

Contribution of Narcissistic Tendencies and Social Rejection to Aggressive Behavior of Male Students

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Abstract: Aggressive behavior in adolescents, especially in male students, is often influenced by two significant factors: narcissistic and social rejection. This study aims to analyze the contribution of narcissistic tendencies and social rejection experiences to aggressive behavior of male students at State Vocational School 5 Padang. The phenomenon of aggressive behavior is often influenced by psychological and social factors, including narcissistic tendencies and social rejection, which can worsen interactions between students. The sample of this study consisted of 182 male students selected by purposive sampling. The method used was quantitative with a correlational approach, using a questionnaire instrument that measured narcissistic tendencies (NT), experiences of social rejection (ESR), and aggressive behavior (AB). Data analysis showed that narcissistic tendencies have a significant contribution to aggressive behavior, with a fairly high correlation coefficient ($r = 0.374$, $p < 0.05$). Meanwhile, social rejection also showed a significant contribution to aggressive behavior ($r = 0.507$, $p < 0.05$). A significant contribution between narcissistic tendencies and social rejection ($r = 0.524$, $p < 0.05$). These findings indicate that students with high narcissistic tendencies and experiences of social rejection tend to be more prone to exhibit aggressive behavior. The importance of psychological and social interventions in the school environment to minimize aggressive behavior and improve students' social relationships. Holistic approach strategies and social support are expected to reduce the negative impact of narcissistic tendencies and experiences of social rejection, thus creating a more conducive learning environment.

Keywords: Aggressive behavior; Male students; Narcissistic tendencies; Psychological intervention; Social rejection

Introduction

Youth violence is a complex phenomenon (Mukred et al., 2024; Nasution, 2023). It is a complex phenomenon, especially among male students, that affects school and community environments (Buulolo, 2023; McGregor et al., 2023; Pahmi et al., 2024).. This phenomenon not only has a negative impact on the victim, but also on the perpetrator, who often faces long-term consequences both psychologically and socially (Nasution et al., 2023)). Recently, there have been many cases of offenses and

violence that have occurred among teenagers. The Padang city education office noted that almost every month there are brawls, January to June 2023 as many as 88 students were involved in brawls, 35 students were coached, and 9 students were legally processed (Prasetyo et al., 2024; Selviani et al., 2024; Swapena, 2023).. Supported by the video of student stabbings in Padang City which has been followed up by the Padang Police, one perpetrator was arrested, and one is fugitive. The victim was a student of State Vocational School 5

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Padang. This case was triggered by an old grudge due to a brawl between schools. (Sumbar Inews, 2023).

Aggressive behavior is caused by a sense of discomfort, a sense of suffocation, a sense of restraint (Cusack, et al., 2018)) in a very strong degree as a result of conflicting drives in a child, which also strongly give birth to excessively aggressive actions (Orakzai, 2022; Prasetyo T. et al., 2024). (Orakzai, 2022; Prasetyo, et al., 2024). Various factors have been identified as triggers for aggressive behavior, one of which is narcissistic tendencies and social rejection (Kjærøvik et al., 2022). (Kjærøvik & Bushman, 2021; Lambe, et al., 2018).

Individuals with narcissistic tendencies tend to have an exaggerated view of themselves, feel superior, and lack empathy for others. (Jang, et al., 2024; Leniarska et al., 2024).. Narcissism can increase the risk of aggressive behavior when individuals feel their self-esteem is threatened or do not get the recognition they want, besides social rejection also plays a significant role in triggering aggressive behavior (Sánchez-Gómez & Vázquez-Suárez, 2024; Valachová & Lisá, 2025).. In addition, social rejection can cause individuals to feel isolated, angry, and frustrated, which in turn can trigger aggressive reactions as a form of venting negative emotions (Orakzai, 2022; Sari, et al., 2023). Individuals who experience social rejection tend to exhibit aggressive behavior in response to the rejection (Leary, et al., 2023; Leary, 2019).

The increase in aggressive behavior, especially among adolescents, has an impact on the psychological and social environment (Estévez et al, 2018; Ilyasov, et al, 2019). Therefore, the author seeks to explain recent developments related to the contribution of Narcissistic Tendencies and Social Rejection to Male Students' Aggressive Behavior at State Vocational School 5 Padang. This research is expected to contribute to the handling of aggressive behavior among students. In addition, it is expected to provide a foundation for the application of guidance and counseling in the future and can contribute to the development of science in the field concerned.

