

The Impact of Cognitive and Emotive Techniques in Rational Emotive Behavioural Therapy Counseling on Aggressive Behavior Tendencies Based on Personality Types among Students of Public Junior High School 4, Denpasar, Bali

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Abstract: This study aims to determine the interaction effect between cognitive and emotive techniques in rational emotive behavioral therapy counseling on aggressive behaviour propensity based on student's personality types. The research is conducted at Public Junior High School 4 Denpasar, Bali. The study design uses treatment by level 2×2 with cognitive and emotive techniques acting as the independent variables. Cognitive technique is applied on experimental group while emotive technique is given to control group. Personality type plays the role of moderator variable which is divided into introvert and extrovert personalities. Meanwhile, aggressive behavior tendency serves as the dependent variable in the study. The instruments used in the study are ones of personality types to distinguish introvert and extrovert students and aggressive behaviour tendency instruments to measure student's aggression level. As many as 108 students from class 8 enrolled as research samples that were previously selected using purposive sampling technique. The data collected during the study are analyzed using two-way interactions analysis and Scheffe's t-test. The results indicate that: there is a difference in aggressive behavior tendencies between students treated with cognitive techniques and those treated with emotive techniques. There is an interaction effect between counseling techniques of rational emotive behavioral therapy and personality type on aggressive behavior tendencies. Cognitive technique is more effective in decreasing the tendency of aggressive behavior on extrovert students, emotive technique is more effective in reducing the aggressive behaviour tendency on introvert students. Hence, it can be concluded that cognitive and emotive techniques and personality types significantly influence the decline of aggressive behaviour tendencies among students at Public Junior High School 4 Denpasar, Bali.

Key words: Cognitive and emotive techniques, personality types and aggressive behavior, tendency, instruments, aggressive, reducing

INTRODUCTION

In their development, secondary school students require understanding of themselves in relation to their adaptation strategies and social interaction. Self-understanding will always provide them ideas on their weaknesses and strengths and it will enable them to figure effective and efficient ways in their path of self-actualization. The process of self-actualization will be a light process for those who find it easy to adapt to their environment and it will be an exhausting labor for those who are maladjusted. A negative adjustment will result in various imbalances that might lead to acts of atrocity or violence such as the tendency to behave aggressively.

Aggression can typically be defined as any form of behavior intended to hurt or harm someone, an act that in opposite to what the person has expected to

receive. Aggression involves any form of psychological or emotional abuse (Eades, 1980; Barbara, 2001; Ogilvie *et al.*, 2011). Aggressive behavior naturally exists in all around us, not only in real life but also veiled in entertainment that we enjoy in our day-to-day life (Sung and Soel, 2012). Television programs showing injured body parts, news on mutilation and a variety of sports programs broadcasting subtle violence will cumulatively plant the seeds of aggression among the television audience, especially adolescents.

Judging from its results, aggressive behavior can cause physical, psychological and social damage and disturb personal integrity or social environment. Furthermore, aggressive behavior includes not only physical aspects of the action but also verbal abuse aimed at hurting others, psychologically and symbolically. Even worse, it can be both physical and verbal. Verbal abuse

can be in forms of insults and threats while psychological violence might manifest in attitudes violating equal rights and humanity and symbolic violence such as actions causing fear and hostility.

Aggressive behavior is problematic demeanor infused with irrational belief. This behavior can be explained by Albert Elli's ABC methods. A is antecedent event that refers to all external events experienced by individuals. Events of the past in the form of facts, events, behavior or other people's attitude serves as triggers to the subsequent behavior. B is behavior and belief. Some behaviors are based on rational belief while some others are based on the irrational notion. Rational belief is the right way of thinking or belief system which is in many ways reasonable and prudent. On the other hand, irrational belief refers to faulty rational pattern or belief system which generally relies on emotional rather than reason. Aggressive behavior belongs to the latter category. C is emotional consequence which results from individual's reaction of happiness or emotional blockage in relation to Antecedent event (A). This emotional consequence results from the accumulation of A and B (Knaus, 1985; Lupu and Iftene, 2009).

Furthermore, Scheneiders argues that aggressive behavior is actually an emotional burst as an individual's reaction to failure manifested in the form of intended damage to people or things and is usually expressed either in verbal or in action. According to Murry, aggression is defined as the act to resist to fight to harm to attack to kill or to punish other people. In other words, aggression is the act done with the intention of hurting other people or destroying other's property. It is not only done to cause physical injury to others but also psychologically for example by the act of blaming or insulting others (Spilkova and Dzurova, 2012).

