

Relationship between Aggression and Self-Concept in Nine and Ten-Year-Old Children

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ABSTRACT

Aggressive behavior, which is frequently seen in childhood, is described as hurting or disturbing behavior towards other living beings or objects. Children's aggressive behavior has an influence on their self-concept. This research has been conducted to determine the relationship between aggressive behavior and self-concept in 9-and-10-year-old children. The study involved 460 children, 206 of whom were 9 years old and 254 of whom were 10 years old. Two hundred and thirty six of the children were females and 224 were males. The study employed the "Personal Information Form" to collect demographic information about children and their parents, the "Aggression Scale" to determine their aggression level, and the "Pierre-Harris Children's Self-Concept Scale" to determine their level of self-concept. The results of the study indicated that males were more aggressive compared to females, and as per age, 9-year-old children were more aggressive. Mental and school status scores of children by gender were statistically meaningfully different. The mental and school status scores of female children were found to be significantly higher than those of male children. The scores of aggression level and self-concept level were inversely and meaningfully related.

Keywords: Aggression, Self-Concept, Aggression in Nine and Ten-Year-Old Children, Primary School Children

INTRODUCTION

Aggression can be defined as usually intentional and repeated behavior that is exhibited physically or psychologically towards an individual (Slee, 1995) in order to harm or stop someone or to protect oneself, and it may stem from anger, hostility, rivalry, frustration and fear (Taner Derman, 2013), as well as aiming to hurt, intimidate or disturb (Boxer and Tisak, 2005; Kaymak Özmen, 2004; Patterson, 2005). When, under what conditions and how frequently aggression is committed is based on past experiences of children. Children see their parents and other people around them as role models and exhibit aggressive behavior based on such observation (Sezer, Kolaç and Erol, 2013). Moreover, children can also discharge their energy by means of aggressive behavior as a reaction against stress and fear. Furthermore, negative factors such as being disabled, socio-economic deprivation, abuse and being exposed to long periods of parents' quarrelling can also lead to aggressive behavior (Patterson, 2005).

Buss (1961) classified aggression into three groups as physical or verbal, active or passive, and direct or indirect aggression. Physical aggression (e.g., Werner and Crick, 2004) involves behavior that clearly and directly harms someone, such as pushing, suppressing, pulling, hitting or biting. Verbal aggression (e.g., Zsolnai, Kasik, and Braunitzer, 2014) can be defined as hurting and harming someone psychologically and damaging the feelings of friendship and belongingness in a peer group by using verbal communication that involves insults or swear words. While active aggression is behavior that mainly aims to agonize and

hurt the victim, in passive aggression, the aim is to prevent the victim from realizing his goal. Direct aggression (e.g., Card, Stucky, Sawalani and Little, 2008) arises as a result of sending harming, or damaging, stimuli directly to the other person, which may agitate or provoke him. In indirect aggression (e.g., Björkqvist, 1994; Lagerspetz, Björkqvist and Peltonen, 1988), harming stimuli are sent to the other person deviously (Donat Bacioğlu and Özdemir, 2012; Vacirca, Giletta, Rabaglietti and Ciairano, 2011). Crick and Grotpeter (1995) classifies aggression into two; namely, relational aggression and overt aggression. Relational aggression is behavior that targets to harm friend relationships and emotions of a child's belonging in a group through gossip and social isolation (Vacirca, Giletta, Rabaglietti and Ciairano, 2011; Wolke, Woods, Bloomfield and Karstadt, 2000; Zimmer-Gembeck, Pronk, Goodwin, Mastro, and Crick, 2013). Overt aggression involves behavior that aims to harm by way of physical aggression, verbal threats and intimidation (Dilekman, Ada and Alver, 2011; Uz Baş and Topçu Kabasakal, 2010). Aggressive behavior differs by the age of children. Björkqvist, Lagerspetz and Kauklainen (1992) and Tapper and Boulton (2004) conducted research to study aggressive behavior types children display by their gender, and they found that while boys expressed physical aggression, girls displayed behavior of verbal aggression more. James and Owens (2004) asserted that boys expressed direct aggression whereas girls expressed indirect and verbal aggression. Crick and Grotpeter (1995) and Vacirca, Giletta, Rabaglietti and Ciairano (2011) also put forth findings proving that girls displayed more relational aggression than boys.