Method

This study uses a quantitative approach with a correlational research type of research. This study aims to determine how much narcissistic tendencies and social rejection contribute to the aggressive behavior of male students at State Vocational School 5 Padang. The quantitative approach was chosen because it allows data collection in the form of numbers to be analyzed using statistical techniques to see the relationship between variables.

The subjects in this study were all male students of class XI State Vocational School 5 Padang totaling 182 people. The sampling technique used purposive sampling technique. The sampling criteria for this study are as follows: Male students, Narcissistic, Learners who do social rejection at school, and Learners who commit physical aggressive acts, such as fighting at school, verbal aggression, such as saying dirty words. The data collection technique used in this study is using a questionnaire with a Likert scale. The scale is used to measure narcissistic tendencies, social rejection and aggressive behavior. Then the instrument feasibility test was carried out with a validity test, reliability test using the help of the Statistical Product and Service Solution (SPSS 23.00) program.

The instruments used in this study include: Narcissistic Tendencies Questionnaire which contains 27 items that assess the narcissistic aspects of students based on the psychological theory of narcissism. Social Rejection Questionnaire which consists of 17 items that measure students' perceptions of the social rejection they experience at school. Aggressive Behavior Scale consisting of 18 items measuring students' physical and verbal aggressive behavior.

This research was conducted in several stages as follows: The researcher prepared the research instrument (questionnaire) and obtained permission from the school to conduct the research. Data collection was carried out through distributing questionnaires to male students who were selected as samples. Students were instructed to fill out the questionnaire honestly and confidentially, for more details can be seen in Figure 1.

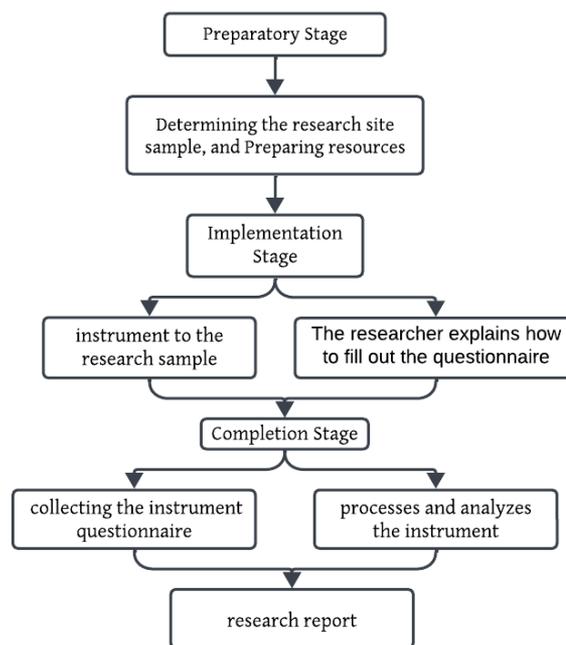


Figure 1. Research Flow

The data obtained were analyzed using simple and multiple linear regression analysis to test the relationship between the independent variables (narcissistic tendencies and social rejection) and the dependent variable (aggressive behavior).

The prerequisite test analysis in this study used the Kolmogorov-Smirnov normality test analysis. after that the data was tested for linearity In this study, the linearity test calculation used the double regression line equation. The criteria for drawing conclusions are, if $F_{hitung} > F_{tabel}$ at the significance level $\alpha = 0.05$, then it can be said to be linear. next Test the multicollinearity assumption. by looking at the Variance Inflation Factor (VIF) value for each predictor. To be free from symptoms of multicollinearity, the VIF value is below 10. For hypothesis testing, simple correlation analysis and multiple regression analysis techniques are used which are assisted by using the SPSS version 23.00 program.

Result and Discussion

Based on verification of the collected research data, there were 182 male students. This research data includes variables of narcissistic tendencies, social rejection, and aggressive behavior.

Table 1. Distribution of Levels of Narcissistic Tendencies, Social Rejection, and Aggressive Behavior.

| Variables | Category | Percentage (%) |
|---------------------------------------|-----------|----------------|
| Narcissistic tendencies (NT) | Very High | 2.20 |
| | High | 9.34 |
| | Medium | 15.93 |
| | Low | 39.56 |
| Experiences of social rejection (ESR) | Very Low | 32.97 |
| | Very High | 0.55 |
| | High | 6.59 |
| | Medium | 19.78 |
| aggressive behavior (AB) | Low | 34.07 |
| | Very Low | 39.01 |
| | Very High | 2.20 |
| | High | 9.34 |
| | Medium | 15.93 |
| | Low | 39.56 |
| | Very Low | 32.97 |

Based on the results of the analysis of Table 1 above, it is known that the data on narcissistic tendencies of male students at State Vocational School 5 Padang as a whole are in the very low category, with details of 182 male students there are 60 male students with a percentage of 32.97%, social rejection variables there are 71 male students with a percentage of 39.01%, and aggressive behavior there are 60 male students with a percentage of 32.97%.

