

## The Predictors of Indonesian Senior High School Students' Anger at School

Lucia Hernawati<sup>1\*</sup> Esti Rahayu<sup>2</sup> Petrus Soejowinoto<sup>3</sup>

1. Faculty of Psychology, Soegijapranata Catholic University, Jl. Pawiyatan Luhur I/4 Bendan Duwur Semarang, 50234, Indonesia
2. Faculty of Psychology, Soegijapranata Catholic University, Jl. Pawiyatan Luhur I/4 Bendan Duwur Semarang, 50234, Indonesia
3. Faculty of Law, Soegijapranata Catholic University, Jl. Pawiyatan Luhur I/4 Bendan Duwur Semarang, 50234, Indonesia

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### Abstract

This study aimed to find out the correlation between senior high school students' anger at school and the quality relationship of parents - adolescents, peer pressure, narcissistic personality, and school climate. The instruments used were student anger at school inventory, scale of adolescent and family attachment, peer pressure inventory, narcissistic personality inventory and school climate questionnaire. Seven hundred students of eleven grade from thirteen senior high schools both private and state in Semarang-Indonesia participated in this research. The hypotheses on this study were analyzed using product moment correlation. The results of this study showed that 1) there was a negative correlation between students' anger at school and quality relationship between parents and adolescents; 2) there was a positive relationship between students' anger at school and peer pressure; 3) there was a positive relationship between students' anger at school and narcissistic personality; 4) there was a negative relationship between students' anger at school and school climate. Further analysis Anava suggested that the strongest predictor for student anger was peer pressure.

**Keywords:** senior high school students' anger, the quality relationship of parents - adolescents, peer pressure, narcissistic personality, and school climate.

### 1. Introduction

Ideally a school as a place to gain knowledge and to form positive characters for students. One of the characters developed at schools is the ability to manage anger. Students' anger at schools takes form as students' emotional reaction because of various experiences at schools that stimulate pressure, physical and verbal aggressive behaviors, disappointment, and despair. The ability to manage anger is important because the inability to manage emotion may lead individuals to destructive behaviors either for themselves or for others. Safari and Saputra (2009) suggest that students' inability to manage their emotion will cause regret after anger and unharmonious relationship with other people. When untreated, the inability to manage anger leads to decreasing mental health. Meanwhile, Campano and Munakata (2004) point out that the effect of the uncontrolled students' anger at school is low academic achievement, peer rejection, and psychosomatic syndrome. Worse, uncontrolled student anger will result in violence at school.

Current literature shows that type, intensity, and frequency of students' anger at senior high schools in Semarang is increasing from year to year (Sukri, 2012). In Javanese culture, anger is a negative emotion; thus, expressing anger is considered impolite. The results of Hernawati's study (2013) about the phenomena of senior high school students in Semarang show that students' anger can be categorized as high and the cause of their anger is lack of parents' attention.

Semarang is the capital city of Central Java, one of the provinces in Indonesia. It is an industrial city and the center of Central Java government. The population is about 34.977.968 people (The Center of Statistics Bureau 2014). Most of them are those coming from other cities with heterogeneous characteristics and social values. Commonly, they work as entrepreneurs, workers in private sectors, and civil servants. Their jobs have made husbands and wives leave their house from morning until evening. They fully rely on schools for their children's formal education character development. The parents fulfill all of their children's physical needs. In some aspects, they even seem overwhelming because the parents try to compensate their guilty feeling. For example, they buy the children the latest version of *handphone* without thinking whether the facilities in the phone are needed by their children or not. As the compensation, the parents demand the children to do what their parents expect. Anger will be shown when children do not do what they are expecting. It makes children afraid of expressing their thoughts and negative feelings towards parents. The lack of time to meet makes the relationship between parents and children less qualified. Parents hardly teach their children to make positive interpretation of various experiences, and to precisely understand and express their feelings. When children grow up, this condition is very potential to cause various emotional and behavioral problems including adolescents' anger at school. Adolescents' aggressive behaviors which are not controlled by parents will impact on peer

relationship because unconsciously the pressure to do what their peers do becomes an important phenomenon in their effort to build harmonious social relationship among them. In such situation, social relationship which is full of aggressive behavior may happen. Adolescents teach one another how to express anger aggressively including expressing anger because of unexpected experience at school. For instance, adolescents are often angry because their teachers call them stupid. Generally schools often find it hard to overcome this problem because they may not know how to do it or they do not care about students' anger emotion management. In this case, school counsellor should understand the causes of student anger and thus are able to help their students manage and control their anger

