

Investigation of the Relationship between Social Intelligence and Aggression among Adults

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Abstract - An investigation of the connection between adult aggressiveness and social intelligence was the goal of this study. This study was carried out using the descriptive-correlational research methodology. The current state of adult social intelligence and aggressiveness was described in a descriptive manner. The association between aggressiveness and social IQ was examined using the correlational approach. There were two hundred adults in the research population. A multistage cluster sampling technique was used to choose 100 subjects. Measurement instruments such as the aggressiveness questionnaire by Buss Perry (1992) and the social intelligence questionnaire by Thout (1995) were utilized to evaluate the individuals. Correlation and regression coefficients were employed in the analysis of the collected data. The findings indicated that social IQ and aggression particularly verbal, physical, violent, and hostile behavior among adults were significantly correlated. Additionally, the data demonstrated that aggressive conduct decreases with increasing adult social IQ. Therefore, in order to reduce the violent behaviours of adults, it is necessary to increase their social intelligence through curriculum preparation, in-service education programmes, and principal education seminars.

Keywords - Social Intelligence; Aggressive Behaviors; Physical and verbal Aggression.

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1. INTRODUCTION

Human beings can attain success through the utilization of their intelligence, namely their IQ. However, it is possible for them to lack strong interpersonal relationships with other members of society. These individuals may seem successful, but they are unaware that they are missing out on even greater achievements and opportunities because they have neglected or failed to effectively utilize their social intelligence or social skills. Individuals whom we perceive as posing a threat or presenting a challenging task in terms of engaging in conversation and establishing connections are more likely to motivate themselves to perform their tasks effectively and achieve success. It is plausible that these individuals may lack positive social relationships and possess inadequate communication skills. In addition, the atmosphere around their apparent achievements is devoid of vitality and excitement.

Ethnocentric cognition is a cognitive process characterized by self-centered thinking that disregards the needs and perspectives of others (Aronson, 2004). Engaging in selflessness would lead to several

societal advantages. For instance, if an individual who is too focused on themselves refrains from self-centered behavior, they will develop the ability to show respect towards others and experience empathy towards others. The societal advantages resulting from the avoidance of self-centeredness are essential in contemporary culture (Goleman, 1995). For a considerable period of time, intelligence theorists have made frequent efforts to include emotions in the realm of intelligence rather than seeing them as completely separate entities. One definition of social intelligence proposed by the famous psychologist Thorndike in the 1920s and 1930s is the ability to understand and relate intelligently with other people. Thorndike (1920) argues that intelligence is an elusive quality as it is not enough to evaluate a person's abilities based on their intellect alone. There are three different kinds of intelligence, as proposed by Thorndike (1920): social, concrete, and abstract. The ability to understand others and form constructive relationships with them is central to Thorndike's theory of social intelligence (Thorndike, 1936, as cited in Shoja Heidari, 2009). Awareness of and control of one's own emotional states constitute what

is known as emotional intelligence (EQ). An individual's ability to integrate the cognitive, physiological, and behavioral aspects of their emotions is a measure of their emotional intelligence (Sobhani Nejad & Yoozbashi, 2008).

Goleman (1995) posited that individuals with strong emotional intelligence (EQ) are more successful than those with high intellectual intelligence (IQ), despite having an ordinary IQ. Sternberg and Gardner revived interest in social and emotional intelligence throughout the 1980s. Sternberg discovered that when individuals were asked to identify the attributes of intelligent individuals, they would include social skills as one of the characteristics. Additionally, they highlighted how important social intelligence is and how it differs from academic competency. (Ciarrochi, 2003).

