Relation Between Aggressiveness and Sociometric Status in High School Students

Psychology Literature Review Sample
There is a lot of disagreement in psychology when it comes to defining aggression or aggressive behavior. Different authors agree that aggression is a behavior that damages another person (Doolard et al., 1939; Buss, 1961; Bandura, 1983; Baron, 1977; Parke and Slaby, 1983; Zimbardo, 1979; Ern, 1987; Hinde and Groebel, 1989; Moyer, 1987; Berkowitz, 1988; according to Žužul, 1989), however, differ in the opinion of whether the definition of aggression and the intention to apply this damage are included. Behaviorists (Buss, Bandura, Ern, Hinde and Groebel) do not take into account the existence of intent because of the difficulty of operating this term, while other theorists (Zimbardo, Moyer, and Berkowitz) share the same intention to hurt another person as an important determinant of aggression, because only such a definition makes sense in everyday situations. In order to get the right picture of this issue, ask yourself: Is aggression when we accidentally stop at our feet in a trampling crowd or when our dentist causes pain for our tooth? Risking the inaccuracy of the definition, and again providing a more comprehensive and realistic explanation, Žužul defines aggression (or aggressive behavior) as "any reaction (physics or verbal) done with the intention of causing harm or injury to any kind of person, regardless of whether this intent to the end" (1989). This definition will serve as the starting point for this research. In the beginnings of the study of the phenomenon of aggression, psychoanalysts had the main words. As previously stated, they assumed that due to the action of an aggressive instinct, an individual seeks situations in which he can manifest his aggression, and if such a situation does not occur, aggressive energy accumulates and aggression occurs regardless of the external situation. However, such views did not encounter an empirical confirmation, and therefore today it is considered that aggression is primarily a result of the influence of some external actors. In other words, aggression occurs as a result of certain events in the body, but these events do not come spontaneously or because of the existence of self-provoked internal mechanisms, but they are always caused by external stimulation. Berkowitz (1984) stresses that the external situation in which an individual's aggression develops is an aversive and can include any frustration, physical pain, psychological discomfort or any unpleasant environmental conditions (noise, crowd, high temperature, ...). According to Žužul (1989), aggression can cause all situations that an individual perceives provocative, regardless of the reasons why they are perceived as such. Situations can, but also do not have to be, aversive, as long as they give rise to emotional excitement (e.g. competition, self-expression, and other reasons). There are four groups of factors that affect the appearance of aggressive behavior, and various aggression theories emphasize the different contribution of certain factors in the determination of aggression. Thus, in frustrating theories, the greatest meaning is attributed to emotional factors, in Bandur's theory of social learning by social factors, in cognitive theories, of course, cognitive factors, while Berkowitz attaches the most explicit significance to situational factors.

**Emotional motivation factors:** The provocative situation causes emotional changes, and they will lead to motivation for aggressive behavior. Research has not yet given a clear answer on how the emotions emerge and, when it comes to, whether it's really about emotions of anger or simply an increase in abusiveness. What proved to be probable is that the relationship between emotional excitement and motivation for aggression is biologically programmed, or at least there are very biological predispositions for the
development of a direct relationship between emotion (anger) and motivation for aggression. Apart from aggressive motivation, various authors also mention aggressive inhibition, but this term is less well-understood. Research has shown that if anxiety is induced in a provocative situation, the participants are reduced to the number of aggressive reactions in relation to the same situations in which anxiety was not induced (Berkovitz and Alioto, 1973; Turner et al., 1977; Žužul, 1987; Žužul and Berkovitz, 1989; according to Žužul, 1989). Thus, the motivation for inhibiting aggression can occur at the emotional level, and it must not be caused by the cognitive elaboration of the situation. Motivation for aggression is almost always followed by the motivation for inhibiting aggression, and which motivation in a certain situation prevails, i.e., whether it comes to aggression or does not depend on the internal and external factors that act in that situation.

Cognitive - information factors: Žužul (1989) lists three groups of cognitive factors involved in the chain of aggressive reaction: a) Interpretation of the provocative situation. If one does not perceive a situation as a provocation, it will not lead to emotional changes or aggression. b) Interpretation of the resulting emotional excitement and finding possible answers. The same emotional excitement can, in different circumstances, be "recognized" as a different emotion, and it is precisely this "recognition" that depends on further behavior. Schachter and Singer (1962) proposed a two-factor theory of emotions according to which an individual would seek for a cognitive interpretation of his own excitement if he does not have an explanation, and this interpretation depends both on the characteristics of the individual and on the situation. The same physiological state, therefore, can be explained in several ways, which leads to emotional experiences of different qualities. According to Konecni's research (1975), the emergence of aggression requires a cognitive elaboration that will lead to the recognition of a certain emotional excitement as an anger, followed by a behavioral scheme that is learned as usual with the occurrence of that emotion. c) Evaluation of the consequences of aggressive behavior. This assessment will be preceded by behavior itself, and it will affect aggressive inhibition. If the consequences are assessed as negative and large, the aggressive inhibition appears, but if assessed as negligible or harmless, with aggressive motivation, aggressive acts come to pass.

Social factors: The great impact on whether a situation will be experienced as provoking or have no characteristics of provocateurs. If the provocateur is perceived as sympathetic, handsome, friendly or dangerous, the likelihood of aggression is less likely, while the likelihood of aggressive behavior is likely if that person is perceived as aggressive. In 1980, Dodge showed in an experiment with children that if the intentions of a person who is the source of provocation perceived as aggressive, then there is a much greater chance of causing aggressive behavior than if the intentions of the provocateur were perceived as non-aggressive (according to Žužul, 1989). What emotions a person attaches to his abnormality depends largely on the behavior of others in the same situation. If others express anger, it is more likely that a person will interpret his emotional excitement as an anger (Oatley and Jenkins, 2006). The behavior of others is also affected by calling behavioral scripts, so there will be a tendency to behave as much as other people in a similar situation (Festinger, 1954). This social comparison is more pronounced as the situation in which we find ourselves less clear (we are not sure how we should react), and that we are more accessible to people for comparison.
REFERENCES