Aggressive behavior among adolescents is apparently seen on youngster fights, bullying and various acts of violence involving adolescents such as aggression among motorcycle gangs that are prevalent in cities like Medan, Jakarta, Bandung and many others. In Denpasar, Bali, particularly in South Sesean, a young girl was a victim of torture by a female student. Aggressive behavior is triggered by various factors such as economic circumstances, parenting, modeling, personal issues, social and environmental causes (Osborn *et al.*, 2008).

In relation to the issue, the fundamental cause of such aggressive behavior is bad influence from the environment such as peer group, lack of discipline or bad parenting. For example, a parent too strict or too permissive might end up igniting such behaviors in the children (Ancil *et al.*, 2007). This is in line with the theory of aggression in environment which is referred as social learning theory. This theory believes that aggressive

behavior is learned by observing others behaving aggressively. Aggressive response is not inherent in human beings but it is acquired from direct experience or from observing other people's behavior. In addition to that, bad experience can also ignite emotional flare which might result in aggressive behavior.

In predicting the likelihood of the studied behavior to actually be implemented, perception on the behavior of the model or the observed behavior and the bad experience play the most important role. The model's behavior or its result is an external stimulus eliciting the tendency for aggressive response on the part of the observer. Observer's normative standard along with the adequacy of the observed behavior and their self-efficacy, are internal mechanisms regulating aggressive behavior. Social learning perspective has made important theoretical approach to conceptualize the effects of violence in media on aggressive behavior which can be considered as a paradigmatic event of learning through observation and reinforcement from others.

Aggressiveness is a motive present in the life of every individual even though its intensity, quality and manifestations may differ between one individual to another. The facts reporting on fights among students di Sesean area and stabbing of an older student by a secondary school student in Denpasar, Bali (Bali Post, 11 February, 2012) indicate that there is tendency towards aggressive behavior among youngsters in general.

The aforementioned studies prompted the researcher to conduct an experimental study on adolescents by implementing the rational emotive behavioral therapy counseling as a start to change irrational views of teenagers into rational. This particular type of therapy is selected because it aims at problem solving focusing on thinking, judging, deciding and directives without dealing more with the dimension of the mind rather than with those of feeling. Rational emotive behavioral therapy counseling can be seen as a model of cognitive-oriented behavioral therapy. This approach is oriented to cognitive in such a way that eventually with turn into a more comprehensive and eclectic approach emphasizing on the aspects of mind, reason, decision and action. Rational emotive behavioral therapy pertains to cognitive-oriented counseling design. This approach is an active-directive counseling resembling that of teaching process, persuasion, confrontation and task assignment while maintaining the dimensions of mind rather than those of feeling. It attempts to change the subject's illogical and irrational thinking to one that is rational to eliminate emotional disorder to build self-interest, self direction, tolerance, acceptance of uncertainty, flexibility, commitment, scientific thinking, risk taking and self acceptance (Ellis and Bernard, 2006).

The implementation of techniques in rational emotive behavioral therapy can be adjusted to the personality type of the subject to maximize the efficacy of treatment. The subject's personality types are divided into introvert and extrovert. Gregory G. Young explained the characteristics of introverted personality as quiet, shy, introspective, love reading, aloof and distant except with close friends, tend to plan ahead to see first before taking action and distrustful. They do not fond of excitement, live their daily with some seriousness, love a well organized lifestyle, keep their feelings behind closed doors, rarely behave aggressively, do not usually eliminate anger, trustworthy in some ways they are also pessimistic but they have uphold a high ethical standards. Extrovert personality, however is one of the ends of introversion-extraversion dimension that is attributed as friendly, outgoing, impulsive and risk-taking. Some of the characteristics of an extroverted person are sociable, love parties have many friends, always in need of a friend to talk to, dislike reading or studying alone, crave fir excitement, open to challenges, challenge danger, taking action with less thinking before hand and they tend to follow their impulses, love jokes are always ready to answer and they usually love changes, cheerful, easy going, optimistic, happy and love laughing, prefer to be engaged in doing activities, tend to be aggressive and do not keep anger for too long do not lock their feelings and are not always trustworthy.