Physical aggression that is frequently seen in early childhood decreases in middle childhood. In this period, verbal aggression is observed more than physical aggression (Akanke, 2001). In middle childhood, aggressive behavior in class, at home and in the playgrounds can become a problem for the teacher and parents. Such behavior can be based on children's taking each other as a model and imitating them (Şahin, 2006). While children who are popular at school are those who are accepted, liked and preferred by their peers, those who are rejected by their peers can have serious adaptation in the long term. As a result of this rejection, children can develop aggression and hostile attitudes (Uz Baş and Siyez, 2011). Aggressive children display more behavior problems in their interaction with their peers, they experience more social hardship and feel lonely, or conversely, they exaggerate their social skills as a way of expressing that they are not lonely (Rubin, Chen & Hymel (1982). Aggressive behavior observed in this period may cause the following problems in later life of children: anxiety, depression, behavioral disorder (Kurnaz and Kapçı, 2013); feeling guilty, being socially anxious and becoming withdrawn (Rubin, Chen & Hymel, 1982); failure at school (e.g., Walker and Sprague, 1999); and leaving school, rejection of peers in later years and psychopathological disorders. Moreover, aggressive behavior is influential on the self-concept of children.

Self-concept is an individual's perception and comprehension of opinions and information about himself (Ayan, 2012; Knigge and Hannover, 2011; Salmivalli, 1998). It is an image in the person's head representing his knowledge and skills. This image determines whether a person is confident, and whether he is an introvert or an extrovert (Baldwin and Hoffman, 2002; Miller and Lavin, 2007). Self-concept involves cognitive awareness of oneself, his perceptions about his relationship with others, and self evaluation of one's own characteristics such as the values attributed to this perception, knowledge and skills (Özen and Gülaçtı, 2010; Özerkan, 2007). Self-concept is the self awareness of an individual about his personality, outlook, capacity, interests and emotions (Chen, Lou, Tsai and Tsai, 2014).

Self-concept is multi-dimensional, including concepts such as academic self, social self and physical self. Academic self, social self and physical self concepts are related with the

academic performance of the student, interpersonal relationships, and physical appearance and physical abilities, respectively (Zanobini and Usai, 2002). Furthermore, self-concept can be organized, multi-dimensional, hierarchical, static, developmental, evaluative and changeable (Yun Dai, 2001; Waugh, 2001).

If a child has a positive self, it indicates that his perceptions, opinions and feelings about himself are positive, he finds himself valuable and he is happy about himself (Ceylan, Bıçakçı and Aral, 2012). Positive self-concept ensures that a student accepts his failure more easily or it helps him to decide when to leave a task if a strategy he used fails, and as a result, his academic success (e.g. Valentine, DuBois and Cooper, 2004) increases (Rytönen, Aunola and Nurmi, 2007). Individuals with positive self-concept are more faithful, less arbitrarily punitive, more hard-working and assiduous. Sometimes rules can become more prominent than the behavior of a person (Özen, 2003). They can establish warm relationships with themselves and their surroundings, they are realistic about themselves so they are happy, and they live in peace and harmony. Accordingly, they establish healthy relationships with people around them, for example, with their parents, siblings, peers and teachers (Köksal Akyol and Salı, 2013).

Children with a negative self have negative perceptions about themselves and they see themselves unsuccessful, inadequate and valueless (Aunola, Leskinen, Onatsu-Arvilommi and Nurmi, 2002; Ceylan, Bıçakçı and Aral, 2012), they lack self-confidence, they become introverts, and they are self-conscious, passive and dependent on others. These people learn whether they are valuable or not from other people's behavior towards them as well as their own opinion about themselves (Ling, Luo and Zhang, 2013; Seçer, İlbaşı, Ay and Çiftçi, 2012).

In the primary school period, children become aware of their own personal traits as well as others', and develop self-value feelings. They start to play together and cooperate with each other. In other words, children begin to discover themselves and others in these years (Yukay Yüksel, 2013) and as a result, differences in self-concepts of children emerge. While the self-concept of children are too positive in different domains such as social, behavioral and academic at the beginning of their primary school years, it becomes realistic and negative as they proceed to higher classes (Manning, 2007). The reason for this is that children at this age can make better evaluations and develop causal relationships, thus they develop skills for more realistic social comparisons.