The analysis requirements test carried out on this research data is normality test, linearity test and multicollinearity.

Table 2. Normality Test Results for each variable

| Variables | p-value | Description |
|-----------|---------|-------------|
| NT | 0.200 | Normal |
| ESR | 0.200 | Normal |
| AB | 0.200 | Normal |

Note: $p > 0.05$ is normal

It can be seen in table 2 that the P-value score is greater than the predetermined significance (0.05). This means that the data from the three variables are normally distributed.

Table 3. Linearity Test Results for each variable

| Variables | F count | F table | Description |
|-----------|---------|---------|-------------|
| NT-AB | 1.102 | 3.05 | Linear |
| ESR-AB | 1.653 | | Linear |

Based on the linearity test results in table 3 above, the linearity test results show that the NT-AB variable is linear with $F_{hitung} (1.102) > F_{tabel} (3.05)$. Furthermore, the ESR-AB variable is linear with $F_{count} (1.653) > F_{table} (3.05)$.

Table 4. Multicollinearity Test Results for each variable

| Variables | Tolerance | VIF | Description |
|-----------|-----------|-------|----------------------|
| NT-AB | 1.000 | 1.000 | No Multicollinearity |
| ESR-AB | 1.000 | 1.000 | No Multicollinearity |

Based on the calculation results of Table 4 above, it can be seen that the *VIF* value of Narcissistic Tendencies is 1,000 and the *VIF* value of social rejection is 1,000. thus both *VIF* are smaller than 10. This means that there is no multicollinearity between narcissistic tendencies and social rejection with aggressive behavior.

Table 5. Simple and Multiple Regression Test Results

| Variables | r | R square | Sig. |
|-----------|-------|----------|-------|
| NT-AB | 0.374 | 0.140 | 0.000 |
| ESR-AB | 0.507 | 0.257 | 0.000 |
| NT,ESR-AB | 0.524 | 0.275 | 0.000 |

Based on Table 5 above, it can be seen that the rcount of narcissistic tendencies with aggressive behavior is 0.374 with a Sig (2-tailed) value of $0.000 < (\alpha) 0.05$, meaning that narcissistic tendencies have a significant contribution. rcount of narcissistic tendencies with aggressive behavior is 0.257 with a Sig (2-tailed) value of $0.000 < (\alpha) 0.05$, this means that social rejection has a significant contribution to the aggressive behavior of male students. The multiple regression coefficient between narcissistic tendencies and social rejection with

aggressive behavior of male students is 0.524 with a Sig (2-tailed) value of $0.000 < (\alpha) 0.05$, there is a significant contribution between narcissistic tendencies and social rejection with aggressive behavior of male students. This means that the correlation between narcissistic tendencies and social rejection with aggressive behavior has a strong closeness.

Table 6. Simple and Multiple Regression Test Results

| Model | Unstandardized | T | Sig. |
|------------------------------|----------------|-------|-------|
| | Coefficients | | |
| | B | | |
| Constant | 14.841 | 3.577 | 0.000 |
| Narcissistic Tendencies (NT) | 0.148 | 2.081 | 0.039 |
| Social Rejection (ESR) | 0.449 | 5.764 | 0.000 |

Based on Table 6, it can be seen that the t_{count} value of narcissistic tendencies is 2.081, the t_{count} value of social rejection is 5.764, while t_{tabel} is 3.577, so the t_{count} value $> t_{tabel}$ with significance < 0.05 . These results mean that the regression equation obtained is significant.

