

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

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### ABSTRACT

Aggression in adolescents becomes an importance focus in everyday life. This is because the impacts of aggression become a concern of many researchers. One study revealed that aggression behavior at age 14 would predict crime at age 26 (Pulkkinen & Pitten, 1993). This study aims to examine social skill variable as a moderator for relationship between anger management with aggression. This study used correlational study with moderated regression data analysis from Hayes. Subject in this study are adolescent have a behavioral problem (naughty and rebel in social life), amounting to 200 participants in a rehabilitation institution in Indonesia. The instruments of this study are Aggression Questionnaire (AQ), NAS-PI, and TISS. The result showed that anger management had an effect on aggression with 41.4%,  $p < 0.01$ . Moderated regression test result's is strong enough, it is equal to 45.74%,  $p < 0.05$ . Therefore, social skill can prove to be a moderation variable between anger management and aggression and strengthen the influence of anger management to aggression.

**Keywords:** *Social Skill, Anger Management, Aggression*

Crimes can be manifested through actions, such as murder, drug use, fraud, and violence. Can be seen based on the phenomenon of widespread crime lately is violence, both verbally and physically. The rise of violent incidents is focused on the case of many perpetrators of violence coming from adolescents. Violence committed by teenagers in various forms, for example, *bullying* and fights. The level of fights in Indonesia, especially in adolescents continues to increase every year. In 2005 the percentage of fights between adolescents was at 2.5%, then in 2008 increased to 2.72%, until in 2011 it increased rapidly to reach 6.81% (BPS, 2014).

On the other hand, considerable progress in terms of violence is the decline in child abuse cases from 113 cases in 2014 to 87 in 2015. Yet, the surprising thing is that although child abuse victims decline in 2015, KPAI (Indonesian child protection commission) actually get the fact that there is an increase in the number of children who become perpetrators of

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## **The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable**

violence. By 2014, there are 67 cases of children as perpetrators of violence, then in 2015, increase to 79 cases. In addition, children as fighters also increase from 46 cases in 2014 to 103 cases in 2015, and the whole report is a case of adolescents (Aji, 2016).

Anger management is the main domain in socio-psychology and behavioral science where professionals try to help people by giving information about the skills, as well as inform them about the potential health or bio psychosocial risk on their selves and their environment. Anger management is done by understanding the nature of their anger, focusing on conceptualizing anger with other people, situations, and angry events, and thoughts, images, and physical cues that indicate increased anger (Reilly, Clark, Shopshire, Lewis, & Sorensen, 1990).

Some research on anger management has been done. Background about the phenomenon of aggression in adolescents, will be presented some research on the relationship between anger management with aggression. Aggression can decline clearly in groups receiving anger management skills (Valizadeh, Berdi, Davaji, & Nikamal, 2010). The ability of adolescents to control their anger can reduce the possibility of the emergence of aggressive behavior. There is a small to moderate effect that anger management can reduce aggression (Candelaria, Fedewa, & Ahn, 2012).

It takes a way for someone to be able to control his anger better. For this reason, social skills are an important factor in anger control. Anger is an emotional reaction in stressful conditions, frustration, disappointment, abuse, fear, and failure to fulfill one's rights and expectations. Based on this research, it was found that social skills are significantly decrease violence and cases of aggression in schools. (Av, Asrslan, & Deniz, 2012).

The explanation above illustrates that one of the factors that can determine a person to aggression based on anger control ability is related to social skills owned by someone. Research has shown that, more aggressive people are those with low social skills (Bornstein, Bellac, & Hersen, 2015). In addition, aggression is very dependent on the social situation that exists in the individual. Thus individual social skills become important enough to avoid aggression and violent phenomena in adolescents. This study will examine more about the relationship between anger management and aggression with social skill as moderator.