## 2. Student's Anger at School

Furlong & Smith (2006) explained that anger at school is an acute emotional reaction due to various stimulants that students' experience. This kind of emotional reaction is mostly caused by pressures, verbal and physical aggressiveness, disappointment, and frustrations, obstacles to obtain independence, reputation, and unjust treatment (Potegal, Stemmler, and Spielberger, 2010; Safaria and Saputra, 2009)

In effort to develop themselves as an individual and social creature, students set goals or objectives they want to achieve. For instance, they make friends. In process of attaining their goals, students often encounter obstacles that might trigger anger. Students' cognition process or subjective interpretation, often affect students' emotion. Negative interpretation causes negative emotion such as anger, sadness, and disappointment. Positive interpretation creates positive emotion such as happiness, calmness, and enthusiasm (Scherer and Wallbott, 1994).

According to Kerr and Stain (2000), the factors which cause anger are the qualities of parents adolescents relationship. Unstable relationship decreases the possibility of two-way communication. Adolescents hardly tell what make them angry with their parents so that there is only little opportunity for parents to teach adolescents to understand the negative interpretation made and the anger they feel as well as managing their anger. Kim, Hetherington, & Reis (2009) in their studies found that relationship with peers makes students easily get angry because students are asked to behave as what their friends expect not as what they expect. Meanwhile, Barry & Malkin (2010) mention that personality factor, especially narcissistic personality tends to trigger other people's anger because they only express their own pride (*self admiration*) and they do not give attention to others. Besides, school climate that is formed from attitude and interaction among the school principle, teacher, and students influence permanent perception and finally impact on overall atmosphere at school which also contributes to students' anger at school (Wilson, 2004).

### 2.1 Expression of Anger

According to Spielberger (1998) the expression of anger can take form as anger-in, whereby an individual keeps his anger inside him, or anger-out, expressing anger to others. It can also be in the form of anger-control which is a situation where an individual attempt to control or view his problem from the positive point of view and maintain positive attitude even though he is dealing with critical situation. In anger-in situation, an individual repressed or repulse his anger in order to conform to social norms (Suseno, 1988). On the contrary, in anger-out, an individual demonstrates his anger through facial expression, voices, and gesture to let other people aware of his obstacles in attaining his goals. In anger-control, an individual attempts to create a positive interpretation out of his obstacles and change them into enthusiasm and strategies to achieve his goals. People who have anger control are likely to have mental and physical health.

Expression of anger are often divided into two. They are conforming type and inhibited type. Conforming type refers to an individual who avoids anger and behave as an individual who can easily adapt and socialize. The inhibited type refers to an individual who experiences anger but has difficulty to express his anger (Sue, 2009)

### 2.2 Aspects of AngerAspects of Anger

Furlong dan Smith (2006) suggest that the causes of anger are, among others, unwanted experiences, hostility, destructive expression, negative anger, and positive coping. These factors were used to better understand the causes of student anger and coping mechanism. The students' anger at school is started with experience which makes them angry and thus cause hostility. There are two possibilities done by students to overcome anger and hostility. First, *positive coping* that is rational positive thought which can make them calm, think objective and subside their anger. Second, *destructive expression* that is negative thought upon the experience which makes them angry and unable to rationally think so that their anger reaches its climax and expressed through destructive ways.

