

THE RELATIONSHIPS BETWEEN SOCIAL INTELLIGENCE AND AGGRESSION OF STUDENT'S

Neelu Gupta

*Research Scholar, Department of Psychology,
IASE Deemed University, Sardarshahr District Churu, Rajasthan, India*

Abstract: Recently most of our school classes are notorious for theft, bullying, ragging, rapes, and even for murder. This is because of ill treatment of our students in their classroom, mal administration of educational institutions, and etc. diminishing social norms is also an important matter here. India is also witnessing the incidents of juvenile delinquency. Reports show that the problem of student aggression is increasing day by day. The study concerning the social pattern, social acceptance, social intelligence, aggressive nature among students.

Keyword: Social Intelligence, Aggression, Student, Relationship.

Introduction: Social intelligence is one of the thrust areas in the educational researches. Aggressive behaviour among students is closely related with social intelligence of them. Many studies have proven the relationship between these two variables. Social intelligence is the ability to understand the society, and its heartbeats for fruitful and effective involvement in the circulatory process of society like oxygen in human body. The other side of social intelligence is not empty. It is comprised of confusions, chaos, problems, aggressions, and agitations. Aggression is one of the opposites of social intelligence and is any form of behavior directed towards the goal of harming or injuring another living one who is motivated to avoid such treatments. Educational researchers have a great enthusiasm to study this student's age, the period of gigantic transition. Why? It is because of the peculiarities of the period. During adolescence students try to understand more about society, Social relations, social approval, dealings, respect, and social identity and so on. They begin the social contact in a wider sense, approach various social institutions in a novel way, develop morale, and understand taboos, standards, and mores of society. Their behavioral aspects have been undergone many changes in a rapid manner. Some of them accept society with increased social awareness and some of them may become agitators, aggressors, bullies, or even criminals. Adolescence is really a period of stress and confusions. They have confusion on all the aspects of life. It is a transition stage and thus is the period of psychological imbalances among students. He is neither a child nor an adult. Other than the conventional forms of measurement of intelligence there are other forms or types of intelligence those we can use in the assessment and evaluation of people. The innate capabilities of human beings have various facets and should not only be limited to one or two measurements. In fact, there are multiple types of intelligence that may appear in various intensities and combinations for people. Some may be lacking with one and some may have a good mixture of most intelligence. That variety of combinations stems from the development of the person and is largely determined by the type of environment and the biological factors relating to the development of such intelligence.

Objective of the Research:

1. To measure the extent of social intelligence among students.
2. To measure the extent of aggression among students.
3. To find out the relationship between social intelligence and aggression.
4. To compare the students in their social intelligence.
5. To compare the students in their aggression.

Review of Literature: Thorndike (1920) defined Social Intelligence as "the ability to understand others and act wisely in human relations". It is a key element in what makes people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. It is the

capacity to know oneself and to know others is an inalienable part of the human conditions as is the capacity to know objects or sounds, and it deserves to be investigated no less than these other "less charged" forms, Gardner (1983).

Social Intelligence or social competence is the ability to understand the feelings, thoughts and behaviors of persons in social or interpersonal situations and to act appropriately, based on that understanding. Social competence has long been regarded as a fundamental aspect of human capabilities, Thorndike (1927) in an early formulation suggested three types of intelligence, one of which was social competence, is a broad construct that includes demographic adaptive behavioral and social skill variables.

According to Cantor and Kihlstrom (1987), Social Intelligence is specifically geared to solving the problems of social life, and in particular managing the life tasks, current concerns or personal projects which the person selects for him or herself, or which other people impose on him or her from outside.

Andreon (2006) in his study Social Preference, Perceived Popularity and Social Intelligence-Relations to Overt and Relational Aggression, revealed that the Social Intelligence is a predictor of Aggression. Social Intelligence evaluated only with respect to the domains and contexts in which it is exhibited and the life tasks it is designed to serve. And even in his case 'adequacy' cannot be judged from the viewpoint of the external observer but rather from the point of view of the subject whose life tasks are in play.

Greenspan (1979) proposed a hierarchical model of Social Intelligence, in which Social Intelligence consists of 3 components: Social Sensitivity, Social Insight and Social Communication. Liff, S. B. (2007) revealed in his article 'Social and emotional intelligence: applications for developmental education' the very real, if not causal, relationship between social and emotional intelligence and success in college. Student needs and faculty capacities to address those needs are the focus.

Reader and Kevin (2002) in a study entitled 'Social intelligence, innovation, and enhanced brain size in primates' revealed an empirical link between behavioral innovation, social learning capacities, and brain size in mammals. The ability to learn from others, invent new behaviors, and use tools may have played pivotal roles in primate brain evolution.