### ***Aggression***

Aggression is intentionally taking an action to hurt other people both physically and verbally. Someone is injured due to aggressive behavior, physical, social, psychological, and material injuries (Leary, Twenge, Quinlivan, Leary, & Quinlivan, 2006). Aggression can be divided into two types, namely explicit aggression and intrinsic aggression (Grumm, Hein, & Fingerle, 2011). Explicit aggression is aggression that is carried out consciously with the intention of injuring another person and can be measured directly. While implicit aggression is the final result of self-evaluation which can only be assessed using indirect measurements. So that it can be concluded that aggression is the behavior of injuring others with intentional, resulting in harm to the victim, physically, socially, and psychologically.

The theory of aggression can be referred to the Bandura aggression theory, which is about social learning theory. Observation of others is the basis of someone realizing a behavior (Bandura, Ross, & Ross, 1961) whether it will produce the same behavior or not. This process is explained further, that in aggressor identification, a person might transform

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

himself from an object into an aggression agent by adopting aggressive model attributes to eliminate anxiety, or it could be called imitative aggression learning (Bandura & Huston, 1961). Thus, the aggression that someone raises occurs due to social learning from the surrounding environment.

### *Anger Management with Aggression*

The impact of anger if it is not able to be controlled will be detrimental to both itself and the environment. Thus, having anger control ability is one way to avoid negative impacts as an individual's anger response. This anger control ability is called anger management. The American Psychological Association (APA) provides an explanation of anger management to avoid aggression, including by increasing the ability of communication skills, using relaxation techniques, changing the surrounding environment, cognitive reconstruction, sense of humor, finding problem solving alternatives so as to get the right way of responding anger (Shahsavarani, Noohi, Heyrati, Mohammadi, & Mohammadi, 2016). The application of anger management has been shown to reduce aggressive aggression, behavior and thoughts in high school students. The aspects of anger management, which are regulated in the prevention of aggression, are three basic dimensions: a) affective, consisting of emotions such as anger or hatred; b) cognitive, consisting of negative thoughts about human nature, hatred, and distrust; and c) behavior, defined by various forms of aggression, such as physical or verbal aggression (Valizadeh et al., 2010).

### *Social Skills and Aggression*

Social skill is an individual's ability so that other people can cooperate with these individuals. The theory of social skills states that one's social skills depend on how they are capable of competing with others (Fligstein, Vandebroek, Universiteit, & Free, 2014). More specifically, social skills are divided into three domains, namely pro-social behavior, social-cognitive abilities, and social interactions (Cook et al., 2008). Some studies reveal that social skills have an effective impact related to positive social development in subsequent individual lives (Wike, 2011). Regarding aggression, research shows that someone who behaves more aggressively is having low social skills (Bornstein et al., 2015).

### *Aggression, Anger Management and Social Skills*

Aggression can be minimized by having good anger management skills on someone. The application of anger management has been shown to reduce one's aggressiveness when getting pressure from the surrounding environment (Shahsavarani et al., 2016). The surrounding environment has a very strong role in forming a person's behavior. Someone is able to assess everything in his environment depending on the person's social skills, because one domain of one's social skills is social interaction which often will also lead to conflict. This conflict will be realized through someone's aggression if he does not have good social skills, especially based on research, someone who has low social skills will be easier to bring up the behavior of aggression (Bornstein et al., 2015).

## **METHODOLOGY**

The research design in this study is correlational studies. Correlational study is a research that study about relationship between two or more variables, namely the extent to which one variable related to other variations variable. The level of the variable relationship can be seen by the correlation coefficient (Noor, 2011).

### *Sample*

The subjects of this study are the participants of a rehabilitation institution in Indonesia specialized for adolescent who have barriers to social functioning, and behavior problem.

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

Research conducted on all participants of rehabilitation so that this research can be named by study population. A total of two hundred adolescents were given questionnaires in this study.

