

**Agresividad y las habilidades sociales en niños de educación primaria de la
Institución Educativa 10020, Zaña 2016****Aggressiveness and social skills in elementary school children in the I.E. 10020, Zaña
2016**

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RESUMEN

El presente estudio titulado "Agresividad y habilidades sociales en niños de educación primaria de la Institución Educativa 10020, Zaña 2016", tiene el propósito de verificar el nivel de significancia existente entre el nivel de agresividad y de habilidades sociales en los estudiantes; el objetivo planteado es determinar el nivel de la relación entre la agresión y las habilidades sociales. El tipo de investigación es descriptivo correlacional, con diseño no experimental. La población está conformada por 410 alumnos y la muestra quedó establecida con niños que presentan las edades desde los 10 hasta 12 años, y que mediante muestreo probabilístico, se tomó en cuenta de 52 alumnos. Se concluyó que no existe relación significativa entre agresión y habilidades sociales.

Palabras clave: Agresividad, habilidades sociales, conducta.

ABSTRACT

The present study entitled "Aggressiveness and social skills in elementary school children of Educational Institution 10020, Zaña 2016", aims to verify the significance level between the aggressiveness and social skills in students. The objective is to determine the level of connection between aggressiveness and social skills. The type of research is descriptive correlational, with non-experimental design. The population is made up of 410 students and the sample was established by children whose ages are between 10 and 12 years, 52 students were taken into account by the probabilistic sample. In conclusion, there is no connection between aggressiveness and social skills.


Keywords: Aggressiveness, social skills, behavior


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INTRODUCTION

Nowadays, it is a topic which many educational institutions are worried about, how the social skills are developing and why is there aggressiveness in many of their students during the school year.

Considering the mentioned, the concern of this research will be to determine if there is significant connection between social skills and aggressiveness. On the basis of the above mentioned we can identify the levels of aggressiveness and the types of social skills, in this way we look for the improvement of an aspect, which will carry out in the progress.

"Aggressive behavior is a basic and primary behavior in the activity of the human beings, which is present in the majority of the animal kingdom. It is a multidimensional phenomenon "(Huntingford and Turner, 1987). Regarding this, we can ensure that we are human beings and we demonstrate aggressiveness, but it is an instinct that helps us in the personal development to adapt to our environment and our reality. In addition, it is necessary to emphasize that the different behavior changes begin in the family, and the social influence develops the aggressiveness much faster, it means that the social skills are affected too. When a child has a deficit in his or her social skills, we can refer to a cognitive, emotional and learning problem.

Our principal objective is: To determine the level of connection between aggressiveness and social skills. The specific objective are: To evaluate the levels of aggressiveness, to evaluate the social skills and to describe the existing connection between both variables in boys and girls in Educational Institution 10020, Zaña 2016.

METHOD

The method is observational, because it identifies how many of them have the indexes of aggressiveness and how much it does influences their social skills. The type of research is correlational, since it allows us to find the connection between the levels of aggressiveness and the social skills.

The scheme of investigation is shown below:

M: It symbolizes the students who represented the study sample to be carried out.

Ox: It symbolizes the levels of aggressiveness.

Oy: It symbolizes the social skills.

R: It symbolizes the degree of connection that exists between the variables.

Techniques and tools of data collection

CATTEL TEST 2

Application: collective or individual

Reliability of the test

Administration: from 10 to 14 years.

AGGRESSIVENESS TEST

Application: collective

Reliability of the test

Administration: from 10 to 12 years.

Aggressiveness Test

Cattell test 2 measures the intelligence of the children from 10 to 12 years, who are in the sample.

In this test, we can measure the levels of aggressiveness from 10 to 12 years old.

Method of data analysis

The instruments were applied for the data collection. 52 children were selected, they resent the total of the sample, and through the reported data with the respective valuations and equivalences, and the levels of social skills and aggressiveness will be decided.

