



## A study of Adolescents in relation to Aggression across high and low Social Intelligence

### KEYWORDS

Adolescent, Aggression and Social Intelligence.

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**ABSTRACT** Present study was conducted to find out the relationship between aggression and social intelligence among adolescents. The study was carried out under descriptive method of research with a sample of 200 school going adolescents. Results show a negative correlation between aggression and social Intelligence which is not significant. In three-way ANOVA, effect of social intelligence on aggression is not significant. Significant gender difference was found; location wise not significant difference was found and interaction effects of social intelligence, gender and location were also not significant across high and low social intelligence.

Adolescence is a period when adolescents are ready to enter adulthood. It's period of social interaction, development of interpersonal relations, finding logics, confrontations, conflicts etc. Hall, G.S. (1904) considers as a period of "Storm and Stress." Aggression is considered as a behaviour between members of the same species that intended to cause humiliation, pain, or harm. Social intelligence, according to Thorndike (1937), is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". Goleman (1995) proposes that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility.

#### Significance and Need of Study

Observations in daily life situations indicate that many a time adolescents are deviating from social and constitutional norms, finding hard to develop conducive interpersonal relations, having low patience to accept the changes and showing aggressive behavior to achieve objectives in most of the situations. Many adolescents understand the consequences of aggression and channelize it to lead a balanced life in social set up. This made curious to study aggression in relation to social intelligence among adolescents in order to suggest educationists and policy makers to develop social skills for better future citizens.

#### Related Literature

Babu (2007), results revealed that relationship between social intelligence and aggression scores of senior secondary school's students is found negative and not significant. Gender based comparison of social intelligence is proved significant. Girls are more socially intelligence than boys. Marion et al. (2011), results demonstrated that childhood aggression trajectories jointly estimated on the basis of social and physical aggression predict adolescent maladjustment and children's trajectories for social and physical aggression together predict rule-breaking behaviors. Kumar (2014) found that male students have better social intelligence in comparison to female students.

#### Objectives

1. To study aggression and social intelligence among adolescents.
2. To study aggression in relation to social intelligence.
3. To study aggression across high and low levels of social intelligence.

#### Hypotheses

1. There is no significant correlation between aggression and social intelligence among adolescents.
2. There is no significant gender difference in aggression across high and low level of social intelligence among adolescents
3. Location-wise, there is no significant difference in aggression across high and low level of social intelligence among adolescents.
4. There is no significant interaction effect of gender, location and social intelligence on aggression among adolescents.

#### Sample

A sample of 200 school going adolescent comprising boys and girls from urban and rural Government schools of Punjab was taken for the study.

#### Method and Procedure

Descriptive method of research was used to investigate the aggression among adolescents in relation to social Intelligence. The data was collected by using tools mentioned below and appropriate statistical treatment was operated for analysis.

#### Tools

Aggression Scale (A-Scale) by Roma pal and Tasneem Naqvi. It consists of 30 items and can measure aggression of 14 to 24 years of age group. These items were related to reactionary attitudes to bractitions, irritation, anger behaviour, aggressive tendency, against existing rude traditional social customs and rules, preference for fighters and counter behaviour, appreciation for rebellion and competitiveness.

Social Intelligence scale (SIS) was developed by Dr. N.K. Chadha and Ms. Usha Ganeshan. The scale contains sixty-six items comprising out of eight dimensions which are independent.

#### Analysis and Interpretation

Descriptive statistics namely mean, mode, median, standard deviation, quartile and skewness was used to study aggression and social intelligence among adolescents as shown in table-1. The Pearson's product moment method was used to find out linear correlation between aggression and social intelligence. Three-way ANOVA (2x2x2 designs) was used to find out the effect of social intelligence on aggression; gen-

der and locale difference and interaction effect of gender, location and social intelligence on aggression among adolescents across high and low levels social intelligence.

**Table-1**  
**Mean, Median, Mode, SD, Quartile-1, Quartile-3 ad Skewness of adolescents (N=200)**

Variable	Mean	Median	Mode	SD	Q-1	Q-3	Skewness
Aggression	68.705	66.050	60.740	15.907	56.125	75.757	0.501
Social Intelligence	104.985	105.052	105.186	7.276	100.274	109.632	-0.028

The Pearson's product moment correlation between aggression and social Intelligence of adolescents in this sample is -0.123 which is not significant at .05 level, hence the first hypothesis is accepted.

