

CHAPTER - 3

METHOD

The procedure pertaining to the present study “Aggression and Prosocial Behaviour in Middle School Boys – A Multimodal Approach” was carried out involving the following steps:

- Objectives
- Null Hypotheses
- Area
- Sample
- Measures
- Procedure
- Experiment Design
- Analysis of Data

Objectives

- To assess the level of aggression in the sample who are the selected middle school boys.
- To assess the level of prosocial behaviour in the sample.
- To find out the relationship between aggression and prosocial behaviour and the demographic variables of the sample.
- To find out the effect of Multimodal Approach on the aggression and prosocial behaviour of the sample.

Null Hypotheses

Hypotheses are stated as null hypotheses so that they can be either accepted or rejected, based on the results.

- There is no aggression in the sample.
- There is no prosocial behaviour in the sample.
- Multimodal approach does not have any effect on the aggression of the sample.
- Multimodal approach does not have any effect on the prosocial behaviour of the sample.

- There is no relationship between aggression and prosocial behaviour in the sample.
- There is no relationship between aggression, prosocial behaviour and the demographic variables of the sample.

Area

The area selected to conduct the study was T. Ramalingam Chettiar Higher Secondary School, Coimbatore. The reasons for selecting this area are as follows:

- Availability of the required number of sample
- Approval and facilities provided by the authorities to carry out the research
- Willingness and co-operation of the students to be part of the study

Sample

From T. Ramalingam Chettiar Higher Secondary School, Coimbatore, 75 adolescent boys were randomly selected as the sample. They were in the age range of 12 - 14 years.

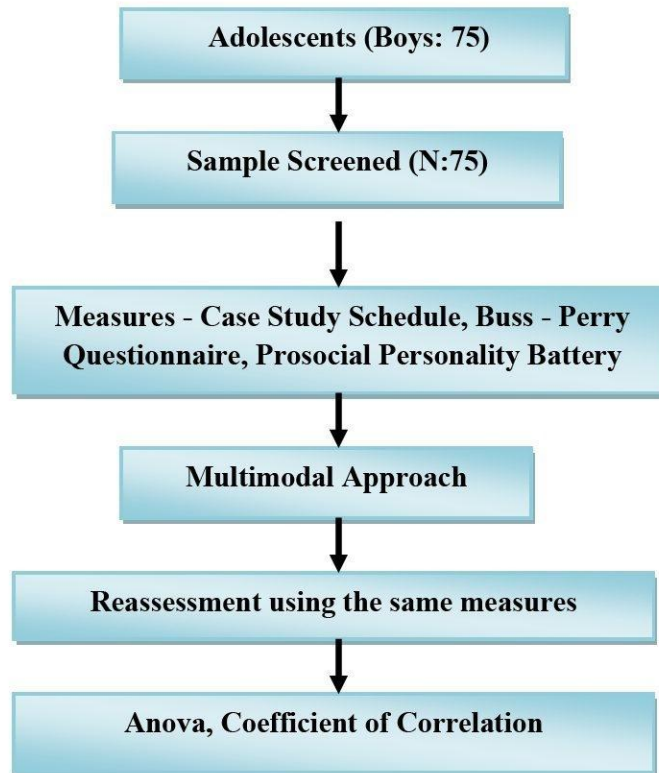
Inclusion Criteria

- Only boys were taken for the study
- Age range of 12 – 14 years were taken for the study.

Exclusion Criteria

- Age above 14 are not included in the sample.
- School boys with psychological problems were not included in the study.

Flow Chart



Ethical Clearance

Prior to the commencement of data collection, the Research Proposal prepared by the Research Scholar and the Supervisor was submitted to the Institutional Human Ethics Committee, Avinashilingam University for Women, Coimbatore. As the study involved human subjects, all the procedures described in this study were reviewed and approved by the committee. The approval number for the same is AUW/IHEC-14-15/XMT-79 (**Annexure 5**).

Measures

➤ **Case Study Schedule (Annexure 1)**

This was designed to collect the demographic details of the participants such as name, age, type of family and family background.

➤ **Buss-Perry Aggression Questionnaire (Annexure 2)**

The Buss–Perry Aggression Questionnaire (sometimes referred to as the AGQ or simply the Aggression Questionnaire) was designed by Arnold Buss and Mark Perry (1992), professors from the University of Texas at Austin. It is a 29 item

questionnaire where participants rank certain statements along a 5 point continuum from "extremely uncharacteristic of me" to "extremely characteristic of me." The scores are normalized on a scale of 0 to 1, with 1 being the highest level of aggression. The questionnaire returns scores for 4 dimensions of aggression:

- Physical Aggression
- Verbal Aggression
- Anger
- Hostility

➤ **Prosocial Personality Battery (Annexure 3)**

This battery was developed by Louis. A. Penner (1995). The measure is designed to capture dispositional tendency (i.e., personality trait). The measure is made up of two factors: 1.) Other-Oriented Empathy – tendency to feel empathy and concern for others. 2). Helpfulness – tendency (based on past experiences) to perform helpful acts. The scale is made up of 56 total items. It uses a Likert-type scale with 5 answer-choices.

Assent Form (Annexure 4)

A formal letter indicating the permission to conduct the action research involving the students was obtained from the school authorities. The Assent Form was given to the student participants to obtain their willingness to participate in the research work.

Procedure

From T. Ramalingam Chettiar Higher Secondary School, Coimbatore, 75 boys from the middle school were given the Assent Form to obtain their willingness to take part in the action research. Since all the students expressed their willingness, they were given Case Study Schedule, Buss - Perry Questionnaire and Prosocial Personality Battery. Following this, the participants underwent sessions of intervention based on Multimodal Approach. The participants were divided into two batches of 38 and 37 in for intervention. Each session consisted of 45 minutes. After 4 weeks of intervention (5 days per week), the participants were reassessed for aggression and prosocial behaviour.