Table 1
Number of students according to age and genre

Ages	Male	Female
10 years	3	8
11 years	18	14
12 years	8	1

RESULTS

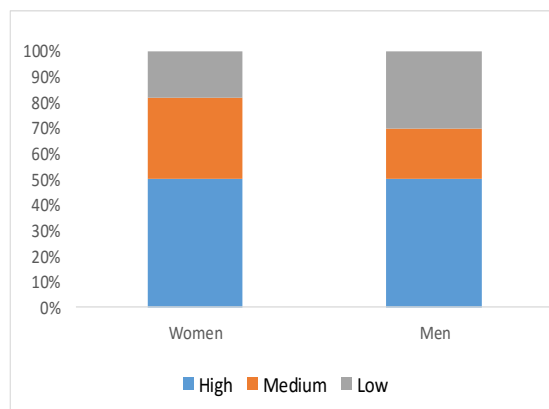


Figure 1. Levels of aggressiveness

Table 2
Chi-square test

	Value	gl	Sig. asymptotic (bilateral)
Chi-square test Pearson	14,752 ^a	8	,064
Likelihood Ratio Test (RLT)	15,816	8	,045
N of valid cases	52		

a. 13 squares (86,7%) is a lower expected frequency than 5. The minimum expected frequency is 10.

Figure 1 shows the levels of aggressiveness presented in the students of our sample of study, which has been obtained after applying CIA (Student Information Center) test. This one was applied to children of 5th "A" and 6th "C", which are a total of 52 students. The statistical descriptive analysis shows a high level of aggressiveness between the students.

Variable 1: Aggressiveness - it measures in: High, low, médium.

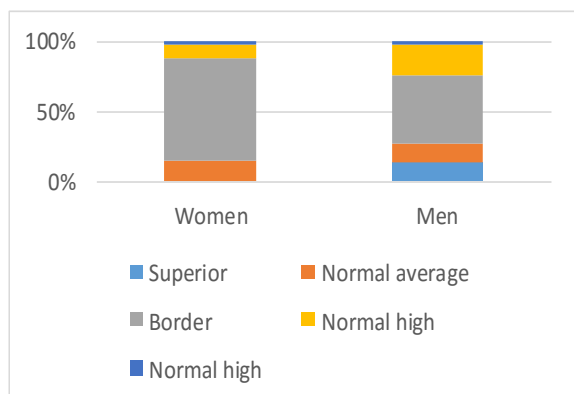


Figure 2. Levels of Social skills.

The levels in relation to the social skills is shown in figure 2 by the test of Cattell 2, which was applied to children of 5th "A" and 6th "C". They are all 52 students. The tabulation reveals that in IQ of the students are skilled to adapt to new knowledges.

Variable 2: Social Skills measure: Superior, Normal high, Normal average, Normal low, Bordering.

From the total of students characterized with high aggressiveness (25), 56 % has developed social skills that are normal average.

Trying Independence of Variables

1) Hypothesis

HO: The variables of Aggressiveness and Social Skills are independent.

H1: The variables of Aggressiveness and Social Skills are dependent (these are connected to each other).

2) Significance level to: 0, 05

3) Calculation of the p-value

4) Conclusions:

P - Value is 0,064, bigger than 0, 05. Therefore: the alternative hypothesis is rejected and the void hypothesis is accepted. The aggressiveness and the social skills are not associate

DISCUSSION

We can notice in the research sample, that the presence of aggressiveness is identified. Children showed reactions when they do dynamics activities, or when they interact to each other. The aggressiveness is present in children of 5th "A" and 6th "C" of elementary school.

In the first tab about the measurement of the intelligence, we can see that social skills in boys are better developed in their IQ than in girls, however, it is necessary to reinforce the school performance.

In the third table, it is possible to identify that between the aggression relation does not exist between them, in the educational development of children of 5th A" and 6th "C".



Figure 3. Member of the research team is explaining the characteristics of the survey to the students.



Figure 4. Application of the instruments of data collection.



Figure 5. Research team and students.

CONCLUSIONS

It is determined that there is no significant connection between aggressiveness and social skills in children at Educational Institution 10020, Zaña.

The levels of aggressiveness is high in children at Educational Institution 10020, Zaña.

When the levels of social skills were assessed, we focus in their intellectual coefficient, which us

shows an average intelligence. It points out that the children do not have problems to interact with their classmate

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