variables (e.g. performance). The consequences of aggression are not always negative. In workers, sports aggressive behavior has a positive impact on performance. Aggressive behavior can be stronger or weaker because of the influence of moderator variables. Variables that can strengthen or weaken aggressive behavior include situational variables; age, gender, parenting and self-control

training. Based on this conclusion, it can be suggested for future researchers that when testing the influence or relationship of variable aggression, it should not be measured directly by one measure or made as if there is only one measure. In other words, it is better to act as a latent variable, that is, the construction is illustrated by more than one indicator, thus the antecedent variable that precedes it. Simplification in the measurement of these variables will only lead to measurement bias.

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