

## CHAPTER – 4

### RESULTS AND DISCUSSION

The research on “Aggression and Prosocial Behaviour in Middle School Boys – A Multimodal Approach” was conducted in T.A. Ramalingam Chettiar Higher Secondary School, Coimbatore, Tamil Nadu. Seventy five middle school boys were randomly selected as the sample. The methods adopted to collect the data included interview, case study and psychological testing. The tools used for the study were Case Study Schedule, Bus-Perry Aggression Questionnaire and Prosocial Personality Battery.

The data of the study are analysed, tabulated and discussed below.

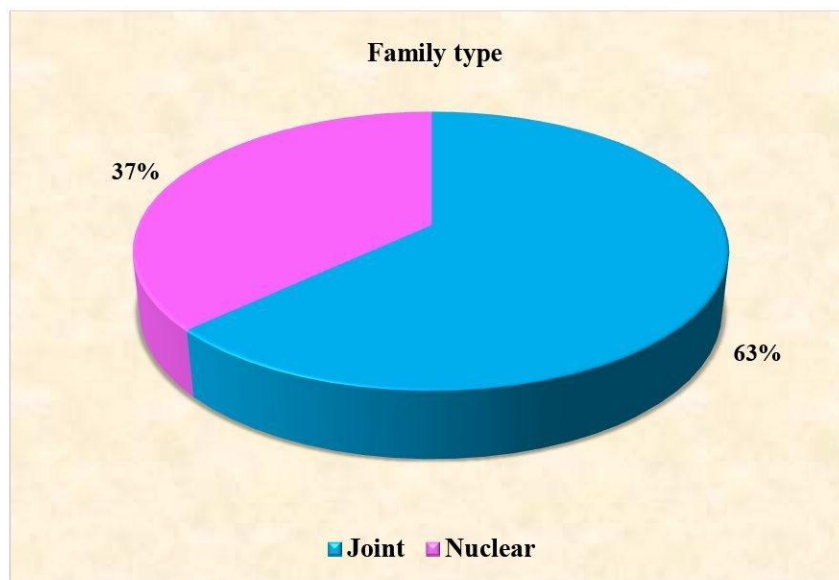
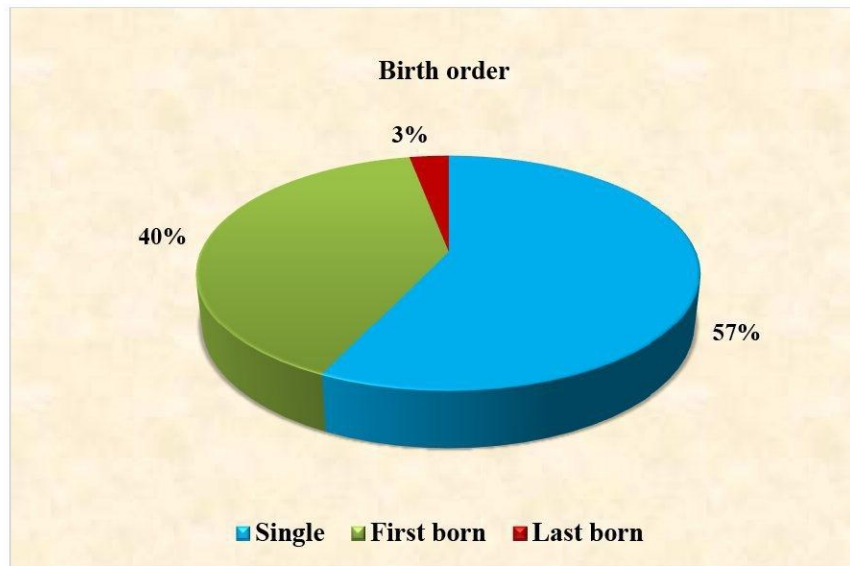
**Table 1: Showing the Demographic Data of the Sample**

(N = 75)

| Demographic Factor |            | Number | Percentage |
|--------------------|------------|--------|------------|
| Birth Order        | Single     | 43     | 57         |
|                    | First born | 30     | 40         |
|                    | Last born  | 2      | 3          |
| Family type        | Joint      | 47     | 63         |
|                    | Nuclear    | 28     | 37         |

Percentages are rounded off

Table 1 shows the demographic data of the sample. It is interesting to note that more than half (55%) of the student participants of the study are single children. We observe that over the years, there are more and more families with single children. The decision taken by couples to have single issue could be due to the unavailability of a support system for child care, both the man and the woman having busy careers and also the financial liabilities of upbringing children. Regarding the family type, 63% of the participants were from joint families and the rest from nuclear families. As the trend of both the man and the woman working to provide for the family has become the order of the day, families depend on support systems to take care of children. The support system is mostly in the form of joint or extended family type.

