

Sibling Rivalry and Aggressive Behaviour on Stress Towards The 5.0 Community Era

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Abstract:

The community era of five point zero carries a specific impact on the college students. Digital pursuit has urged the college students to think and move faster but generated problems such as sibling rivalry, aggressive behaviour and stress. The objective of this research is to understand the relationship between sibling rivalry, aggressive behaviour and stress. The research population is the students of University of Wisnuwardhana Malang. Simple random sampling is used as sampling technique with the obtained sample of 101 individuals. The design of research is cross sectional. Data measurement instruments involve the Scales of Sibling Rivalry, Aggressive Behaviour and Stress, the validity test with Product Moment, the reliability test with Cronbach Alpha, the data analysis with multiple linear regression, and the hypothesis test. The result of the hypothesis test shows that sibling rivalry and aggressive behaviour are simultaneously the predictors of stress by significance level of $0.006 < 0.05$ with R-Square value of 0.141. This result indicates that the contribution of sibling rivalry and aggressive behaviour on stress is 14.1% which therefore the hypothesis is accepted.

Keyword: Sibling Rivalry, Aggressive Behaviour, Relationship, Stress

1. INTRODUCTION

Globalization lays down a path for the community era of five point zero. This era is marked by the change of livelihood support from agriculture-based economic to sophisticated technology, which mostly involves digital electronic equipment. A new lifestyle follows this digital development. Digital industry and worldwide people have been familiar with the community era of five point zero (or the 5.0 community era). Therefore, the current research offers an explanation about the implication of digital-based lifestyle to the community, particularly to the college students. In this context, this implication manifests in the form of problems, namely sibling rivalry, aggressive behaviour, and stress.

The covid-19 pandemic is one tragic event occurred during the 5.0 community era that successfully alters human life system. Many families are troubled with their incapacity to meet the livelihood. Every member of the family

starts to show a posture of hostility to each other. Sibling rivalry becomes a quite prominent case during this moment of trouble. Anything that compels the members in the same family to compete one another is absolutely improper. The immoderate competition for successful achievement among siblings, step-siblings, friends, students, and adults is always unhealthy.

Brothers and sisters easily fall into sibling rivalry. Envy for the affection given by the parent, the close relatives, or friends is the dominant cause of family quarrel. In addition, jealousy over the academic performance among teenagers, especially high school students, and also among college students, is the variant of this envy. The main problem is that the 5.0 community era is constructed over the digital base that requires high technological awareness. The family, including the academicians in the family, starts to find difficulty in dealing with psychological imbalance caused by

technological complexity, which later generates stress. As said by Gichara (2006), sibling rivalry is a posture of hostility and jealousy among the siblings.

Confronting high competition, someone may become more aggressive. However, high aggressiveness can precede high competition. Aggressive behaviour during the competition, however, can harm others verbally and physically. Consistent to the opinion given by Myers (2010), aggressive behaviour is indeed a behaviour intended to harm other individual verbally and physically.

Aggressive behaviour never makes psychological condition better. This behaviour invites someone to be easily furious and impertinent, which definitely will impair their mood and comfort. The risk of aggressive behaviour is always harmful and distressful not only to the self but also to the others. Someone with aggressive behaviour is like drawing themselves towards self-distress and self-discomfort and also provoking unpleasant situation on the others. Correspond to Atkinson (2008), aggressive behaviour is indeed meant to hurt the others and destroy their property.

Under the era of digital development, the individuals are thinking and walking faster and their mood is easily changing. The covid-19 pandemic and the fluctuation of infection level have imposed their psychological condition into uncertainty, which later put them under the stress. The drastic psychological change during the pandemic stimulates the indecent competition among the academicians, who are surprisingly also experiencing sibling rivalry in the family. Violent competition in surviving the pandemic tempts the individuals to become highly aggressive which later creates stress on themselves and also on the others. According to Santrock (2003), stress is a response given by the individual to an event or a situation (*stressor*) that may threaten and disturb the capacity of someone to handle (*coping*).