Hackworth, Carla A. (2001) in his Ph. D thesis 'Understanding and Managing Others: The Impact of Social Intelligence upon Social Influence' reveals the relevance of social intelligence to social influence. Consistent with but extending past research, recognizing situational influences i.e., discriminative facility was associated with effective social interactions.

The problem of understanding the behavior of people in face-to-face contacts, of empathy, and of social sensitivity, and problems of managing the behavior of others have been recognized for a long time, but little systematic work has been done on basic understanding of these phenomena. Thorndike, E. L. (1920) had pointed out that there is an aspect of personality that can be called social intelligence, distinct from abstract and concrete intelligences.

Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure of intellect (SI) theory, six abilities for dealing with different products of information within each of the five operation categories.

Together with cognitive intelligence, emotional and social intelligence form important components of general intelligence. One of the major differences between the two is that the former is thought to relate primarily to higher order mental processes like reasoning, while the latter focuses more on perceiving, immediate processing and applying emotional and social content, information and knowledge. It has also been suggested that another fundamental difference between the two may be that cognitive intelligence is more cortically strategic in nature, while emotional and social intelligence is more limbic

ally tactical for immediate behavior suited more for survival and adaptation (Goleman, 1995; Bar-On, 1997; Stein and Book, 2000).

Aggression is a broader concept, involving efforts to harm or control another person; it is manifested quite early in childhood; it then typically undergoes changes in its forms and functions. Aggression is a bio-psycho-social phenomenon having biological, cognitive, psychodynamic, and social causes. Gilula and Daniels(1969) defines aggression as the entire spectrum of assertive, intrusive, and attacking behaviors and included both overt and covert attacks, such defamatory acts as sarcasm, self-directed attacks and dominant behavior as well as such assertive behaviors as forceful and determined attempts to master a task or accomplish an act.

Encyclopedia Britannica suggests a working definition of aggression. Aggression is an action that inflicts pain, anxiety, or distress on another and is in the service of hostile motive or of the emotion of anger. Bandura (1973) believed that people are thinking organisms that possess capabilities that provide them with some power of self-direction. He wrote that by managing the stimulus determinants of given activities and producing consequences for their own actions, people can somewhat control their own behavior. Bandura explained that human aggression is a learned behavior that like other forms of social behavior is under stimulus, reinforcement, and cognitive control. According to Bandura's (1973) social learning theory, aggression is treated as a complex event that includes behaviors that produce injurious and negative effects to its victims as well as labeling the acts as aggressive. A full explanation of aggression must consider both injurious behavior and social judgments that decide which injurious acts are labeled as aggressive.

The social learning theory of aggression distinguishes between the acquisition of behaviors that have destructive and injurious potential and the factors that determine whether a person will perform what he has learned. It recognizes the interrelationship between the individual, the environment, and behavior (Grusec, 1992). The theory is promoted through examples set by individuals one comes across in everyday life. People learn through modeling and direct experience and modeling influences can be especially important in the use of aggression (Bandura, 1973). Perceived popular children and adolescents usually are the most influential and connected members of their grade.

Aggression is just one of the several known categories of conduct problems. The behavioural cases related to aggression can be divided into two broad groups- physical, and verbal.

According to Shaffer (2002) Aggression is any form of behavior designed to harm or injure a living being. Some of the numerous types of aggression are the following. Relational/Social aggression: This occurs when a person behaves maliciously with the intention of damaging an adversary's self-esteem, friendship, or social status. Snubbing, ignoring another person to make him feel bad, not talking with a person following an argument, and spreading malicious gossip. This form of aggression is most common among females.

Atmosphere is connected with aggression among school going ones. Leober and Dishion (1984) found that boys who fight at home as well as at schools have scored substantially higher on a variety of measures of anti-social behavior than those boys who fight only at home or only at schools when compared in terms of their behavior and family background. Bhan (1984) found that high intelligence level, better economic condition of the family, better emotional adjustment and adjustment at home and at schools, higher educational and cultural level of the family, and better teacher pupil relations are all associated with relatively lower levels of aggression.

Hypothesis:

1. There is a relationship between the social intelligence and aggression among students.
2. There is a relationship between the social intelligence and verbal aggression among students.
3. There is a relationship between the social intelligence and physical aggression among students.

Conclusion: The conclusion of the study showed that there was a negative and significant relationship

between the students' social intelligence and their aggressive behaviors. In other words, the students having high social intelligence are calm and they indicate less aggressive behaviors. As the results of the study indicated, there was a negative significant relationship between the students' social intelligence and aggression; this result corresponds to the results of the study. Specified strategies should be developed to deal with aggressive behavior. A good approach and a well arranged social intelligence oriented package must be developed and implemented in our schools.

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