On the basis of study on counseling technique and personality type elaborated in previous paragraphs, a particular counseling technique can be administered based on the student's personality type. Introvert students are more appropriately counseled with emotive technique because their introverted nature can be effectively dealt with socio-drama techniques, self modeling and assertive training in expressing their feelings. On the other hand, it is more suitable to treat students with extrovert personality with cognitive techniques due to their open nature and counseling strategies such as teaching techniques, persuasion, confrontation and task assignment can be employed to help them understand irrational things.

Based on the above description, the research problems are formulated as follows. Is there any difference in aggressive behavior tendency between students treated with cognitive counseling and those treated with emotive technique. Is there interaction effect between cognitive and emotive techniques and personality types on aggressive behavior tendency? In students with extrovert personality is there a difference in aggressive behavior tendency between those treated with cognitive technique and those counseled using emotive technique? In students with introvert personality is there a difference

in aggressive behavior tendency between those treated with cognitive technique and those counseled using emotive technique?

Therefore, the objectives of the research are as follows: to find out the difference in aggressive behavior tendency between students treated with cognitive counseling and those treated with emotive technique to find out interaction effect between cognitive and emotive techniques and personality types on aggressive behavior tendency to find out the difference in aggressive behavior tendency between extrovert students treated with cognitive technique and those counseled using emotive technique to find out the difference in aggressive behavior tendency between introvert students treated with cognitive technique and those counseled using emotive technique.

The results of this study are expected to give positive contribution towards the development of the world of education, psychology, counseling, educational evaluation and research, primarily as reference for further relevant studies. In addition to their theoretical benefits, the research results are also expected to provide practical benefits for those working in education management. By providing the knowledge about aggressive behavior tendency in students as well as its preventive measures through proper counseling techniques, this study is useful for students, school counselors, parents and decision makers so they can bring about other preventive-educative approaches as solution to aggression phenomenon among students.

MATERIALS AND METHODS

This study uses quasi-experimental design with treatment by level design. Level A includes REBT counseling employing cognitive and emotive techniques while level B covers student's personality types limited to extrovert and introvert personalities. The research was conducted among students of Junior High School 4 Denpasar, Bali in January, 2016. As many as 108 students were selected as the research samples using purposive sampling technique. Data on aggressive behavior tendency and student's personality type were collected by questionnaire which validity and reliability had previously been tested. The technique of data analysis used is Analysis of Variance (ANOVA). The hypotheses examined are hypotheses on main effect on interaction effect and on simple effect.

RESULTS AND DISCUSSION

The calculation result of two-way ANOVA suggests that F-value among level of factors in the type of

counseling techniques (between columns) shows F_{value} of 9.99 while F_{table} for $df_A = 1$ and $df_D = 104$ at significance level of 0.05 at 5.175. It turned out that $F_{\text{value}} > F_{\text{table}}$. This indicates that the null hypothesis (H_0) showing that aggressive behavior tendency is non-existent between students treated with emotive technique and those treated with cognitive counseling technique is rejected. In contrast, alternative hypothesis (H_a) indicating a difference in aggressive behavior tendency between students treated with emotive technique and those treated with cognitive counseling technique is supported.

In addition to that, testing on interaction effect between rational emotive behavioral therapy counseling and personality types on aggressive behavior tendency was also conducted. The statistical hypothesis is formulated as follows:

$$H_a: \text{INT. } A \times B \neq 0$$

$$H_0: \text{INT. } A \times B = 0$$

The analysis result shows that $F_{\text{value}} = 41.03$ while F_{table} for $df_{AB} = 1$ and $df_D = 104$ is at significance level of 0.05 at 5.175. This means that $F_{\text{value}} > F_{\text{table}}$, thus, H_0 is rejected and H_a is supported. Hence, it can be concluded that there is interaction effect between rational emotive behavioral therapy counseling (cognitive and emotive techniques) and personality types on the decrease of aggressive behavior tendency in students.

Based on the result of data analysis for simple effect testing, it is shown that students with extrovert behavior treated with emotive counseling technique (A_1B_1) show an average of aggressive behavior tendency at 80.15 while the same type of students treated with cognitive counseling technique (A_2B_1) score by an average of 64.85 in their aggressive behavior tendency. Meanwhile, the calculation result of the two-way ANOVA shows that the value of Sum Square within (SSw) is at 69.01. Furthermore, Scheffe's test was conducted to determine which group is superior. From the test is obtained t_{value} at 6.8 whereas t_{table} by significance level of 0.05 is at 2.00.