In various self-concept studies, differences between boys and girls were found, particularly in the area of mathematics. For example, Frome and Eccles (1998) found that boys saw themselves more competent in math than girls did while girls had a self perception that they were more competent in reading and language skills. Academic self-concept (e.g., Al-Srouf and Al-Ali, 2013; Gwirayi and Shumba, 2007; Viljaranta, Tolvanen, Aunola and Nurmi, 2014) affects later success of students and their future goals; students with low academic self-concept have more difficulty in their educational studies and apply for certain programs less frequently (Arens, Yeung, Nagengast and Hasselhorn, 2013; Knigge and Hannover, 2011; Yeo and Garces-Bacsal, 2014).

There is a relationship between children's aggressive behavior and self-concept. Various studies indicate that children who display aggressive behavior more have lower and negative self-concepts. It was asserted that children exhibited aggressive behavior because they wanted to raise the level of their self-concept, which was low (Baumeister, Campbell, Krueger and Vohs, 2003). Boys and girls who were involved in aggression as both victim and aggressor during the primary school and after primary school years usually have a low self-

esteem. In a study in Ireland, data from individuals between 8 and 18 years old were collected to examine the self-esteem of children who displayed aggressive behavior and who were exposed to aggression. A distinction is made between “pure victims,” “pure bullies,” and children and adolescents who were both bullied and who bullied others. In other words, pure victims were those who had not bullied others, and pure bullies had not themselves been bullied. Those who were both bullied and bullied others were subdivided further into victims who bully occasionally, sometimes, and frequently and bullies who are victimized, occasionally, sometimes, and frequently. The results show that children of both primary and post-primary age who were involved in bullying as victims, bullies, or both had significantly lower global self-esteem than did children who had neither bullied nor been bullied. The bully-victims of all ages had the lowest self-esteem of the subgroups in the study. Also, the more frequently children were victimized or bullied others, the lower was their global self-esteem. The typology and frequency of bullying and the age of the children when they were involved in bullying influenced the status of the specific domains of self-esteem. The typology and frequency of bullying and the age of the children when they were involved in bullying influenced the status of the specific domains of self-esteem. There were, e.g., significant differences in “anxiety” between the pure bullies of post-primary age and their peers who had not bullied others or been bullied. The post-primary children who bullied most frequently were the least anxious. The results indicate that high self-esteem protects children and adolescents from involvement in bullying. Thus, a strong relationship between self-esteem and bullying has been found in the study (O’Moore and Kirkham, 2001).

This research has been conducted to examine the relationship between the aggression levels and self-concept of 9 and 10-year-old children.

RESEARCH METHODS

In this study, the general screening model has been used. This method adopts a research attitude that aims to describe a state that either existed in the past or presently exists as it is. The target is to observe and determine the screened/scanned data correctly (Karasar, 1984). In the screening model, observation is made, relationships between events are determined and generalizations about controllable unchangeable relationships are made (Yıldırım, 1966).

Sample

Four hundred and sixty children (236 girls, 224 boys) were involved in the study. Two hundred and six of the children participating in the research were 9 years old and 254 were 10 years old.

Twenty two of the mothers (4.8%) and 10 of the fathers (2.2%) were illiterate; 39 mothers (8.4%) and 39 fathers (8.5%) were literate; 155 mothers (33.9%) and 120 fathers (26.1%) had primary school diplomas; 100 mothers (21.7%) and 90 mothers (19.6%) were graduates from elementary school/middle school; 103 mothers (22.3%) and 127 fathers (27.6%) graduated from high school and equivalent; and 41 mothers (8.9%) and 73 fathers (16.0%) were graduated from university.

Regarding the age of parents; 130 mothers (28.2%) and 40 fathers (8.6%) were 20-30 years old; 279 mothers (60.6%) and 299 fathers (65.0%) were 31-40 years old; 50 mothers (11.0%) and 110 fathers (24.0%) were 41-50 years old; 1 mother (0.2%) and 11 fathers (2.4%) were 51 years old and above.

The professions of the parents were as follows. Of mothers, 376 (81.7%) were housewives, 44 (9.6%) were workers, 22 (4.8%) were civil servants, 2 (0.4%) were accountants, 2 (0.4%)

were engineers, 5 (1.1%) were health personnel, and 9 (2.0%) were freelancers. Of fathers, 288 (62.6%) were workers, 68 (14.7%) were civil servants, 4 (0.9%) were health personnel, 5 (1.1%) were engineers, 90 (19.6%) were freelancers and 5 (1.1%) were retired.