A common mental capability among delinquent and aggressive youth is the inability to understand the negative repercussions of aggressive behavior, the inability to seek peaceful ways to conflicts, and open displays of animosity towards the other party involved (Goleman, 1995). While attempting to escape dangerous circumstances, some people, especially teenagers, resort to aggressive behavior (Navabi Nejad, 1993). A number of factors may have a role in the development of aggressive tendencies. One example is the frustration-aggression theory, which can explain aggressive actions (Akbari, 2002, p.200). Sadeghi (2001) cites Bandura (1996) who argued that actions that cause physical or financial injury should be considered acts of hostility, as stated by Bandura (1969). Many students behave out aggressively at school, and some of these incidents even lead to expulsion. As far as anybody can tell, the home plays a major role in molding aggressive tendencies, and this is especially true for males. Shekarey (2005) suggests that aggressive behaviors might be caused by a lack of friendly interactions, deprivation, and prejudice within families. Moreover, several hypotheses have been proposed about aggressive actions. Alexithymia is a psychiatric illness resulting from a deficiency in social and emotional intelligence. Individuals suffering with Alexithymia lack the ability to have empathy towards others, comprehend their emotions, and establish meaningful connections with them. A research done by Carol Beckenham found that individuals with Alexithymia exhibited a higher propensity for violent behaviors and animosity (Mokhtaripor, 2006). Cooperation, establishing positive relationships, and demonstrating empathy are considered social skills. The absence of these abilities can cause individuals with high cognitive intelligence to become self-centered and unsociable. Individuals who possess moderate cognitive intelligence in addition to strong social intelligence are capable of establishing positive relationships with others, experiencing empathy, and comprehending the perspectives of others (Goleman, 1995). Hence, cultivating amicable relationships can enhance our conduct and prove valuable in assessing the cultural milieu (White, 2010:315). Utilizing aggression as a response to pupils' aggressive conduct will still result

in adverse consequences, as indicated by Shekarey (2004). In light of the previous discussion, it may be inferred that there may be a correlation between social intelligence and aggressive actions. Thus, the objective of this study was to examine the correlation between social IQ and aggressiveness in adults.

Any conduct aimed at another person with the direct (immediate) purpose to do damage is referred to as human aggressiveness. Furthermore, the offender has to think that the target will suffer from the conduct and that the target is motivated to refrain from it (Anderson & Bushman, 2002).

Negative consequences arise from aggressive behavior in both the perpetrator and the victim. Adolescents who exhibit higher levels of aggression are clearly maladjusted psychologically; they also exhibit poor academic performance, absenteeism from school, involvement in delinquent activities, substance abuse, and a variety of mental health issues, such as depression (Moffitt, 2006, Ostrov and Godleski, 2009, Piquero et al., 2007). Adults who are more aggressive are more prone than those who are less aggressive to display criminal conduct and mental issues, as well as to have unsatisfactory marriages and unemployment (Alsaker and Olweus, 2002, Asberg, 1994, Coccaro et al., 2009, Farrington, 1991). Aggression victims, on the other hand, experience a wide range of detrimental outcomes, such as anxiety, depression, low self-esteem, and stress-related symptoms like headaches, trouble sleeping, and, in the case of children and adolescents, a desire to skip school (Cava et al., 2010, Crick and Bigbee, 1998, O'Moore and Kirkham, 2001).

• Social Intelligence

The term social intelligence encompasses a broad range of interpretations. According to Thorndike [1920], social intelligence refers to the capacity to successfully complete interpersonal activities. In his works from 1983 and 1993, Gardner introduced a notion of multifaceted intelligence that differentiates between interpersonal intelligence and other cognitive capacities. Interpersonal intelligence refers to an individual's ability to accurately perceive and effectively respond to the emotions, personalities, motives, and needs of others. In 1985, Sternberg proposed a triarchic hypothesis of intelligence. Contextual or practical intelligence, one of the three aspects, is defined by the capacity to actively adapt to the environment and exert influence over it to meet one's own requirements.

Cantor and Kihlstrom (1989, pages 10–13) presented an alternative perspective on social intelligence, viewing it as a "convenient organizing principle." They do not believe that social intelligence encompasses any distinct cognitive structures and processes. According to them, social intelligence refers to the specific information and skills that are important and focused on social interactions. Social

intelligence encompasses the comprehension of one's own self, as well as others, and the surrounding social environment. The area of social intelligence encompasses principles pertaining to impression creation, causal attribution, and other social judgments and conclusions. In addition, the use of metacognition in defining goals, planning, monitoring, and assessing social activity is an essential component of social intelligence.