## 3. Student Students Anger and It Causes

### 3.1 Qualified relationship between Relationships between Parent - Adolescent with Student's Anger at school

Two-way communication between parents and adolescents is a sign a good relationship between parents and adolescents. Adolescents who maintain good relationship with their parents are likely to be willing to share the causes of their anger. Thus parents have an opportunity to teach adolescents to understand the triggers of their anger in an objective manner, think positively, and express their anger (Vitaro, Brenden dan Trembley, 2000). Olaizola, Ochoa (in Potegal, Stemmler, and Spielberger, 2010) further adds adolescents imitate parents' expression of anger as well as their coping mechanism. Family is the first learning experience for adolescents. Poor relationship and parent's aggressive behavior may lead to adolescents' tendency to easily express their anger aggressively (Kerr & Stattin, 2000).

Within Javanese culture, a family teaches the values of being "afraid", "ashamed", and "reluctant". Being afraid to break the social norms, being ashamed of breaking social norms and being reluctant of making social conflict. Living in harmony with others must be given priority (Mulder, 1978). Parents often keep their anger and expect their children to discover their own mistakes and correct them at once. The same thing is also done by adolescents in their social life. At school, they often keep their anger to other people and expect their friends, teachers or administrative staff to understand the behaviors that trigger their anger and fix them at once (Koentjoroningrat, 1985).

### 3.2. The Relationship between Peer Pressure and Student's Anger at school

Sullivan (in Santrock, 2007) suggest that positive social reaction with peers is vital for positive social adjustment whereas social isolation gives rise to loneliness and resentment.

At school, adolescents often experience peer pressure. In order to feel accepted, they are eager to conform to their peer's forces. Pressure to conform to peers is the strongest in adolescence period. Such pressure has the potential to trigger anger (Santrock, 2007). Within Javanese culture, the value of living in harmony is very important. To maintain the harmony, adolescents often repress their will for the sake of others' will. (Suseno, 1988). The accumulation of social pressure can explode as uncontrolled anger (Potegal, Stemmler, Spielbierger, 2010).

### 3.3 The Relationship between Narcissistic personality and Student's Anger at school

Guile (2006) defined narcissistic personality as the personality of an individual who likes to become the center of attention, exploit other people, and make people attracted to them. To maintain favorable image, a person with narcissistic personality will be self-centered, self-focused, self-serving. Adolescents with narcissic personality who have to work with other people; are not easily persuaded to work with. In a study conducted by Morf and Rhodewalt (2001), it is suggested that students with narcissistic personality tend to have problems with social interactions. They are also self-centered, self-focus, self-service, and not easily accept other people's opinion In Javanese, self-centeredness, ignorance, and arrogance are viewed as negative characteristics and can disturb the social harmony in society (Koentjoroningrat, 1985).

### 3.4 The Relationship between School climate and Student's Anger at school

School climate is the distinctive characteristic of a school. It comprises respect, trust, and honesty. School climate also refers to the level of opportunities for teachers as well as students to get involved and interact in a constructive and cooperative manner (Milner and Khoza, 2008). Positive school climate refers to a situation whereby schools emphasizes academic achievement, encourages good relationship between teachers and students, respects, fairness, and consistency to uphold school policies, prioritizes safety, and shows concern to parental involvement and school community. Positive school climate creates safe atmosphere; thus students feel protected. It can also minimize disrespect. On the contrary, negative school climate increases the risks of violent behavior (Wilson, 2004)