Measures

To collect data for the research, “Personal Information Form”, “Aggression Scale” and “Pierre-Harris Children’s Self-Concept Scale” were used.

Personal Information Form

The form was prepared by the researcher to collect information about the age, education level, and professional occupation of parents, and the age and gender of children.

Aggression Scale

The scale was developed by Şahin (2004) to determine aggressive behavior in children. The scale includes 18 items and has three degrees as “I always do” (3), “I sometimes do” (2), and “I never do” (1). The Cronbach Alpha Analysis coefficient of the scale was calculated to be .77.

Pierre-Harris Children’s Self-Concept Scale

Piers-Harris Children’s Self-Concept Scale was developed by Piers and Harris in 1964 in the United States of America for students of 9-16 years old (Cugmas, 2002). The scale aims to assess the opinions, emotions and attitudes of children about themselves. The validity and reliability study of the Turkish version of the form was conducted by Öner (2005). The Cronbach Alpha reliability of the scale was found to be between .78 and .93. The scale consists of the following six factors: happiness and satisfaction score, anxiety score, popularity, social like or being favorite score, behavior and conformity score, physical appearance score, intellectual and school status score. There are 80 descriptive statements that form the scale. The statements are replied by a “yes” or “no”. The answers are scored by using a key. The scores obtained according to the key theoretically change between 0 and 80. Applications indicated that raw scores are between 25 and 75. While high scores s positive self-concept, low scores are an indication of negative self-concept (Öner, 2005).

Procedure

The scales were administered to 9 and 10-year-old children who participated in the research by their teachers under the guidance of psychological consultants. Children were informed about the forms to be administered. How tests would be filled was explained, and then they were administered to the volunteering children. Twenty five incomplete tests were removed and the remaining 460 tests were statistically processed. Moreover, information such as the education status, age or professional occupation of the parents of children who were hesitant was checked against their school files by the guidance and psychological consultants at school.

In the research, the relationship between variables was assessed by means of a Chi-Square Analysis for categorical data, and a Correlation Analysis for score type data. In two-group comparisons, the Mann-Whitney U test, which is a non-parametric test, and in comparisons with 3 or more groups, the Kruskal-Wallis H test with Bonferroni correction was used. The level of significance used was 0.05; when the result was $p < 0.05$, the difference was accepted to be significant and when the result was $p > 0.05$, it was decided that there was not a meaningful difference.

RESULTS AND DISCUSSION

The following results were obtained in this study, which aimed to examine the relationship between aggression levels and self-concept in 9 and 10-year-old children.

Table 1. Relationship between aggression levels and gender

		Aggression						Chi-Square Analysis	
		Aggressive		Not Aggressive		Total		Chi-Square	p
		n	%	n	%	n	%		
Gender	Female	17	7.2	219	92.8	236	100	18.22	0.000*
	Male	47	21.0	177	79.0	224	100		
	Total	64	13.9	396	86.1	460	100		

***p<0.05**

Table 1 shows that there is a statistically meaningful relationship between aggression levels and gender ($p<0.05$). It can be asserted that boys are significantly more aggressive than girls (21.0%).

Table 2. Relationship between aggression levels and age

		Aggression						Chi-Square Analysis	
		Aggressive		Not Aggressive		Total		Chi-Square	p
		n	%	n	%	n	%		
Age	9 Years Old	38	18.4	168	81.6	206	100	6.40	0.011*
	10 Years Old	26	10.2	228	89.8	254	100		
	Total	64	13.9	396	86.1	460	100		

***p<0.05**

In Table 2, a statistically significant relationship between aggression levels and the age of children can be seen ($p<0.05$). It is observed that the 9-year-old group is meaningfully more aggressive than the 10-year-old group (18.4%).