Sibling rivalry and aggressive behaviour can affect psychological condition of academicians and stress will be the immediate consequence of this condition. By taking this statement as a background, the problem of this research is formulated as follows: “What is the contribution of sibling rivalry and aggressive behaviour on stress among the college students in the 5.0 community era?” The objective of research is then to understand the relationship between sibling rivalry, aggressive behaviour and stress among the college students in the 5.0 community era. Theoretical benefit of this research is that the result of this research can be used as a base to develop clinical psychology. Practical benefit is that this research can be applied by educative institutions as reference material in teaching about the impact of sibling rivalry and aggressive behaviour on stress among the college students.

THEORETICAL REVIEW

Stress

There are many definitions of stress. One definition of stress describes stress as an emotional response in case of pressure. The degree of this response may differ among individuals (Santrock, 2003). Other definition of stress is offered by Selye (1950) who said that stress is a physical response due to the pressure from inside or outside of the body. In certain degree, a condition of stress can develop into a condition of distress when stress disturbs certain organs of the body. Stress symptom is differentiated into physical symptom and psychological symptom. Stress can be classified as negative and positive. The positive stress is called *eustress* (good stress) (Sriati, 2008).

Stress is caused by factors called *stressor*. Pursuant to Sriati (2008), stressor is a condition that stimulates the occurrence of stress on the individuals. Stressor produces a certain degree of vulnerability on the individuals. Vulnerability level in responding stress is

affected by *coping capacity* that the individuals have. Stress response mechanism is determined by four psychological elements, namely control, predictability, perception and coping response. Good control from the individuals over the stressor will enable them to reduce the intensity of their stress response. Predictability refers to the capability of individuals in predicting stressor by ensuring whether stressor is controllable or uncontrollable. The perception of individuals concerning how to deal with the stressor may increase or decrease the stress response. Coping response from every individual will affect the effectiveness of the mechanism used to deal with the intensity of stress response. Furthermore, stress is divided by Sarafino (1994) into two aspects, namely biological aspect and psychological aspect. For the biological aspect, the individuals with stress are often experiencing disturbances such as sleep disorder, headache, digestive disorder, skin blotch and appetite loss. For the psychological aspect, the individuals with stress are showing several disorders, such as: cognitive disorder, which is indicated by the loss of concentration and recalling capacity; emotional disorder, which manifests through unstable emotional condition; and behavioral disorder, which is characterized by negative behavior in the relationship with others (Gunawati, 2006).

More specifically, stress is elaborated by Rahman (2009) into four symptoms, respectively physical symptom, emotional symptom, intellectual symptom and interpersonal symptom. Physical symptom is associated with disease disorder which is affecting the body organs. Emotional symptom is related with the unstable emotional condition during the occurrence of stress. Individuals with stress also experience what so called intellectual symptom which manifests through the loss of cognitive ability and thinking capacity. Interpersonal symptom is indicated by the difficulty experienced

by the individuals in building interpersonal relationship with other individuals around them.

Aggressive Behaviour

Aggression is an impulsive deed oriented towards violence and probably crime (Coccaro, 2003). Other definition of aggression is given by Parke and Slaby who perceive aggression as a behaviour intended to harm and hurt someone. Next, Loeber defines aggression as anti-social behaviour that causes physical and mental losses. Aggressive behaviour potentially develops into criminal behaviour that usually set the law at defiance (Eisenberg, 2006). This opinion is supported by Buss through a statement that aggression is a behaviour intended to harm and hurt the targeted individuals or objects physically and verbally as well as directly and indirectly (Morgan, 1989). Other opinion is extended by Goble who views aggression as a reaction to the frustration over incapability to meet the base necessity, which confirms that aggression is not individual instinct (Safaria, 2012).

In addition, aggressive behaviour is differentiated by Buss into eight, respectively 1) directly active physical aggressive behaviour (for example, kicking); 2) indirectly active physical aggressive behaviour (for example, framing others to be unfortunate); 3) directly passive physical aggressive behaviour (for example, keeping inaction); 4) indirectly passive physical aggressive behaviour (for example, rejecting to do something); 5) directly active verbal aggressive behaviour (for example, speaking harshly); 6) indirectly active verbal aggressive behaviour (for example, spreading lies); 7) directly passive verbal aggressive behaviour (for example, hushing others); and 8) indirectly passive verbal aggressive behaviour (for example, keeping silent) (Nashori, 2008). Furthermore, Bush and Perry (1992) classify aggressive behaviour into four aspects, namely physical, verbal, anger

and hostile. The first two aspects, physical aggression and verbal aggression, are representing the motoric component of the body. The other aspects, anger and hostile, are referring to the affective and cognitive components.