### Instruments

Three measurements were used in this study,

- 1. AQ for Aggression:** Aggression Questionnaire (AQ) to measure the level of aggression. AQ reveals 7 scales about attack, indirect aggression, uncertainty, negativism, hatred, suspicion, and verbal aggregation (Buss & Perry, 1992). The scale of aggression has a reliability of 0.794. An example of a question on the AQ scale is "I get into a fight a little more than the average person" where the higher the number chosen shows the more the participant describes themselves.
- 2. NAS-PI for anger management:** The anger management scale used is The Novaco Anger Scale and Provocation Inventory (NAS-PI) by providing items about awareness of trigger factors and signs of individual anger (Shahsavarani et al., 2016). The scale of anger management has a reliability of 0.800. An example of a question in the anger management scale is "I have to be rude with people who are bothering me" where the higher the number chosen shows the more true the participants are.
- 3. TISS for social skill:** To measure social skills from participants used Teenage Inventory of Social Skills (TISS). This scale was developed to assess positive and negative behaviors related to teenagers' decisions about their behavior, assumed by their social skills (Inderbitzen & Foster, 1992). TISS scale has a reliability of 0.787. An example of a TISS scale question is "When I don't like the appearance of friends, I tell them" where the higher number chosen shows the more the participants describe themselves.

### Procedure

All subjects that have been selected and according to the criteria of participants will receive the measurement scales specified in this study. Subjects did the scales; anger management scale, followed by a social skill moderation scale, and ended with the scale of aggression.

### Data Analysis

Analysis technique data in this study is moderated regression analysis of Hayes Process with SPSS 23.00. It can be checking the influence of independent variable (anger management) to dependent variable (aggression) and to know role of moderator variable (social skills) on influence of anger management to aggression (Preacher & Hayes, 2004).

## RESULTS

*Table 1 Correlations between anger management to aggression*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | ,643 <sup>a</sup> | ,414     | ,411              | 7,25236                    |

Note: Significant at  $p < 0.01$

Based on the table above, it can be seen that there is a correlation between the anger management variable with aggression of 0.643 (number R). R square ( $R^2$ ) shows the coefficient of determination. This number is converted into a percentage, in terms of the percentage contribution to the influence of the independent variable on the dependent variable. Thus it can be said that the contribution of social skill variable to anger management relationships with aggression is 41.4%, while the rest is influenced by other variables not included in this study.

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

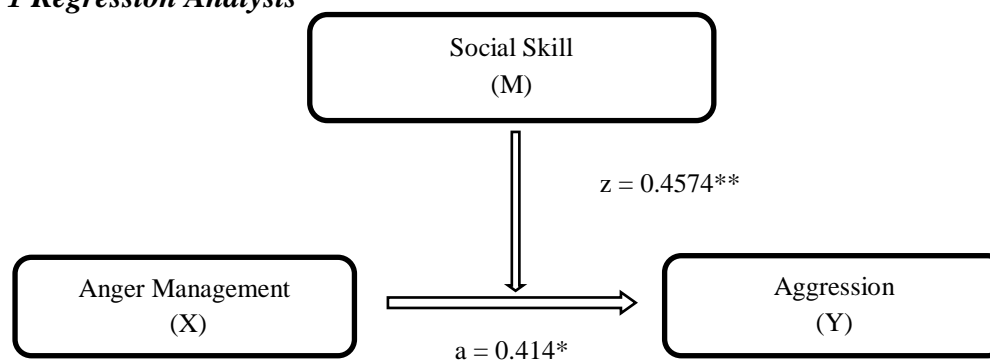
**Table 2** Result of effect of social skill moderation to anger management related to aggression

| R     | R-sq  | MSE     | F       | df1    | df2      | p    |
|-------|-------|---------|---------|--------|----------|------|
| ,6763 | ,4574 | 49,1957 | 69,7719 | 3,0000 | 194,0000 | ,000 |

Note: Significant at  $p < 0.05$

The table above shows that there is 45.74% moderation effects obtained in anger management relationships with aggression. The table above shows the significance of moderation that occurs with a value of  $p < 0.021$  ( $< 0.05$ ) so that it can be said that the social skill variable can significantly become a moderator in anger management related to aggression.

**Figure 1** Regression Analysis



Note: Significant at  $*p < 0.01$ ;  $**p < 0.05$ ;

## DISCUSSION

The result of the regression analysis test shows that anger management is related to aggression. Some journals reveal that the relationship between anger management and aggression has a weak relationship. There are small to moderate effects that anger management can reduce aggression (Candelaria et al., 2012). This is because there are other variables needed to add the relationship. Logically the purpose of anger management is to reduce the level of aggression on someone, so it is needed to find variables that can moderate the relationship.