Table 3(Part-I). Difference between aggression scores and self-concept scores by age groups

		Age						Mann Whitney U Test		
		n	Mean	Median	Min	Max	ss	Order Ave.	z	p
Aggression	9 Years Old	206	15.9	15	13	32	3.4	239.69	-1.36	0.173
	10 Years Old	254	15.4	15	13	31	2.8	223.04		
	Total	460	15.6	15	13	32	3.1			
Happiness and satisfaction	9 Years Old	206	10.4	11	2	13	2.3	227.85	-0.39	0.696
	10 Years Old	254	10.5	11	1	13	2.1	232.65		
	Total	460	10.5	11	1	13	2.2			

Table 3(Part-II). Difference between aggression scores and self-concept scores by age groups

		Age						Mann Whitney U Test		
		<i>n</i>	<i>Mean</i>	<i>Median</i>	<i>Min</i>	<i>Max</i>	<i>ss</i>	<i>Order Ave.</i>	<i>z</i>	<i>p</i>
<i>Anxiety</i>	<i>9 Years Old</i>	206	10.0	11	3	13	2.5	239.71		
	<i>10 Years Old</i>	254	9.7	10	3	13	2.5	223.03	-1.35	0.177
	<i>Total</i>	460	9.9	10	3	13	2.5			
<i>Popularity, Social Liking, Being Favorite</i>	<i>9 Years Old</i>	206	8.3	9	2	11	2.0	217.65		
	<i>10 Years Old</i>	254	8.6	9	2	11	1.9	240.92	-1.90	0.058
	<i>Total</i>	460	8.5	9	2	11	2.0			
<i>Behavior and Conformity</i>	<i>9 Years Old</i>	206	12.6	13	4	16	2.2	219.94		
	<i>10 Years Old</i>	254	12.9	13	5	16	1.9	239.06	-1.56	0.119
	<i>Total</i>	460	12.8	13	4	16	2.0			
<i>Physical appearance and attributes</i>	<i>9 Years Old</i>	206	8.3	9	1	10	1.8	232.41		
	<i>10 Years Old</i>	254	8.3	9	1	10	1.8	228.95	-0.29	0.776
	<i>Total</i>	460	8.3	9	1	10	1.8			
<i>Intellectual and school status</i>	<i>9 Years Old</i>	206	5.8	6	1	7	1.4	237.79		
	<i>10 Years Old</i>	254	5.6	6	1	7	1.5	224.59	-1.11	0.268
	<i>Total</i>	460	5.7	6	1	7	1.4			
<i>Total factor score</i>	<i>9 Years Old</i>	206	55.4	57	24	68	8.9	228.89		
	<i>10 Years Old</i>	254	55.7	58	22	69	8.6	231.80	-0.23	0.815
	<i>Total</i>	460	55.6	57	22	69	8.7			

Regarding the levels of aggression and self-concept, when the difference between the two age groups is examined in Table 3, no statistically meaningful difference can be observed in the scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, physical appearance, and intellectual and school status ($p>0.05$).

Table 4 puts forth a meaningful difference between aggression and self-concept levels by gender ($p<0.05$). It can be established that the aggression level scores of boys are meaningfully higher than those of girls. Regarding the self-concept, there is a statistically significant difference by gender in the intellectual and school status and the total factor scores ($p<0.05$). The intellectual and school status scores of girls are meaningfully higher than those of boys. No statistically significant difference by gender can be seen in the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking and being favorite, physical appearance, and behavior and conformity ($p>0.05$).