The figure below shows numerous factors what account for student anger

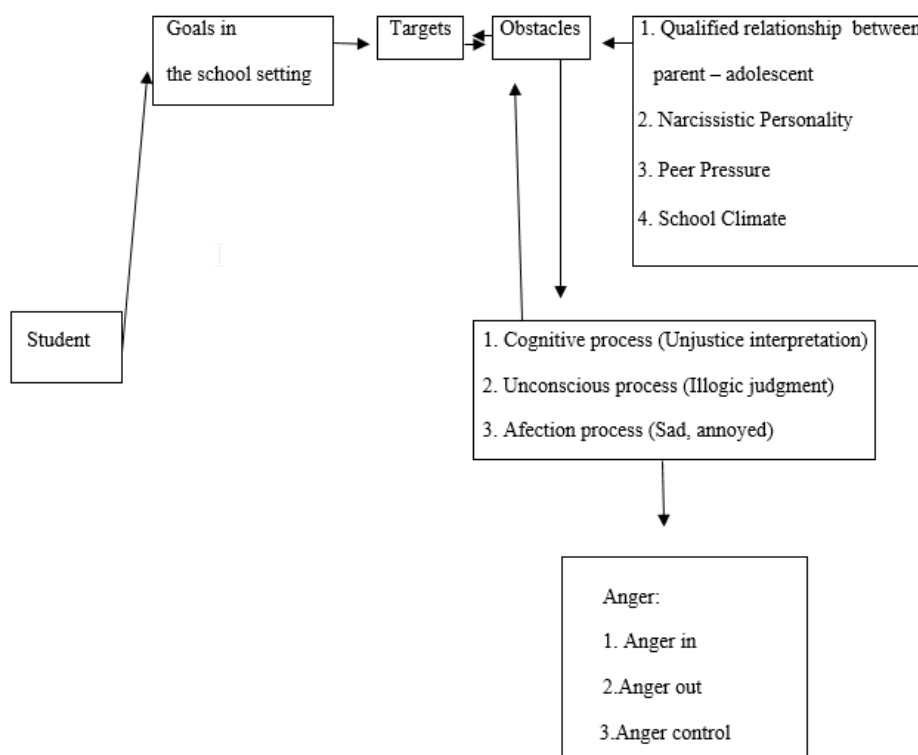


Figure 1. The dynamics of student's anger at school

Every student possesses individual and social goals in the school setting, for instance, the desire to obtain good grades, to become a popular student, to be respected and looked up to, and to be loved and cared for. To achieve his goals, student has to create strategies and planning. However, he may encounter obstacles because of the negative or subjective cognitive process in construing experiences. Student may feel disappointed, furious, and annoyed. These cognitive, unconscious processes and affective processes are the result of lack of good relationship between parents and students, peer pressure, narcissistic personality, and school climate. One-way communication between parent and student does not allow parent to teach children to interpret chances in life. In addition, peer pressure and unfavorable school climate tends to trigger negative behavior. In expressing his anger, student repressed his anger (anger in), show his anger (anger out), or creating positive interpretation of unwanted experiences so that they can plan new strategies to achieve his goals (anger control).

This study has four hypotheses : (1) there is a negative correlation between student's anger at school and quality relationship between parents and adolescents (2) there is a positive relationship between students' anger at school and peer pressure;(3) there is a positive relationship between students' anger at school and narcissistic personality; (4) there is a negative relationship between students' anger at school and school climate

#### 4. Research Methodology

This study employs a quantitative approach. There are five variables in this study. The independent variables are student's anger at school, whereas the dependent variables are the quality of relationship between parents - adolescents, peer pressure, narcissistic personality, and school climate.

The participants of this study were 700 of 11<sup>th</sup> grade senior high school students from 13 senior high schools (state and private) whose ages ranged from 16 to 18 years old who tended to get angry easily at school. This study adopts purposive random sampling. The writer consulted guidance and counseling teachers to determine the participants in this study.

Some instruments were used to collect the data. There were:

1) The Multidimensional School Anger Inventory- Revised that were developed by Furlong and Smith in 2006. This survey was translated into Indonesian language. This instrument was intended to measure the tendency of student's anger at school. It has four constructs : anger experience, hostility, destructive expression, and positive coping. In total, there were 25 items. The first part of the survey was intended to measure anger experience . It was consisted of 13 question items. The options for this part were "I am not angry", "I am somewhat angry", "I am angry", and "I am extremely angry". The minimum score was 1 for the most positive answer and the maximum score was 4 for the most negative answer.

The second part measured the level of hostility and consisted of 4 question items. The second part's options were "Strongly Disagree", "Disagree", "Agree" and "Strongly Agree". The minimum score was 1 for the

unfavorable answer and the maximum score was 4 for the most favorable answer.

The third part was designed to measure destructive expression. It consisted of six question items. The options for this part were “Never”, “Sometimes”, “Often”, and “Always”. The minimum score was 1 for “Never” and the maximum score was 4 for “Always”.