Moreover, aggressive behaviour, as stated by Sadli, has many constitutive elements, such as: a) self-defense, which is expressed through hostility and destruction; b) resistance against discipline, which is done through activities considered pleasure but transgressing the law; c) egocentric in which the individuals give priority to their self-interest and suppress the others for the favour of their goal and ambition; d) superiority in which the individuals feel being the best and allowing themselves to underestimate and to do any harms to the others; e) excessive prejudice against others; and f) authoritarian (Adji, 2002).

Sibling Rivalry

Sibling rivalry is a competition among the sibling. According to Haritz (2008), sibling rivalry often occurs during early childhood and school age. Fortunately, sibling rivalry is not permanent because the intensity of sibling rivalry is gradually declining with age although sibling rivalry does not disappear in the adulthood. Sibling rivalry is mostly caused by the imbalancing affection from the parent to the children (Setiawati, 2007)

There are several aspects that influence sibling rivalry, which as specified by Yati and Mangunsong (2008) are: 1) communication aspect, where good communication in the family will minimize sibling rivalry; 2) affective aspect, where the parent shall express their affection to the children at least to keep them in comfort; and 3) motivation aspect, where the self-motivation of the children is greatly affected by the parental ambition or the environmental pretention.

As said by Hurlock (2002), sibling rivalry has five forms, respectively: 1) among the sibling who refuse to help and

cooperate each other; 2) among the sibling who refuse to share each other; 3) aggressively assault act; 4) a tendency of telling on other mistake to the parent; and 5) a tendency of destroying the possession of others.

2. METHOD OF RESEARCH

The independent variable of this research is sibling rivalry and aggressive behaviour whereas the dependent variable is stress. The research population is the students of University of Wisnuwardhana Malang. Simple random sampling is used as sampling technique with the obtained sample of 101 individuals.

Several blueprints are used as the base to construct the measuring instruments. The Scale of Stress is designed based on the blueprint, precisely a theoretical concept, proposed by Rahman (2009) who divided stress into four aspects. First aspect of stress is physical aspect consisting of headache, sleep upset, and too many errors at work. Emotional aspect as the second aspect of stress comprises anxiety, sad, and nervous. Third aspect of stress is intellectual aspect which includes the difficulty in concentrating, the difficulty in making decision and the difficulty in recalling. Interpersonal aspect as the fourth aspect of stress involves losing trust on others, blaming others easily, and attacking others with words.

The Scale of Aggressive Behaviour is designed based on the blueprint, or a theoretical concept, written by Sadli (in Adji, 2002) who elaborated aggressive behaviour into six aspects. First aspect is self-defense with the indicators of how the individuals show a posture of hostility, a posture of resistance, and a deed of impairment. Second aspect is resistance against discipline with the indicator of activities considered pleasure but potentially transgressing the law. Third aspect is egocentric with the indicator of an attitude that gives priority to self-interest over others. Fourth aspect is superiority with the indicator of the

individuals who feel being the best over the others. Fifth aspect is excessive prejudice with the indicator of an attitude that look the others down by considering them as irrational. Sixth aspect is authoritarian with the indicator of the individuals with hard and rigid characteristics.

Finally, the blueprint that underlies the Scale of Sibling Rivalry is a theoretical concept offered by Yati and Mangunsong (2008) who differentiated sibling rivalry into three aspects. First aspect is communication with three indicators, respectively environmental demand, parental demand, and communication fluency. Second aspect is affective with also three indicators, namely expression of affection, attention from the parent, and attention from the family. Third aspect is motivation with two indicators, respectively the individual interest on themselves and the parental interest on the children.