Table 4. Difference between aggression scores and self-concept scores by gender

		<i>Gender</i>						<i>Mann Whitney U Test</i>		
		<i>n</i>	<i>Mean</i>	<i>Median</i>	<i>Min</i>	<i>Max</i>	<i>ss</i>	<i>Order Ave.</i>	<i>z</i>	<i>p</i>
<i>Aggression Level Score</i>	<i>Female</i>	236	14.7	14	13	27	2.1	192.48	-6.42	0.000 *
	<i>Male</i>	224	16.5	16	13	32	3.6	270.56		
	<i>Total</i>	460	15.6	15	13	32	3.1			
<i>Happiness Satisfaction Score</i>	<i>Female</i>	236	10.4	11	1	13	2.3	230.70	-0.03	0.974
	<i>Male</i>	224	10.5	11	4	13	2.1	230.29		
	<i>Total</i>	460	10.5	11	1	13	2.2			
<i>Anxiety Score</i>	<i>Female</i>	236	9.8	10	3	13	2.4	227.26	-0.54	0.588
	<i>Male</i>	224	9.9	11	3	13	2.6	233.92		
	<i>Total</i>	460	9.9	10	3	13	2.5			
<i>Popularity, Social Liking or Being Favorite Score</i>	<i>Female</i>	236	8.5	9	2	11	2.0	233.98	-0.59	0.558
	<i>Male</i>	224	8.4	9	2	11	2.0	226.84		
	<i>Total</i>	460	8.5	9	2	11	2.0			
<i>Behavior and Conformity Score</i>	<i>Female</i>	236	13.0	13	4	16	1.7	239.34	-1.49	0.137
	<i>Male</i>	224	12.5	13	4	16	2.3	221.18		
	<i>Total</i>	460	12.8	13	4	16	2.0			
<i>Physical Appearance Score</i>	<i>Female</i>	236	8.3	9	1	10	1.7	229.82	-0.12	0.908
	<i>Male</i>	224	8.3	9	1	10	1.8	231.21		
	<i>Total</i>	460	8.3	9	1	10	1.8			
<i>Intellectual and School Status Score</i>	<i>Female</i>	236	5.9	6	1	7	1.4	249.14	-3.23	0.001 *
	<i>Male</i>	224	5.5	6	1	7	1.5	210.86		
	<i>Total</i>	460	5.7	6	1	7	1.4			
<i>Total factor score</i>	<i>Female</i>	236	56.0	57	22	69	8.4	235.10	-0.76	0.446
	<i>Male</i>	224	55.2	57.5	24	69	9.0	225.66		
	<i>Total</i>	460	55.6	57	22	69	8.7			

Table 5. Difference between aggression scores and self-concept scores by aggression levels

		Aggression					Mann Whitney U test			
		<i>n</i>	<i>Mean</i>	<i>Median</i>	<i>Minimum</i>	<i>Maximum</i>	<i>ss</i>	<i>Order Ave.</i>	<i>z</i>	<i>p</i>
<i>Happiness Satisfaction Score</i>	<i>Aggressive</i>	64	9.8	10	4	13	2.2	185.4		
	<i>Non-Aggressive</i>	396	10.6	11	1	13	2.2	237.8	-2.97	0.003
	<i>Total</i>	460	10.5	11	1	13	2.2			
<i>Anxiety Score</i>	<i>Aggressive</i>	64	8.2	8	3	13	2.7	147.4		
	<i>Non-Aggressive</i>	396	10.1	11	3	13	2.3	243.9	-5.44	0.000
	<i>Total</i>	460	9.9	10	3	13	2.5			
<i>Popularity, Social Liking or Being Favorite Score</i>	<i>Aggressive</i>	64	7.9	8	2	11	1.9	186.7		
	<i>Non-Aggressive</i>	396	8.6	9	2	11	2.0	237.6	-2.89	0.004
	<i>Total</i>	460	8.5	9	2	11	2.0			
<i>Behavior and Conformity Score</i>	<i>Aggressive</i>	64	11.5	12	4	16	2.7	163.0		
	<i>Non-Aggressive</i>	396	13.0	13	4	16	1.8	241.4	-4.45	0.000 *
	<i>Total</i>	460	12.8	13	4	16	2.0			
<i>Physical Appearance Score</i>	<i>Aggressive</i>	64	8.1	8	2	10	1.9	217.0		
	<i>Non-Aggressive</i>	396	8.3	9	1	10	1.7	232.7	-0.90	0.366
	<i>Total</i>	460	8.3	9	1	10	1.8			
<i>Intellectual and School Status Score</i>	<i>Aggressive</i>	64	5.1	5	1	7	1.6	176.2		
	<i>Non-Aggressive</i>	396	5.8	6	1	7	1.4	239.3	-3.68	0.000 *
	<i>Total</i>	460	5.7	6	1	7	1.4			
<i>Total Factor Score</i>	<i>Aggressive</i>	64	50.5	51.5	24	66	9.6	156.7		
	<i>Non-Aggressive</i>	396	56.4	58	22	69	8.3	242.4	-4.79	0.000 *

* $p < 0.05$

Table 5 shows the difference between aggression levels in terms of aggression and self-concept. Except for the physical appearance score ($p > 0.05$), there is a statistically significant difference between the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score ($p < 0.05$). It is observed that non-aggressive children's self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score are

meaningfully higher than those of aggressive children. In other words, the said scores of non-aggressive children are high.