The fourth part attempted to measure positive coping. It had two question items. Students had to choose “Never”, “Sometimes”, “Often”, and “Always”. The score for the least favorable answer was 1 and the score for the most favorable answer was 4.

2) The Family Attachment and Family Bonding Scale which was developed by Arthur, Hawkins, Catalano & Pollard in 2008 was adapted into Indonesian language. This instrument was used to measure adolescents' perception about the quality of their relationship with their parents. In this questionnaire, there were five constructs: the attachment with parents, the ability to express thoughts and feelings, the opportunity to be involved and get support from family, and the interaction with parents. In this instrument, the scores ranged from 1 to 3. 1 was for the minimum score and 3 for the maximum. The options for this part were “Never true”, “Sometimes true”, “Always true”.

3) Peer Pressure Inventory was developed by Claes and Brown in 2005. It was used to measure the peer pressure that students experienced in the school setting. This instrument measured five constructs: peer conformity, family involvement, peer involvement, school involvement, and misconduct. In total, there are 36 items. The participants in this study had to choose “Without pressure”, “Seldom”, “Sometimes”, and “Often”. The minimum score was 1 and it was for the most favorable answer and the maximum score, 4, was used for the least favorable answer. Favorable answers were used for positive pressures such as pressures to perform well and to do homework. Unfavorable answers were used for negative pressures such as pressures to miss homework.

4) The Narcissistic Personality Inventory was developed by Raskin and Hall in 2001 and adapted into Indonesian language. This instrument was used to understand the tendency of individual narcissistic personality. This instrument measured six constructs: authority, self sufficiency, superiority, exhibitionism, exploitativeness, and vanity. In total, there were 25 items. Options for responses were “Very Appropriate”, “Appropriate”, “Not appropriate”, “Extremely not appropriate”. The maximum score was 4 and the minimum

5) The School Climate Questionnaire was developed by Scherman in 2002 and translated into Indonesian language. It was to measure students' perception towards their school climate. This instrument has six constructs: cohesiveness, trust, respect, control, violence, physical infrastructure. There are 47 items in total. The choices for this part was “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”. The minimum score was 1 for the most favorable answer, and the maximum score, 4, was for the least favorable answer.

The data were analyzed using Product Moment correlation and Anova four predictors.

## 5. Finding and Discussion

Using the product moment correlation, the study found that firstly, the correlation between students' anger at school and the quality of parent-adolescent relationship was  $r_{x1y} = -0,070$  with  $p < 0,05$  (see table 1). It means that there was a significant negative correlation between students' anger at school and the quality of parent-adolescent relationship. This finding supports Goleman's (1995) who suggested that family is the first place for parents to teach emotions to their children. In a family, adolescents firstly learn about their emotion and other people's reaction towards their emotion; ways to feelings and the choice of behaviors as reaction; how to read and express expectation and fear. Other experts, Olaiyola & Ochoa (in Potegal, Stemmler, and Spielberger, 2010) found that each family member especially parents play a very important role in socializing emotion. One of the negative emotions is anger. Children imitate the models or the parents when expressing anger, coping, and applying strategies. Besides, parents directly give instruction, teach children how to know and give labels on anger and how to control the anger. The same results were also found in this study. In the Javanese family, parents teach children that they should avoid conflict. In addition, children are taught to highly respect other people. In the family, the most important thing in a family is to maintain harmonious relationship (Mulder, 1978). In real interaction with peers, teachers, and administrative staff, adolescent do not express his anger because doing so will be considered as breaking social norms and values (Suseno, 1988).

Secondly, the correlation between students' anger at school and peer pressure showed that  $r_{x2y} = 0,111$  with  $p < 0,01$  (see table 1). It means that there is a very significant correlation between students' anger at school and peer pressure. It agrees with Sullivan (in Santrock, 2007) which suggested that one of the most important functions of peer group is that it constitutes the source of information about the world outside the family. Adolescents get feedback about their ability from peer group. They learn what they do is better, the same, worse



or not good compared to other adolescents. In relationship with peers, adolescents often get pressures. To seek harmonious relationship, they conform to pressure. Santrock (2007) stated that pressures to conform the peer pressure tends to be very strong during adolescence. Adolescents seek conformity because they do not want to be rejected by their peers. The pressure to conform to peer's expectation is likely to make them upset and angry. Parents usually teach children to maintain harmonious relationship with other people and always put other people's need first. Therefore, adolescents are forced to conform to parents' expectation (Mulders, 1961). However, social pressures may increase the likelihood of uncontrolled expression of anger (Potegal, stemmler, Spielberger, 2010).