Additional research data that adapt to reduce individual aggression is also oriented to neuroscience. Neurobiological factor research in this case has also been proven. There is a relationship between the left cortical frontal and motivation and aggression behavior (Hortensius, Schutter, & Harmon-Jones, 2012). Therefore this can be a predictor that can be set before the emergence of aggression behavior.

It should be noted that the result of aggression depends on several things, such as how the individual's interest in pleasure, energy of someone, egocentrism, compulsiveness, and lack of ability to abuse problems (Loza & Loza-Fanous, 1999). This is in line with research that reveals that to avoid aggression behaviors, including by increasing the ability of communication skills, using relaxation techniques, changing the surrounding environment, cognitive reconstruction, sense of humor, looking for problem solving alternatives so as to get the right way to respond to anger (Shahsavarani et al., 2016). Both aggression and anger management have problem solving ability factors, in other words problem solving abilities

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

influence people to act aggressively, but it is also important to pay attention to several other things such as individual interest in pleasure, egocentrism, and related to social cognition.

Testing of the moderating effect is proven, namely the anger management relationship with aggression can be moderated by social skills. This research is in line with several studies revealing that social skills have an effective impact related to positive social development in subsequent individual lives (Wike, 2011). Regarding aggression, research shows that someone who behaves more aggressively is having low social skills (Bornstein et al., 2015). A person's social abilities are very closely related to his ability to communicate with others in forming an interaction (Fligstein et al., 2014).

When someone acts aggression, good communication will be abandoned so that it leads to someone's discomfort in learning the signs, words, that exist in their environment (Peel, 2012). In line with other studies that found that building a relationship between aggression and communication is a fairly good intervention so that violent behavior can be avoided (Durrand, 1990).

Social skills have been seen as an antecedent of good social adjusters, even having the concept of social competence and social skills is synonymous with prosocial skills which in turn leads to a person's ability to exercise control over their aggression (Kaukiainen et al., 1999). Other studies related to aggression behavior prove that someone more aggressive in behavior has low social skills (Bornstein et al., 2015).

The theory of social skills states that a person's social skills depend on how they are competitively individual with others (Fligstein et al., 2014). Competitiveness shown is an emotional coping that is not good, causing aggression behavior. There is a significant relationship between anger and emotional coping. Emotional coping refers to a strategy used by an individual to control emotional and physiological conditions in a relationship by showing his behavior (Sadegh, Zavareh, Niknami, & Hidarnia, 2015). This makes it possible for people to show the behavior of aggression because the individual lacks understanding of anger and is not aware of what must be done and prioritizes emotional coping so that the control of aggression will weaken, especially at the age of adolescents who still have fluctuating emotions.

It is proven that the moderating effect of social skills is quite good in anger management and aggression relationships. Some other studies also prove this, related to social skills and aggression. Different research findings show that social skills training can reduce social anxiety, generalized delinquency depression, anger, social disturbances, inability to adapt, negative behavior towards peers, and many other emotional and behavioral problems (Prinstein & Greca, 2004). Social skills training positively influences student behavior including reducing anger and negative consequences, controlling excitement and feeling relieved (Deffenbacher, Story, Stark, Hogg, & Brandon, 1987). Thus social skills can be an effective moderation in reducing aggression with anger management in individuals.

## **CONCLUSION**

Based on the results of the analysis carried out in this study, it can be concluded that there is an influence between anger management and aggression, although it is small. This proves that the existence of anger management in individuals will reduce aggression in the individual. Furthermore, there is a moderating effect of social skills on the relationship between anger management and aggression. So that social skills can strengthen the negative

## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

relationship of anger management with aggression so that with the presence of social skills, someone who does anger management will be more able to reduce aggression.

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## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

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## The Effect of Anger Management on Aggression with Social Skills as a Moderating Variable

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