- **Aggression**

Acts done with the intent to do harm to another person are known as aggressive acts (Anderson & Bushman, 2002). The majority of reports of aggressive conduct include physical violence rather than verbal aggression, which includes acts of verbal violence such as screaming and name-calling, rather than physical threats (Warburton & Anderson, 2015). When someone is aggressive physically, they may strike, bite, or kick another person. Verbal violence that targets another person's emotions or mental health is sometimes referred to as "psychological" aggression (Bodenmann et al., 2010; Murphy & Hoover, 1999). Contrasted with overt aggression, which includes overt confrontational acts like physically harming others, relational aggression aims to manipulate and damage other people's relationships (Crick & Grotpeter, 1995; Ersan, 2019). Ersan (2019) and Kokkinos and Voulgaridou (2017) are only two of many research that have found relational aggressiveness in adolescents and children within the framework of interactions with their peers. Although previous studies have shown that physical aggressiveness isn't the only source of relationship difficulties, including violence against intimate partners, it is important to study romantic relational aggression in adults (e.g., Wright & Benson, 2010). According to Leder et al. (2002) and Morón and Mandal (2021), there are several ways in which relational aggression manifests in romantic relationships. For example, one could flirt with the intention of making their spouse envious, quietly discipline an angry partner, or even threaten to resort to violence in order to force their partner to obey.

All of these forms of aggressiveness seem to have the same root causes, which include hostile attribution bias and anger itself (Thomas & Weston, 2020). Individuals' interpretations of events and other people's intentions are impacted by attributional bias, as stated by DeWall et al. (2011). Hostile behaviors directed against anybody, even loved ones and acquaintances, might also be a consequence of this. Several studies have shown that there is a strong connection between aggression in relationships and how people receive social information (e.g., Kokkinos et al., 2017; Thomas & Weston, 2020). Specifically, hostile attributional bias influenced, to a lesser extent, the connection between proactive and reactive relational aggression (Kokkinos et al., 2017).

This provides more evidence that people who act aggressively in relationships tend to react adversely to

confusing information. According to Calvete et al. (2014), there is a positive correlation between dating aggression and bias in attribution.

Verbal, physical, and relational violence all have negative effects on relationship quality and can even cause mental health issues (Derrick et al., 2014; Hayes et al., 2021; Lento-Zwolinski, 2007). As an example, those who exhibit high levels of physical aggression tend to have more relationship problems and are less pleased overall (Hayes et al., 2021). Reference: Barros-Gomes et al., 2019. Bodenmann et al. (2010), Barros-Gomes et al. (2019), and Yavuzer et al. (2019) all revealed that verbal forms of violence were positively correlated with depression and high stress levels. Problems with social adjustment, greater levels of sadness and loneliness, worse romantic relationships, and other mental health concerns have all been associated with relational violence (Linder et al., 2002; Blain-Arcaro & Vaillancourt, 2017; Crick & Grotpeter, 1995). Examining the many forms of aggression and the damage they do to mental health is crucial if we are to have a better understanding of adult aggression, its variations and commonalities, and the best methods to prevent it.

2. REVIEW OF LITRATURE

Prabha et al. (2019) Social intelligence is the ability to understand and respond to others' emotions and feelings, crucial for a successful life in society. It consists of four components: social skills, social awareness, social information processing, and social desirability. These components are related differentially with aggression, altruism, and compassion, which are essential for determining social intelligence levels among adults. A study was conducted on 200 adults aged 20-30 using non-probability purposive sampling techniques and tools like the Tromso social intelligence scale, Transgression-Related Interpersonal Motivation Scale (TRIM), compassionate love for humanity scale, and helping attitude scale. The results showed that social intelligence was positively correlated with altruism and compassion, and negatively correlated with aggression. Social information processing was also positively correlated with altruism and compassion, while social skills and awareness were negatively correlated with aggression.

Baras S. et al. (2021) The international literature has provided numerous references to the combative and particularly challenging patient. On the other hand, the literature regarding the aggressive conduct of health professionals in the workplace is scant. This study's objective is to collect and correlate information regarding the attachment styles and aggression levels of adult health professionals. Approaching methods As far as our knowledge extends, there are no studies that have investigated the correlation between dimensions of attachment and subscales of aggression. Violence in the

workplace must be acknowledged not only as a criminal offense but also as an inherent occupational hazard. Lastly, further investigation is required to clarify the phenomenon through research.