Thirdly, the correlation between students' anger at school and narcissistic personality showed that  $r_{xy} = 0,079$  with  $p < 0,01$  (see table 1). It means that there is a very significant relationship between students' anger at school and narcissistic personality. This finding is in accordance with the argument of Raskin and Terry (1988) who mention that in their effort to maintain the positive view about themselves, the narcissistic adolescents will show self-centered, self-focused, self-serving attitude and behavior. They believe that they are smarter and more attractive than others. They are also more popular than other people. The narcissistic adolescents are very self-confident about their ability to achieve what they want. When narcissistic adolescents have to work with other people, perception towards themselves seems overwhelming but it is difficult to accept input from others. To maintain their self-esteem, the narcissistic adolescents tend to dominate others, against those who give them negative feedback. Generally, the narcissistic adolescents have problems in social interaction due to their self-centeredness, self-focus, self-service behaviors. Besides, it is also difficult for them to accept other people's opinion.

Fourthly, the correlation between students' anger at school and school climate showed that was  $r_{xy} = -0,076$  with  $p < 0,05$  (see table 1). It means that school climate has a significant negative correlation with students' anger at school. The more positive the school climate is, the lower the level of students' anger is. The positive school climate is reflected through the harmonious communication between teacher and students, students and students, students and administrative staff, and the availability of supportive learning facilities. The positive school climate will decrease students' anger at school quantitatively and qualitatively. This finding is in accordance with Wilson's (2004). He found that in a school which has positive school climate, students feel secure from violence and relationships that do not respect one another. The students will therefore have high commitment and respect. Meanwhile, negative school climate increases the risk of violent behaviors.

Table 1 Correlation Dependent Variable and Independent Variable

		Correlations				
		school climate	peer pressure	qualified relationship	narcistic personality	multidimensionality school of anger
school climate	Pearson Correlation	1	-.025	-.018	.126**	-.076*
	Sig. (1-tailed)		.258	.317	.000	.022
	N	700	700	700	700	700
peer pressure	Pearson Correlation	-.025	1	.051	.042	.111**
	Sig. (1-tailed)	.258		.087	.132	.002
	N	700	700	700	700	700
qualified relationship	Pearson Correlation	-.018	.051	1	.004	-.070*
	Sig. (1-tailed)	.317	.087		.454	.032
	N	700	700	700	700	700
narcistic personality	Pearson Correlation	.126**	.042	.004	1	.079*
	Sig. (1-tailed)	.000	.132	.454		.018
	N	700	700	700	700	700
multidimensionality school of anger	Pearson Correlation	-.076*	.111**	-.070*	.079*	1
	Sig. (1-tailed)	.022	.002	.032	.018	
	N	700	700	700	700	700

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

Overall, this study found that the level of students' anger at school is within low category (empirical mean =54.29, hypothetical mean =60, SDh=10) (see table 7). Students' anger at school has a negative correlation with quality parents –adolescents relationship, has a positive correlation with peer pressure, has a positive correlation with narcissistic personality and has negative correlation with the school climate. The most likely trigger of students anger is peer pressure (see table 2)

The result of the study shows that the main cause of student anger was peer pressure. This is expected, since the life of adolescent is greatly influenced by peer pressures. Peer pressure can give rise to disappointment and later, angry.