Later, all the scales above are put on validation test with Product Moment and also on reliability test using Cronbach Alpha. In detail, the Scale of Stress has 14 items reported as valid with alpha value of 0.870. The Scale of Aggressive Behaviour has 26 valid items with alpha value of 0.930. The Scale of Sibling Rivalry has 24 items considered as valid with alpha value of 0.862.

After ascertaining that the measuring instruments are valid and also reliable, then the instruments are used to take data in the field through the predetermined research sample. Consistent to the objective of research, which is to understand the relationship between sibling rivalry, aggressive behaviour and stress, therefore, the design of this research is cross-sectional. The collected data are then analyzed with multiple linear regression. Hypothesis test is implemented with the assistance of a computer program named Statistical Package for the Social Sciences (SPSS) Version 22 for Windows.

3. RESULT

Multiple Linear Regression has been applied on research variables, respectively sibling rivalry, aggressive behaviour and stress. The result of the hypothesis test shows that sibling rivalry and aggressive behaviour are simultaneously the predictors of stress by significance level of $0.006 < 0.05$ with R-Square value of 0.141. This result indicates that the contribution of sibling rivalry and aggressive behaviour on stress is 14.1% which therefore the hypothesis is accepted.

Based on the result above, there is indeed a relationship between sibling rivalry, aggressive behaviour, and stress among the college students towards the 5.0 community era.

4. DISCUSSION

The result of the hypothesis test reveals that sibling rivalry and aggressive behaviour are simultaneously the predictors of stress by significance level of $0.006 < 0.05$ with R-Square value of 0.141. This result informs that the contribution of sibling rivalry and aggressive behaviour on stress is 14.1%. By this result, there is a relationship between sibling rivalry and aggressive behaviour on stress of the college students. Aggressive behaviour is a violent deed intended to harm and hurt the targeted individuals or objects physically and verbally. The target in this context is the college students. Sibling rivalry is the source of unhealthy competition among the members of the family. Although the rivalry emerges in the early childhood, the competition remains persistent until the age of college.

Aggressive behaviour can trigger sibling rivalry among the college students in their family. The college students have been under pressure to attain the expected performance towards the 5.0 community era but covid-19 pandemic has put them in a peculiar problem which later forces them to suffer stress. In conformity with the opinion given by Santrock (2002), stress is

a response given by the individual to *stressor*, which is a condition or a situation considered disturbing or even threatening the viability of the individual.

Sibling rivalry and aggressive behaviour are two psychological conditions that always have causal relationship. Both conditions tend to form a chain of competitive attachment which in case of uncontrollable, both become worse for the family and also for the environment outside the family. The relationship between sibling rivalry and aggressive behaviour can drive someone into stress which is also followed by the imbalance in physical, emotional, intellectual and interpersonal conditions. In keeping with the statement conferred by Fausiah (2007), stress experienced by the individual is a part of a process in assessing an event to make certain whether this event is threatening, challenging or dangerous and to ensure that physiological, emotional, cognitive and behavioral responses will be given in decent and proper ways.

Psychological practitioners often report the cases where the stress experienced by school teenagers and college students is emanating from aggressive behaviour in the form of physical and verbal bullying. The unhealthy competition among these students is triggering this deed of bullying. Besides, stress is also caused by internal and external factors. Internal factors of stress are physical condition, individual behaviour, cognition level, living standard, and emotional condition. External factors of stress include physical environment consisting of noise, pollution and illumination; job environment comprising recurrent job and monotonous job; and socio-culture environment encompassing the competition between the individuals. According to Bartsch and Evelyn (2015), stress is a tension, a burden or a pressure sensed by the individuals in the presence of demand or expectation that will challenge their capability in dealing with life problems.

Concerning with cognitive factor, most of college students believe that their stress condition is caused by a huge demand put by the environment on them. The college students then conduct the so called cognitive assessment to understand their life events or experiences. This assessment helps the college students to ensure whether certain cognitive condition is dangerous and threatening and also to make certain whether the college students are capable to deal with this condition effectively. In general, the aspects of stress experienced by the college students, including physical, emotional, intellectual, and interpersonal aspects, are not yet studied deeply by the psychologists. In compliance with the opinion extended by Harding (2006), aggressive behaviour is an assault which is always harmful, impolite, hostile and mentally damaging.