Table 6. Relationship between aggression level and self-concept

<i>Correlation</i>	<i>Aggression Level Score</i>		
	<i>r</i>	<i>p</i>	<i>n</i>
Happiness satisfaction score	-0.181	0.000*	460
Anxiety score	-0.325	0.000*	460
Popularity, social liking or being favorite score	-0.148	0.001*	460
Behavior and conformity score	-0.335	0.000*	460
Physical appearance score	-0.145	0.002*	460
Intellectual and school status score	-0.219	0.000*	460
<i>Total factor score</i>	-0.315	0.000*	460

***p<0.05**

The relationship between the aggression levels of children and their self-concept levels can be seen in Table 6. It has been found that there is a statistically meaningful inverse relationship between aggression and self-concept levels ($p<0.05$). That is to say, as the level of aggression increases, children's self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score decrease. The higher the self-concept of the child is, the lower the level of aggression is.

Aggression is any behavior conducted to harm another person (Shaikh et al., 2014). Self is a person's establishing a relationship with oneself, his thoughts and emotions, and thus reaching a conception of emotional and intellectual processes happening within oneself (Cüceloğlu, 2014). There is a relationship between the aggressive behavior and self-concept of children. And this research aimed to determine the relationship between the aggressive behavior and self-concept of children.

The study, which was conducted to determine the relationship between the aggression levels and self-concept of 9 and 10-year-old children, examined the differences in aggression levels by the gender and age of children, differences between aggression and self-concept by gender and age, difference between aggression and self-concept in terms of aggression levels, and the relationship between aggression and self-concept.

A statistically meaningful relationship has been found between the aggression levels and gender of children. It has been determined that boys are significantly more aggressive than girls. Dizman and Gürsoy (2005) and Patterson et al. (1991) also determined in their study that boys displayed more aggressive behavior compared to girls. In another study, a survey was administered to the teachers about the behavior of children at the age of 8, 10, 12 and 14. The results of the study indicated that boys were more aggressive and troublesome at school, their academic success was low, they had more tendency to play truant or to be absent from school, and they were more daring, dishonest, troublesome and popular (Farrington, 1991).

There was also a statistically significant relationship between the aggression levels and the age of the children. It has been found that 9-year-old children were significantly more

aggressive than the 10-year-old group. Molano et al., (2013) asserted that children's aggressive behavior increased until the age of 10 and then it declined. Crick, et al. (2006) administered the test for the "Assessment of Relational and Physical Aggression" to third grade children who were non-aggressive and who displayed relational and physical aggression. They determined some internal difficulties such as withdrawal, depression/anxiety and somatic complaints, as well as some external difficulties such as aggressive behavior and delinquency. One year later, when the children were at the fourth grade, they were assessed again. The results indicated that those who were aggressive at the third grade had more social-psychological adjustment problems in fourth grade, too, compared to non-aggressive children; that there was an increase in problems seen at third grade; and that relational and physical aggression were exhibited together. Donat Bacioğlu and Özdemir (2012) conducted a study to examine the relationship between the aggressive behavior of children and their age, gender, perceived academic success and anger in primary school children at the age of 9-14. The results of the study revealed that there was a meaningful and positive relationship between the aggressive behavior of children and their age, gender, perceived academic success, and anger.

Regarding the levels of aggression and self-concept, when the difference between the two age groups is examined, no statistically meaningful difference can be observed in the scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, physical appearance, and intellectual and school status.

There is a statistically meaningful difference between aggression and self-concept levels by gender. It can be established that the aggression level scores of boys are meaningfully higher than those of girls. The intellectual and school status scores of girls are meaningfully higher than those of boys. No statistically significant difference by gender can be seen in the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking and being favorite, physical appearance, and behavior and conformity. In their study, Sezer et al. (2013) established that the average aggression score of boys were higher than those of girls in elementary school, grades 4th, 5th and 6th. Crick et al. (1996) carried out two studies to assess the aggressive behavior of children. In the first study, they investigated anger and aggression, and in the second study they examined the aims of harming. As a result of the first research that involved 9-to-12-year-old children, the authors found that while relational aggression caused anger in girls, it was physical aggression that caused anger in boys. In their second study, which involved 9-to-11-year-old children, they found that relational aggression and verbal insults lead to harmful behavior in girls, whereas, physical aggression and verbal insults caused harmful behavior in boys. Crick and Grotpeter (1995) also conducted research among children from 3rd to 6th grade. They concluded that relational aggression was seen more among girls, and that girls displaying relational aggression were rejected by their peers who did not do so, and thus they are exposed to the risk of becoming isolated.

