

## CHAPTER – 5

### SUMMARY AND CONCLUSION

The study on “Aggression and Prosocial Behaviour in Middle School Boys – A Multimodal Approach” was conducted with the following 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.

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. The experimental design used in this research was “Assessment before and after without control group”.

#### **Conclusion**

- Fifty seven percent of the participant middle school boys are single child. Forty percent of the participants are first born and only 3% are last born.
- Regarding the family type, 63% of the participants came from joint families and the rest from nuclear families.
- All the participants ranged between low (65%) and high (32%) levels of aggression. Only 3% had moderate aggression. Hence the null hypothesis, “There is no aggression in the sample” is rejected.

- None of the participants had very low and low prosocial behaviour. All the participants ranged between moderate and very high prosocial behaviour. More than half of the participants had high (57%) prosocial behaviour. Hence the null hypothesis, “There is no prosocial behaviour in the sample” is rejected.
- The mean aggression before intervention was 84.52 and after intervention it was 77.33. The difference in aggression before and after intervention based on Multimodal Approach is statistically significant at 0.01 level. Hence the null hypothesis, “Multimodal approach does not have any effect on the aggression of the sample” is rejected.
- The mean prosocial behaviour before intervention 69.626 and after intervention it was 72.093. The difference in prosocial behaviour before and after intervention based on Multimodal Approach is statistically significant at 0.05 level. Hence the null hypothesis, “Multimodal approach does not have any effect on the prosocial behaviour of the sample” is rejected.
- The Pearson’s Correlation score of 0.1318 between aggression and prosocial behaviour is statistically insignificant. Hence the null hypothesis, “There is no relationship between aggression and prosocial behaviour in the sample” is accepted.
- The Pearson’s Correlation scores between aggression, prosocial behaviour, birth order and family type are statistically insignificant. Hence the null hypothesis, “There is no relationship between aggression, prosocial behaviour and the demographic variables of the sample” is accepted.

### **Limitations**

- The action research was restricted to one school involving 75 middle school boys.
- Inability to obtain permission from other school authorities for giving intervention as it was time consuming.
- Assessment of conduct problems in the participants could not be due to lack of time.
- Follow-up assessment could not be done as the participants were busy with their impending exams.

## **Implications**

- Intervention involving Multimodal Approach evolved for the present action research have found to be effective in reducing aggression and enhancing prosocial behaviour in the participant middle school boys. Hence, Multimodal Approach could be adopted by schools.
- Tailor- made intervention programmes could be designed by the schools for girls, keeping Multimodal Approach as a framework.
- The present study throws light on understanding the importance of incorporating intervention programmes involving gender sensitisation, anger management and social skills training.
- Findings of the current research might lead researchers to explore new dimensions of Aggression and Prosocial Behaviour.

## **Recommendations**

- Psychologists can be appointed in all educational institutions to provide training and counselling to the needed students.
- Workshops on Anger Management involving Multimodal Intervention can be conducted in educational institutions for the benefit of adolescents.

## **Suggestions for Further Research**

- The research might be expanded to the diversified and cross cultural samples from different cities and provinces in India as well as internationally for comparison purposes.
- Longitudinal research can be conducted on larger sample of students applying Multimodal Intervention
- Further studies can concentrate on other variables among adolescents. It can include follow-up to bring about a sustained change in behaviour.