Table 2.The Predictor of Students Anger at School

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
school climate	Equal variances assumed	.855	.355	-.315	698	.753	-.322	1.022	-2.328	1.685
	Equal variances not assumed			-.313	659.360	.754	-.322	1.027	-2.337	1.694
peer presure	Equal variances assumed	1.614	.204	-.123	698	.902	-.208	1.687	-3.519	3.103
	Equal variances not assumed			-.124	689.709	.901	-.208	1.673	-3.492	3.076
quellified relationship	Equal variances assumed	.533	.466	-.954	698	.340	-.129	.135	-.393	.136
	Equal variances not assumed			-.957	680.604	.339	-.129	.134	-.392	.135
narcistic personality	Equal variances assumed	.674	.412	-1.329	698	.184	-.871	.655	-2.157	.415
	Equal variances not assumed			-1.324	661.533	.186	-.871	.658	-2.162	.421
multidimentionality school of anger	Equal variances assumed	.235	.628	-.740	698	.460	-.500	.675	-1.826	.826
	Equal variances not assumed			-.744	685.029	.457	-.500	.672	-1.819	.819

This study also found that students felt close to their parents. It was reflected through the statement in the item “ I feel close to my parents” with the highest mean from all items of the *Family Attachment and Family Bonding Scale* (mean= 2,51) (see table 3). It is in line with the findings that the high mean on the quality relationship between parents and the subjects who were adolescents (empirical mean = 12,45 , hypothetical mean = 10, and SD = 1,6) (see table 7). However, it were not easy for adolescents to tell and express their feelings to their parents. It is reflected in the item “I tell my thoughts and feelings to my parents”, with the lowest mean from all items in this scale (mean = 2,25) (see table 3). It means the subjects feel close to their parents but it is not an easy thing for them to tell their thoughts and feelings to their parents. The findings of this study agree with the those of Svarajati's ( 2012). Her study revealed that in general, parents work outside the house.The physical needs of the children are fulfilled but as the consequence, parents demand children to do what they expect. Anger will be shown when children do not do what they expect. It makes children afraid to tell their thoughts and feelings to their parents.

Table 3. The Mean Item of Family Attachment and Family Bonding Scale

Constructs	Item Number	Mean
Attachment with parents	1	2,51
Ability to express thoughts and feelings	2	2,25
Opportunity to be involved	3	2,33
Oportunities to get support from family	4	2,26
Interaction with parents.	5	2,28

The results of this study also found that there was peer pressure on the subjects although it was categorized as low (empirical mean = 54,6 , hypothetical mean = 54, and SDh = 12)(see table 7). It is also revealed that the aspect of *family involvement* happens more often to students (mean = 1,81), than the aspect of *peer conformity* (mean= 1,13) see table 4). The subjects are eager to show behaviors that express the values taught by their parents such as trying to be seen as adults rather than as adolescents like their friends. For example, they wear the same accessories and cosmetics as what their friends wear.

Table 4. The Mean Item of Peer Pressure Inventory

Constructs	Item Number	Mean
Peer Conformity	1	1,54
Peer Conformity	11	1,54
Peer Conformity	13	1,62
Peer Conformity	15	1,26
Peer Conformity	17	1,33
Peer Conformity	20	1,52
Peer Conformity	23	1,13
Peer Conformity	27	1,46
Peer Conformity	31	1,66
Peer Conformity	33	1,54
Peer Conformity	35	1,51
Family Involvement	5	1,52
Family Involvement	8	1,71
Family Involvement	9	1,49
Family Involvement	14	1,81
Family Involvement	18	1,7
Family Involvement	26	1,5
Family Involvement	30	1,74
Family Involvement	34	1,74
Peer Involvement	2	1,7
Peer Involvement	6	1,47
Peer Involvement	10	1,44
Peer Involvement	19	1,5
Peer Involvement	21	1,5
Peer Involvement	24	1,46
Peer Involvement	25	1,22
Peer Involvement	29	1,4
School Involvement	4	1,55
School Involvement	16	1,44
School Involvement	22	1,37
School Involvement	32	1,58
Misconduct	3	1,6
Misconduct	7	1,47
Misconduct	12	1,48
Misconduct	28	1,26
Misconduct	36	1,53

This study also found that the subjects had tendency to have narcissistic personality (empirical mean =70.93, hypothetical mean=62.5, SDh=12.5) (see table 7). It is especially related with authority aspect. It is reflected in the item “I believe I will be successful”, “I want to be a leader ” (see table 5). The highest mean item is 3,52 in authority aspect.