Intervention

Multimodal Approach

Psychoeducation

The students were involved in discussion about the nature of problems characteristic of their age. They were educated about aggression, the types of aggression, prosocial behaviour and types of prosocial behaviour. As teaching aid, charts were used. The charts had appropriate pictures demonstrating the concepts being explained to the students. Education about violence and its detrimental effects were given to the students.

Techniques

Rational Emotive Behaviour Therapy

Rational Emotive Behaviour Therapy (REBT) was developed by Dr Albert Ellis in 1998. According to REBT, there are three main classes of cognitive distortions, which are described as ‘negative, irrational and core beliefs’.

- These distortions are negative because holding these beliefs are self-limiting and block further personal development.
- They are irrational because they are not based on sufficient evidence to become a hard and fast rule for effective living.
- They are core in that they operate at the super-ordinate level of the individual’s cognitive structures and thus have a pervasive influence on a large portion of the person’s thinking, feelings, and behaviour.
- Through REBT individuals can learn a process of reconstruction in which they challenge their old, irrational beliefs, and generate new, potentially more adaptive beliefs.
- As more adaptive beliefs get established, the emotional reactivity of adolescents becomes less, and they are more able to become effective problem solvers, rather than simply reactors to environmental stimuli.
- REBT emphasises on ‘what happens to adolescents when they get angry’, teaches them that they do not have to be a victim of their circumstances, and help, them to construct alternatives, which become pathways healthier to beliefs, attitudes, and behaviour.
- The REBT model helps adolescents to replace their maladaptive core beliefs with more adaptive beliefs (Corey, 2005).

Active Disputation of Participant's beliefs

The students were taught how to check and modify their thoughts. REBT focuses on disputing the irrational, logically inconsistent, absolutist, catastrophic and faulty ideas of clients. The students were asked to take 20 deep breaths and imagine a situation in which they become angry and they were asked to draw it out on a paper. Then they were asked to write about their anger. The unnecessary disturbances change their normal course of life and they were persuaded to change these dysfunctional behaviours. The students were actively involved to go beyond the cognitive level and the emotional dispute is done by active disputation (Corey, 2005).

Rational Emotive Imagery

The participants were asked to imagine a situation where they experience anger and then to imagine a calm situation. Then they were trained on how to develop healthy emotions in these cases of disturbing emotions. The participants were told to actively involve themselves in changing these disturbing feeling into a healthy feeling and thereby changing their behaviour (Corey, 2005).

Cognitive Home Work

The participants were given homework on cognitive assignments like applying A-B-C theory to overcome the problems they encounter in their day to day life. During the process of training, they were educated on the techniques that uproot the self-defeating cognitions (Corey, 2005).

Emotive Techniques

For aggression, Anger Management Training involving breathing exercises, understanding anger responses, recognizing anger triggers, thinking through the consequences of those responses were taught to the students. Techniques to control anger were demonstrated to the students. The exercise session followed an interactive session where the students raised their queries and the Research Scholar cleared them.

For prosocial behaviour, the students were told to praise people, seek wise people as advisers and friends, notice and correct hurts. Appropriate pictures were shown on prosocial behaviour. Techniques to improve prosocial behaviour were taught to the students such as helping, sharing and cooperating.

The exercises were done on alternative days.

JPMR

Jacobson's Progressive Muscle Relaxation (JPMR) is a technique for learning to monitor and control the state of muscular tension. The technique involves learning to monitor tension in each specific muscle group in the body by deliberately inducing tension in each group. This tension is then released, with attention paid to contrast between tension and relaxation.

In the training sessions which were conducted in a hall provided by the school authorities in the school premises, the participants were asked to be in a lying down position with eyes closed. The Research Scholar gave instructions to tense muscles and then relax them. The participants were told to continue to practice the relaxation technique at home too (Jacobson, 1938).

Time and Duration of Multimodal Approach

Many models for the delivery of intervention were piloted briefly, in the class rooms, with the consent of the school authorities and the class teachers. Because of the moderately heavy school curriculum involving teaching-learning classes, exams and extracurricular activities and the tight time schedule available for the same, adding hours for the intervention seemed onerous and intervening. So, it was planned to give the intervention in the month between two major exams.

Intervention based on Multimodal Approach was given to all the participants for 4 weeks (5 days per week) and each session consisted of 45 minutes.

Reassessment

All the subjects were re-assessed after 4 weeks using the Buss- Perry Questionnaire and Prosocial Personality Battery.

Experimental Design

The experimental design used in this action research was 'before- and- after without control design'. The dependent variable, Aggression and Prosocial behaviour were assessed before and after the intervention, Multimodal Approach which is the independent variable.

	Time Period I	Intervention	Time Period II
Test	Level of phenomenon before		Level of phenomenon after
Area	Intervention	Multimodal	Intervention
	Aggression (A)	Approach	Aggression (B)

Treatment Effect = B-A

Analysis of Data

The data were analysed using SPSS 16.0 version. The data of the participants in the 2 assessments were analyzed on the basis of the following:

- Demographic variables
- Level of Aggression
- Level of Prosocial Behaviour
- Significance of difference between mean aggression in the 2 assessments
- Significance of difference between mean prosocial behaviour in the 2 assessments
- Correlation between aggression and prosocial behaviour
- Correlation between aggression, prosocial behaviour and demographic variables