Gijwani D. et al (2021) Working with emotions is an essential component of the interaction between a nurse and a patient. Not only will the nurse be able to better control his or her own feelings, but the nurse will also be able to impact the patient's feelings regarding investigations, treatments, worries, and visions around sickness, among other things. The level of aggression exhibited by an individual is one of the main characteristics that has a big impact on their performance. The purpose of this research was to determine the connections between the levels of emotional intelligence (EI) and aggressiveness among nursing students, as well as to determine the extent to which these levels are associated with sociodemographic factors. The Components and Procedures: 242 nursing students from a variety of nursing institutions in Sri Ganganagar, Rajasthan, participated in a study that was conducted using a cross-sectional design. One questionnaire was used to assess emotional intelligence, while the other was used to assess aggressiveness level. Both questionnaires were used to gather data. In order to ascertain the outcomes, the statistical analysis involved the utilization of the mean, standard deviation, T test, and Pearson's correlation coefficient. The threshold of significance was established at $P < 0.05$. The findings indicate that there exists a negative link between verbal aggressiveness and emotional intelligence ($r = -0.0192$), which is not statistically significant. An increased level of hostility was seen among male participants who were between the ages of 18 and 21 years old and who were in their first year of nursing school ($P < 0.01$). The current study came to the conclusion that men exhibited a higher level of aggression, but females were shown to have a higher level of emotional intelligence.

Ganie et al. (2023) The study aimed to determine the relationship between emotional intelligence and aggression among 200 university students from the University of Kashmir Srinagar. The sample included 50 male rural, 50 female rural, 50 male urban, and 50 female urban students. Emotional intelligence was measured using the Mangal Emotional Intelligence Inventory (MEII), and aggression was measured using the Aggression Scale (A-Scale). The results showed that 60% of students had average emotional intelligence, while 64% had average aggression. Female students had more emotional intelligence than male students, while rural students had more emotional intelligence. Male university students had more aggression than female students, and urban students had more aggression than rural students. A significant but low negative correlation was found between emotional intelligence and aggression among university students.

3. RESEARCH OBJECTIVE

1. To investigate the relationship between aggression and social intelligence among adults.
2. To examine the relationship between verbal aggression and social intelligence among adults.
3. To explore the relationship between physical aggression and social intelligence among adults.
4. To assess the relationship between trait anger and social intelligence among adults.
5. To investigate the relationship between hostility and social intelligence among adults.

Hypothesis of the Study

1. There will be a relationship between the aggression and social intelligence among the adult.
2. There will be a relationship between the aggression (verbal) and social intelligence among the adult.
3. There will be a relationship between the aggression (physical) and social intelligence among the adult.
4. There will be a relationship between the anger and social intelligence among the adult.
5. There will be a relationship between the hostility and social intelligence among the adult.

4. METHODOLOGY

Research Method: Using descriptive and correlational research methodologies, the authors of this study sought to investigate the association between social intelligence and aggressiveness. The adults' hostility and social intelligence were described using a descriptive manner. Afterwards, regression and correlation coefficients were utilized to examine the association between aggressive actions and social IQ.

Population and Sample: The research included 200 adults as its population. Due to the lack of clarity on the population's variance, a random selection of individuals was made to fill out the questionnaire. Ultimately, a series of numerical computations revealed that a sample size of one hundred was optimal.

Sampling method: An approach known as multistage cluster sampling was utilized in order to choose the participants for the study.

• **Measurement tools**

Aggression Scale: Buss and Perry (1992) created this aggression scale. There are 29 questions in the survey, and a 5-point scale is available for each. If someone is really hostile, it's because they're circling the number 5. The four dimensions of aggressiveness—hostility, rage, physical violence, and verbal aggression—are assessed in this survey. The questionnaire's creators claim an accuracy rate of 86% and a dependability level of 82%. After calculating the questions' variance and doing a follow-up study, the researchers in this study used Cronbach's alpha to establish the questionnaire's reliability; the result was 86%.

Social intelligence questionnaire: In 1995, Thout created a questionnaire that measures social intelligence. There are two possible answers to each of the 45 questions on this survey: accurate and wrong. The survey's creators claim an 82% validity rate and an 85% reliability level for the instrument. After calculating the questions' variance in a follow-up study, the researchers in this study used Cronbach's alpha to establish the questionnaire's reliability; the result was 84%.

Analysis of Data: Descriptive statistics including percentages, means, and standard deviations were employed in this study. Referential statistics, including regression and correlation coefficients, were employed to examine the data.

5. RESULTS OF THE STUDY

1st Hypothesis: There will be a relationship between the aggression and social intelligence among the adult.

Table 1. Results of Pearson correlation coefficient between the aggression and social intelligence.

Variables	Frequency	Correlation coefficient(r)	Level of significance
Aggression and Social intelligence	100	-0.55	0.001

Aggression was significantly correlated negatively with adults' social IQ (Table 1). So, a low level of aggression is indicative of a high level of social intelligence in an adult. This lends credence to the study's initial hypothesis.