Table 5. The Mean Item of Narcissistic Personality Inventory

Constructs	Item Number	Mean
Authority	1	3,27
Authority	2	3,06
Authority	3	3,52
Authority	4	2,66
Authority	5	2,66
Authority	6	2,22
Authority	7	2,92
Self Sufficiency	8	2,48
Superiority	9	3,07
Superiority	10	2,81
Superiority	11	2,61
Exhibitionism	12	2,82
Exhibitionism	13	2,31
Exhibitionism	14	2,68
Exhibitionism	15	2,86
Exhibitionism	16	2,54
Exploitativeness	17	3,09
Exploitativeness	18	2,89
Exploitativeness	24	2,66
Vanity	19	2,99
Vanity	20	2,45
Entitlement	21	3,47
Entitlement	22	3,16
Entitlement	23	2,66
Entitlement	25	2,78

This study found that students perception towards their school was high (empirical mean =139.49, hypothetical mean =117.5, SDh=23.5) (see table 7). Therefore it can be seen from the items that involve respect aspect. They have the highest means from all items of the instrument (mean=3,28). For example, in the item "the students respect the school principals". However, the cohesiveness aspect is not undergone by students. The items which reflect the issue have the lowest means from all items of the scale (mean =2,51). For example the item "there is only a little disturbance when teachers are teaching " (see table 6).

Table 6. The Mean Item of School Climate Questionnaire

Constructs	Item Number	Mean
Cohesiveness	3	2,79
Cohesiveness	6	3,16
Cohesiveness	11	3,08
Cohesiveness	17	3,12
Cohesiveness	19	3,1
Cohesiveness	22	3,13
Cohesiveness	45	2,81
Cohesiveness	47	2,51
Trust	1	3,09
Trust	33	3,19
Trust	36	2,99
Trust	39	3,04
Respect	16	3,13
Respect	5	3,1
Respect	10	2,86
Respect	14	3,11
Respect	20	3,06
Respect	30	3,11
Respect	35	3,28
Control	2	2,8
Control	7	3,08
Control	12	3,17
Control	13	2,66
Control	15	3,09
Control	24	2,26
Control	25	3,15
Control	28	2,9
Control	31	2,96
Control	43	2,48
Control	46	2,62
Violence	4	3,1
Violence	18	3,03
Violence	23	3,17
Violence	26	2,75
Violence	34	3,21
Violence	37	2,7
Physical Infrastructure	8	3,13
Physical Infrastructure	9	2,19
Physical Infrastructure	21	2,91
Physical Infrastructure	27	2,78
Physical Infrastructure	29	2,85
Physical Infrastructure	32	2,9
Physical Infrastructure	38	2,55
Physical Infrastructure	40	3,09
Physical Infrastructure	41	3,16
Physical Infrastructure	42	2,99
Physical Infrastructure	44	2,81

Table 7. The Categorized Level of Subjects in Variables:  
 Students' Anger at School, Qualified Relationship of Parent-Adolescent,  
 Peer Pressure, Narcissistic Personality, and School Climate

No	Variable	Empirical Mean	Hypothetical mean	SDh	Category
1.	Student's anger at school	54,29	60	10	Low
2.	Quality relationship of parent -adolescents	12,45	10	1,6	High
3.	Peer Pressure	54,6	54	12	Average
4.	Narcissistic Personality	70,93	62,5	12,5	High
5.	School Climate	139,49	117,5	23,5	High

The findings indicate that the participants, in this case senior high school students, were not easily angry, had narcissistic personality, maintained good relationship with their parents, and come from schools which have positive school climate. However, they experienced peer pressure. Some students who easily felt angry were likely to have a poor relationship with parents, have narcissistic behavior, experience more peer pressure, and study in schools with negative school climate. It is suggested that future research focuses on students' interpretation of unexpected and undesired experiences and the dynamics of their emotions which made them angry.

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