The statement above is sharpened by Santrock (2002) who said that the socio-cultural factors behind stress are acculturation stress and socio-economical stress. Acculturation stress is occurred during the adaptation to a new culture which often involves direct contact and recurrent friction between two or more groups of different culture. Socio-economical stress is occurred when socio-economical status is widely asymmetric. The low and middle classes in the developing country often encounter poverty as their main problem. Being poor is giving a bad consequence on children, parent, and also the family. One reasonable consequence of the poverty is a stress. Besides poverty, there are another reasons behind stress occurrence among the poor, such as bad economic climate, slum dwelling, heavy responsibility over the family, and unfavourable environment.

Moreover, the rivalry among the college students can generate stress in various levels, such as mild, medium and heavy, depending on personality and ego strength. The competition between the college students with their siblings, their friends, and other students, can be highly

aggressive which may later give aversive stimulus to the other college students. In the real world, the college-based competition tends to be aggressive where every college student has been expected to attain their own goal regardless the interest of other students. The persistent effort of the college students to attain their goal sometimes may harm other students. The risk of being harmed can impel other students to avoid any existing stimulus for attaining their own goal. Aggression through behaviour is truly damaging the interest of others.

On the other hand, the individuals with little stress tend to be positive and productive. These individuals are actively engaged in the competition of sports, enjoying the competition to win their beloved girl, and giving endeavour to make their project successful. Under the circumstance of heavy and negative stress, the individuals often find themselves in the open wild competition. The unhealthy competition usually involves aggressive behaviour where the individuals will use any measures to harm and hurt others for the sake of their own goal. In accordance with the opinion stated by Yusuf (2006), stress may derive from internal and external factors. Internal factor comprises physical and psychological factors whereas external factor consists of family issue, authoritarian parent, poor domestic economic, and hostile neighbourhood.

The consensus of previous studies on aggression has stipulated that aggression is a behaviour committed by certain individual in order to harm and hurt other individual physically, verbally and psychologically. Principally, aggression is a behaviour intended to harm the targeted individual. In this situation, the targeted individual shall break their trust on the potential perpetrator and develop strong motivation to avoid aggressive behaviour. On the word of Hanurawan (2010), stress is a reaction of certain organism to *unpleasant stimulation*. Therefore, stress must be understood as the interactive

relation happening between physical, physiological and psychological systems.

Stress among the college students is a condition induced by different idealism proposed by certain students or by the environment where the students belong to. The discrepancy between the expectation and the realization is the most frequent cause of stress among the students. Physiologically, adolescents are often occupied by high stress level because adolescence is when the teen-age children must adapt physically and emotionally to the new problem of life. In the context of this research, for welcoming the 5.0 community era, the college students need to understand any indicators that challenge their academic life, including sibling rivalry. As previously told by Shaffer (2002), sibling rivalry is a competition, a jealousy, and even an animosity among the siblings, usually between the old and the young.

The emergence of rivalry may take source from less effective communication, partial affection, and less motivation to do a good deed. These sources alone are more than enough to create stress among the college students. In agreement with the opinion given by Wade and Tavis (2007), stress can be positive and negative. However, whether stress is positive or negative depends on the response given by the individual to the stress. Indeed, dealing with stress, the individual needs coping and adaptation. Unfortunately, there is what so called *general adaptation syndrome* in which stress is considered damaging the body regardless of whether the stress is positive or negative.

Finally, by taking into consideration of the findings concerning the aspects of sibling rivalry, aggressive behaviour and stress, therefore, this research is able to construct a new theoretical concept to conclude the relationship between theoretical base and direct experience on the field. The research found that the college students have spent their endeavour to solve their rivalry in

order to produce the healthier competition. The unhealthy rivalry has generated stress among the college students which absolutely put them on the observation of their lecturer. Stress symptoms, such as physical, emotional, intellectual, and interpersonal symptoms, are easily seen by the lecturer and this situation is giving a moment of clumsiness to the college students. Following up this matter, the college, precisely the University of Wisnuwardhana Malang, shall prepare the students with the needed competence to control their stress either at home or in the campus. This competence is enabling the students to be closer to the 5.0 community era.

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