2nd Hypothesis: There will be a relationship between the aggression (verbal) and social intelligence among the adult.

Table 2. Results of Pearson correlation coefficient between the aggression (verbal) and social intelligence

Variables	Frequency	Correlation coefficient(r)	Level of significance
Aggression (verbal) and Social intelligence	100	-0.51	0.001

Adults' verbal aggressiveness was significantly correlated negatively with their social IQ (Table 2). To rephrase, an adult's level of verbal violence is inversely proportional to his social IQ. Thus, the study's second hypothesis is confirmed.

3rd Hypothesis: There will be a relationship between the aggression (physical) and social intelligence among the adult.

Table 3. Results of Pearson correlation coefficient between the aggression (physical) and social intelligence

Variables	Frequency	Correlation coefficient(r)	Level of significance
Aggression (physical) and Social intelligence	100	-0.58	0.001

Adults' physical aggressiveness was significantly correlated with their social IQ (Table 3). What this means is that adults with high levels of social intelligence are less likely to resort to physical violence. That being the case, the study's third hypothesis holds water.

4th Hypothesis: There will be a relationship between the anger and social intelligence among the adult.

Table 4. Results of Pearson correlation coefficient between the anger and social intelligence

Variables	Frequency	Correlation coefficient(r)	Level of significance
Anger And Social intelligence	100	-0.68	0.001

Anger and adults' social IQ were significantly inversely related, as shown in Table 4. What this means is that an adult's level of rage will be lower if his social IQ is strong. This lends credence to the study's fourth hypothesis.

5th Hypothesis: There will be a relationship between the hostility and social intelligence among the adult.

Table 5. Results of Pearson correlation coefficient between the hostility and social intelligence

Variables	Frequency	Correlation coefficient(r)	Level of significance
Hostility And Social intelligence	100	-0.45	0.001

Adults' levels of hostile behavior were significantly correlated negatively with their social IQ (Table 5). What this means is that an adult's level of aggression will be lower if he has a high IQ. This lends credence to the study's fifth hypothesis.

Table 6. The impact of social intelligence on aggressiveness as measured by the regression coefficient

Variables	Error level	Regression Coefficient	t-observed	t-critical	Level of significance
Aggression	0/04	-0/81	1/14	0/62	0/001
Aggression (Physical)	0/05	0/82	1/16	0/62	0/001
Aggression (Verbal)	0/03	0/72	1/02	0/62	0/001
Anger	0/001	0/90	1/35	0/62	0/001
Hostility	0/002	0/59	0/90	0/62	0/001

In addition, the components of aggressiveness can be influenced by social intelligence, as seen in table 6. Consequently, a lack of aggressive behavior is indicative of a high level of social intelligence in adults.

6. DISCUSSION AND CONCLUSION

The study's findings revealed a strong and statistically significant inverse correlation between the social IQ of adults and their aggressive actions. Put simply, persons with high social intelligence exhibit a calm demeanor and display less aggressive actions. The research's findings revealed a substantial negative correlation between the social intelligence of adults and their aggressiveness. This outcome aligns with the results of a previous study done by Dibo & Pirnis (2006). The second finding of our study reveals a substantial inverse correlation between the social IQ of adults and their tendency towards verbal aggressiveness. This result aligns with a study done by Bazargan et al. (2004). The third finding of the study revealed a statistically significant negative correlation between adults' social IQ and physical aggressiveness, which further supported the results of a previous study done by Ka'fai et al. (2009). The fourth finding of the study indicates a statistically significant negative correlation between social intelligence in adults and rage. This result aligns with the findings of a previous study conducted by Sadeghi et al. (2002). The fifth finding of our study, which states that there is a substantial negative correlation between adults' social IQ and hostility, is supported by the

results of the studies done by Cohen (1976) and Berkowitz (1973). The findings also indicate a negative correlation between individuals' social IQ and their aggressive actions. Thus, in order to reduce the occurrence of violent behaviors in adults, it is necessary to enhance their social intelligence. Among the strategies that can enhance social intelligence, notable examples include implementing a well-designed curriculum, conducting in-service education programs, and organizing educational seminars specifically tailored for principals. Moreover, numerous strategies exist for managing and averting aggressive behaviors. This study focuses on educational and psychological approaches, such as fostering positive parent-child relationships, teaching self-control techniques, modifying cognitive frameworks, and restricting children's exposure to violent films.

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