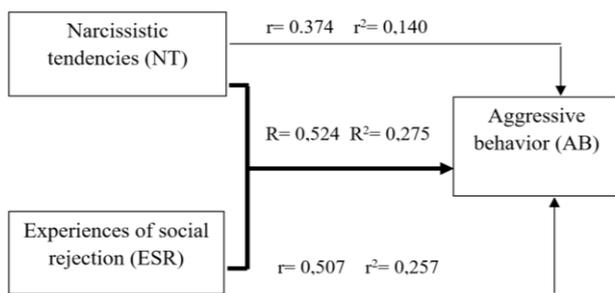


Figure 2. Contribution of Narcissistic Tendencies and Social Rejection to Aggressive Behavior

Figure 2 above shows that the direction of narcissistic tendencies and social rejection with aggressive behavior is different. The social rejection variable contributes more to aggressive behavior than the narcissistic tendency variable, but together the two variables contribute to aggressive behavior.

This study is in line with the findings of previous studies which explain that narcissistic tendencies and social rejection contribute significantly to the increase of aggressive behavior in male students (Rousseau et al., 2023; Zajenkowski et al., 2023). These results suggest that both variables have a positive influence on aggressive behavior, thus strengthening the hypothesis that psychological factors such as narcissism and negative social experiences, such as rejection, play an important role in the formation of aggressive behavior in adolescent boys.

One mechanism that may explain this relationship is the low self-esteem possessed by individuals with

narcissistic tendencies. People with high narcissism tend to have fragile self-esteem, even though they exhibit a sense of superiority and a desire to be noticed. When their self-esteem is threatened, for example by social rejection, they tend to respond with aggression as a form of defense mechanism (Kupferberg & Hasler, 2023). This reaction is triggered by feelings of anxiety and humiliation arising from the threat to their self-image, so they use aggression to maintain their sense of superiority and cope with the resulting emotional discomfort.

The combination of narcissism and social rejection can also foster feelings of anger and resentment, further encouraging aggressive behavior as a form of revenge (Esman, 2020). Social rejection, which often leads to isolation or feeling unwelcome in social groups, exacerbates the emotional state of individuals with narcissistic tendencies. These feelings of disrespect then encourage individuals to express their anger in the form of more violent behaviors, such as verbal or physical aggression.

Lack of empathy is also an important factor in explaining why individuals with narcissistic tendencies are more likely to engage in aggression. Without the ability to feel or understand the impact of their behavior on others, they find it easier to vent their anger without considering the consequences (Esman, 2020). In this context, aggression becomes a means to gain attention or express their dissatisfaction without worrying about possible social reactions.

In addition, aggression can be seen as an attempt to restore a self-image or status that they feel is threatened (Padli, et al., 2024; Sari, et al., 2023). In a society where social status is highly valued, individuals with narcissistic tendencies may feel that violence is an effective way to “restore” their self-image, especially when they feel humiliated or disrespected (Fanti, Di Sarno, & Di Pierro, 2023). Aggressive behavior becomes a way to reinforce their position and regain the sense of superiority they perceive they have lost.

Social rejection also increases the level of emotional frustration that often triggers emotional outbursts and impulsive behavior. Persistent frustration can create a fragile inner atmosphere, where impulsivity and angry outbursts arise as a reaction to the inability to cope with social rejection or feelings of not being accepted. This is an indicator that individuals who experience persistent social rejection are more prone to aggressive behavior that is difficult to control.

Finally, aggression in individuals with narcissistic tendencies may serve as a means of gaining validation, albeit in the form of negative attention. In some cases, they may feel that by acting aggressively, they can attract attention from others, even if that attention is negative (Connor et al., 2019). Validation through

aggression, although not constructive, gives them a sense of being noticed, which is much needed by individuals with narcissistic disorders.

Overall, both narcissistic tendencies and social rejection play an important role in increasing aggressive behavior in male students. These two factors interact with each other to exacerbate the emotional and psychological state of students, creating aggressive patterns that may be difficult to change without proper intervention. Therefore, it is important for schools and parents to pay more attention to these factors to reduce the potential for aggressive behavior among adolescent boys.

Conclusion

This study shows that narcissistic tendencies and social rejection each have a significant contribution to the aggressive behavior of male students at State Vocational School 5 Padang. Decreasing narcissistic levels and increasing more inclusive social relationships can be an effective approach in reducing aggressive behavior among students. Therefore, interventions that prioritize improving students' emotional and social intelligence need to be implemented in schools to create a more harmonious and productive environment. This study shows that narcissistic tendencies and social rejection each have a significant contribution to the aggressive behavior of male students at State Vocational School 5 Padang. Therefore, interventions that prioritize the improvement of students' emotional and social intelligence need to be implemented in schools to create a more harmonious and productive environment.

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Conflicts of Interest

The authors declare no conflict of interest."

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