**Table-2**  
**Mean and SD of Aggression among Adolescents across High and Low Levels of Social Intelligence x Gender x Location (2x2x2) Factorial Design (N=100)**

	High Social Intelligence			Low Social Intelligence			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
<b>Urban</b>									
Boys	13	73.462	18.791	8	84.625	15.259	21	77.714	18.006
Girls	20	62.550	16.104	7	70.857	16.334	27	64.704	16.302
Urban-Total	33	66.848	17.631	15	78.200	16.772	48	70.396	17.908
<b>Rural</b>									
Boys	6	70.833	17.513	27	69.370	19.025	33	69.636	18.723
Girls	16	68.188	8.463	3	57.000	7.810	19	66.421	9.167
Rural-Total	22	68.909	12.444	30	68.133	17.750	52	68.462	15.936
Boys-Total	19	72.632	18.874	35	72.857	18.880	54	72.778	18.703
Girls-Total	36	65.056	13.237	10	66.700	15.370	46	65.413	13.558
Total	55	67.673	15.629	45	71.489	18.195	100	69.390	16.939

The table 2 shows the mean and SD value of the aggression for analysis. Mean value of aggression ranges from 57.000 of rural girls under low social intelligence to 84.625 of urban boys under low social intelligence indicates that urban adolescent boys have higher aggression as compared to rural adolescents with low social Intelligence.

Further to find out the significance difference of mean values three-way ANOVA was carried out with unequal cells.

**Table 3**  
**Summary of (2x2x2) ANOVA: Aggression across Social Intelligence (N=100)**

Source of variation	df	Sum of Squares	Mean Square of Variance	F-ratio
Social Intelligence	1	5.814	5.814	0.171
Gender	1	196.968	196.968	5.792*
Location	1	85.167	85.167	2.504
Social Intelligence x Gender	1	19.785	19.785	0.582
Social Intelligence x Location	1	128.970	128.970	3.792
Gender x Location	1	11.672	11.672	0.343
Social Intelligence x Gender x Location	1	5.897	5.897	0.173
Within Conditions	92	25172.480	273.614	
Corrected			34.007	
Total	100			

\*p<.05

Table 3 shows that effect of Social Intelligence on aggression with F value of 0.171 which is not significant .05 level.

The effect gender having F value 5.792 is significant at .05 level. Hence the second hypothesis is rejected.

The effect of location is with F value 2.504 which is not significant at .05 level. Hence the third hypothesis is accepted. Interaction effect of social intelligence and gender F value is 0.582 not significant at .05 level. Interaction effect of social intelligence and location F value is 3.792 which is not significant at .05 level. Interaction effect of gender and location is with F value 0.343 which not significant at .05 level.

Interaction effect of social intelligence, gender and location have F value 0.173 which is not **significant at .05 level**.

Interaction effect of gender, location and social intelligence in various combination on aggression was found not significant, hence fourth hypothesis is accepted.

#### Findings:

**On the basis analysis and interpretation following findings are drawn in this study.**

1. A negative but not significant correlation between aggression and social intelligence among adolescents is found.
2. There is a significant gender difference among ado-

- lescent in aggression across high and low level of social intelligence.
3. Location-wise, no significant difference among adolescents in aggression across high and low level of social intelligence is found.
  4. No significant interaction effect of gender, location and social intelligence on aggression among adolescents is found.

**Conclusion:**

On the basis of results, it can be concluded in this study that aggression and social intelligence are not significantly correlated means not affecting each other. Gender difference is significant but location difference is not significant on aggression among adolescents across high and level of social intelligence. It means the gender has effect on aggression and is supported by table -2 where it shows that boys are with higher aggression than girls. Interaction effect of social intelligence, gender and location on aggression is not significant means these are independent of each other.

**Educational Implications:**

Results of this study may help the educators and policy makers to develop social skills among adolescents to enhance wellbeing of the society through:

1. Social tours and excursions
2. Organizing youth festivals and sports' events
3. Participation of student unions in various program in institutions.
4. Seminars, conferences and workshops on social norms, interpersonal relations, awareness on law and regulations of the country, etc.

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