The difference between aggression levels in terms of aggression and self-concept has been examined. The results show that except for the physical appearance score, there is a statistically significant difference between the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favourite, behavior and conformity, intellectual and school status, and the total factor score. It is observed that non-aggressive children's self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score are meaningfully higher than those of aggressive children. Verschueren and Marcoen (2002) studied the self perception of "aggressive children" and "rejected non-aggressive children" at the 3rd and 4th grade of elementary school. The results of their study revealed

that rejected non-aggressive children assessed themselves at lower levels in all self-concept factors, compared to children who were popular or had a middle sociometric status. They perceived themselves less adequate at school and less attractive than more popular children. Moreover, their self-esteem levels were also lower than that of popular children. Tayloret al. (2007) studied the relationship between academic self-concept, self respect, and aggression in their research. Their findings proved that children with low self-concept were more aggressive than those with high self-concept.

The findings indicate that there is a statistically meaningful inverse relationship between aggression and self-concept levels. As the level of aggression increases, children's self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score decrease. That is to say, the higher the self-concept of the child, the lower the level of aggression. Burde and Jensen (1983) examined the relationship between children's aggressive behavior and self-concept by administering the Piers-Harris Children's Self-Concept Scale and Children's Action Tendency Scale to pupils at the third and sixth grades. The scales were filled by boys and girls in two different socio-economic classes for each grade. The study concluded that children with low self-concept displayed more aggressive behavior and that boys were more aggressive than girls. In their study, O'Moore and Hillery (1991) used the Piers-Harris Children's Self-Concept Scale to measure the self-concept levels of children, and they found that the self-concept levels of aggressive children were significantly lower than those of non-aggressive children. It was also asserted that aggressive children had a lower self-concept compared to those who express aggression, and that low self-concept could result in aggression to a certain extent (O'Moore and Kirkham, 2001).

There are also some studies whose results conflict with the findings of the present research. For example, Schaughhencyet al. (1987) studied the relationship between aggression and self-concept. They collected information about the aggression and self-concept levels of children from the second grade to fifth grade by using their self reports, teacher reports and sociometric ratings. They neither found a complete inverse relationship between self-concept and aggression, nor could they differentiate between aggressive and non-aggressive children through self-concept. It was determined that children with high aggression scores saw themselves inadequate in terms of socialization. The sociometric study concluded that highly aggressive children were seen as reserved/withdrawn by their peers, they were thought to be physically attractive by their peers of the same gender but they were not liked by many of their peers. There was not a considerable difference between the self-concept score of aggressive and non-aggressive children. In another study, Hymelet al. (1993) compared the self and peer perception of aggressive, withdrawn and aggressive-withdrawn children in various social and non-social environments. They found that there were differences between the self-perception of children in the three groups (aggressive, withdrawn, and aggressive-withdrawn) in the fields of academic competency, athletic competency, appearance, obedience, relationships with adults, social competency, cooperation, characteristics, leadership, and forgetfulness. In self perception, while aggressive children and withdrawn children were trying to manifest their strengths and weaknesses, children who were aggressive-withdrawn saw themselves incompetent in almost all areas. The study also concluded that withdrawn children assessed themselves more realistically yet negative, whereas, aggressive children exaggerated their competency.

CONCLUSIONS

The conclusions of this study are as follows:

1. The relationship between aggression levels and gender is statistically meaningful. Boys are significantly more aggressive than girls.
2. 9-year-old group is meaningfully more aggressive than the 10-year-old group
3. Scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, physical appearance, and intellectual and school status are not statistically meaningful difference.
4. The aggression level scores of boys are meaningfully higher than those of girls. Regarding the self-concept, there is a statistically significant difference by gender in the intellectual and school status and the total factor scores. The intellectual and school status scores of girls are meaningfully higher than those of boys. No statistically significant difference by gender can be seen in the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking and being favorite, physical appearance, and behavior and conformity.
5. Except for the physical appearance score, there is a statistically significant difference between the self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score.
6. There is a statistically meaningful inverse relationship between aggression and self-concept levels. The level of aggression increases, children's self-concept scores of happiness and satisfaction, anxiety, popularity, social liking or being favorite, behavior and conformity, intellectual and school status, and the total factor score decrease.

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