Thet-Scheffe testing result is $t_{\text{value}} > t_{\text{table}}$ ($|t_{\text{value}}| = 6.800 > t_{\text{table}} = 2.000$). It shows rejection on the null hypothesis (H_0) indicating that extrovert students treated with emotive counseling has an aggressive behavior tendency which is no better than those dealt with cognitive technique. On the other hand, alternative hypothesis (H_a) that suggests extrovert students dealt with emotive counseling technique showing lower tendency of aggressive behavior is supported. Therefore, it is concluded that in students with extrovert personality, cognitive counseling techniques employed on them results in lower tendency of aggressive behavior compared to the emotive technique.

The analysis result of simple effect testing on introvert students subjected to emotive counseling technique (A_1B_2) scored in average of 66.63 in their aggressive behavior tendency while the extrovert students treated with cognitive counseling technique (A_2B_2) score an average of 71.82 in their aggressive behavior tendency. Meanwhile, the two-way ANOVA calculation result shows that the value of Sum Square within (SSw) is of 69.01. Further, testing using Scheffe's test was conducted to determine the superior group out of the two. The result shows t_{value} of 2.29 and t_{table} of 2.000 at 0.05 significance level.

It is then clear from the test that $t_{\text{hitung}} > t_{\text{table}}$ ($|t_{\text{value}}| = 2.29 > t_{\text{table}} = 2.000$). This indicates that null hypothesis (H_0) arguing that introvert students subjected to cognitive counseling technique show tendency of aggressive behavior no better than those subjected to the emotive technique is therefore rejected. Conversely, alternative hypothesis (H_a) suggesting that introvert students treated with emotive counseling technique show lower tendency of aggressive behavior than those treated with cognitive counseling technique is supported. Thus, it can be concluded that in students with introvert personality their tendency of aggressive behavior is lower among those subjected to emotive counseling technique than among those treated with the cognitive counterpart.

Based on the research findings elaborated in the last few paragraphs, it can be said that first students with extrovert personality are open to engage themselves in a dynamic society. Regarding to this change, REBT counseling seems to give positive contribution to the world of psychology (Trexler and Karst, 1972). It said that REBT has proven its greater efficacy compared to medical treatment or relaxation aiming at eliminating anxiety/emotional consequence due to indirect effect from various antecedent factors in addition to irrational belief of the individuals (Trexler and Karst, 1972).

The similar case with behavior in women. The modification of assertive behavior in women, comparing three types of therapy approaches, behavior rehearsal, rational behavioral therapy, a consciousness-raising group and a non treatment waiting list control, insolving difficulties in expressing opinion. Treatment was given to 64 female out patients. Both behavior rehearsal and rational behavioral therapy showed significant improvement in the content and paralinguistic scale of behavioral measure in treated case (Wolfe and Fodor, 1977). Similar effect was also generalized for therapeutic cases. Only RBT showed decreasing situational anxiety while consciousness-raising proved ineffective (Wolfe and Fodor, 1977).

In introvert personality, emotive technique is highly effective in reducing anxiety (Ghasemian *et al.*, 2012). It

showed that counseling with rational emotive behavioral therapy is efficacious in wiping out shyness, particularly in adolescents. It further argued that boys wiped out their shyness more rapidly than girl did (Ghasemian *et al.*, 2012; Thomson and Rudolf, 2000)

Furthermore, Kamal and Kumar (2015) conducted a research on the effect of rational emotif therapy counseling on self-esteem and aggressive behavior. The research found out that rational emotive therapy counseling is highly effective in boosting self-esteem and reducing aggression level among Indian adolescents.

The aforementioned findings prove the efficacy and consistency of rational emotive behavioral therapy counseling in dealing with issues faced by adolescents. Therefore, such therapy is worth implementing for authorities working in this particular field.

CONCLUSION

Overall, the research found that extrovert people which in this case are students are best treated with cognitive counseling technique while those with introverted personality will benefit more from emotive counseling technique.

In order to improve the quality of learning process and to minimize aggressive behavior tendency, it is suggested to school counselors and to those practicing counselingto properly employ cognitive and emotive techniques.

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