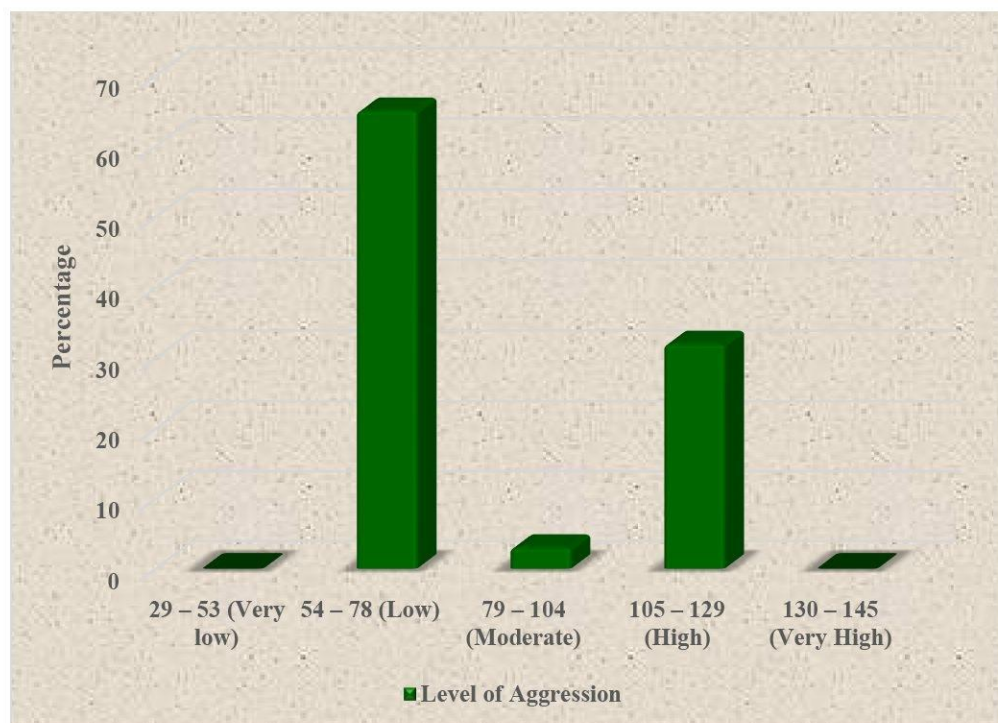


**Figure 1: Demographic Data of the Sample**

**Table 2: Level of Aggression of the Sample**

| <b>Aggression</b>     | <b>Number</b> | <b>Percentage</b> |
|-----------------------|---------------|-------------------|
| 29 – 53 ( Very low)   | -             | -                 |
| 54 – 78 (Low)         | 49            | 65                |
| 79 – 104 (Moderate)   | 2             | 3                 |
| 105 – 129 (High)      | 24            | 32                |
| 130 – 145 (Very High) | -             | -                 |

Percentages are rounded off



**Figure 2: Level of Aggression of the Sample**

Table 2 shows the level of aggression of the student participants. It is relieving to note that none of the participants have very low and very high aggression. It is also heartening to note that more than half (65%) of the student participants are low on aggression. Much lesser than half (32%) of the students are high on aggression. Hence the null hypothesis, “There is no aggression in the sample” is rejected.

The student participants of the present study who have reported low on their aggression might have successfully internalized the societal standards imposed for aggressive behaviours. They might be realizing the fact that acts which involve

infliction of injury on another person can incur negative sanctions from socializing agents. Their actions following aggressive acts might be characterized by self-blame than by self-congratulation. With respect to early adolescent adjustment, parental warmth/involvement and behavioural control are associated with greater social competence, autonomy, positive attitudes toward school and work, academic achievement and self-esteem, as well as with less depression, school misconduct, delinquency and drug use (Lamborn and Steinberg, 1996).

The student participants who have scored high on aggression might be yet to internalize the norm of being less aggressive to enhance socialization. They might be failing to experience the negative self-reaction like self-blame and feeling of guilt while performing aggressive acts. Their aggressive acts might have missed the eyes of the significant people in their lives or their behaviour might be seen a passing stage. The following study supports this view: Kim, Conger, and Lorenz (2001) reported that adolescent negative affect toward parents increased markedly from age 12 through ages 15 but decreased thereafter.

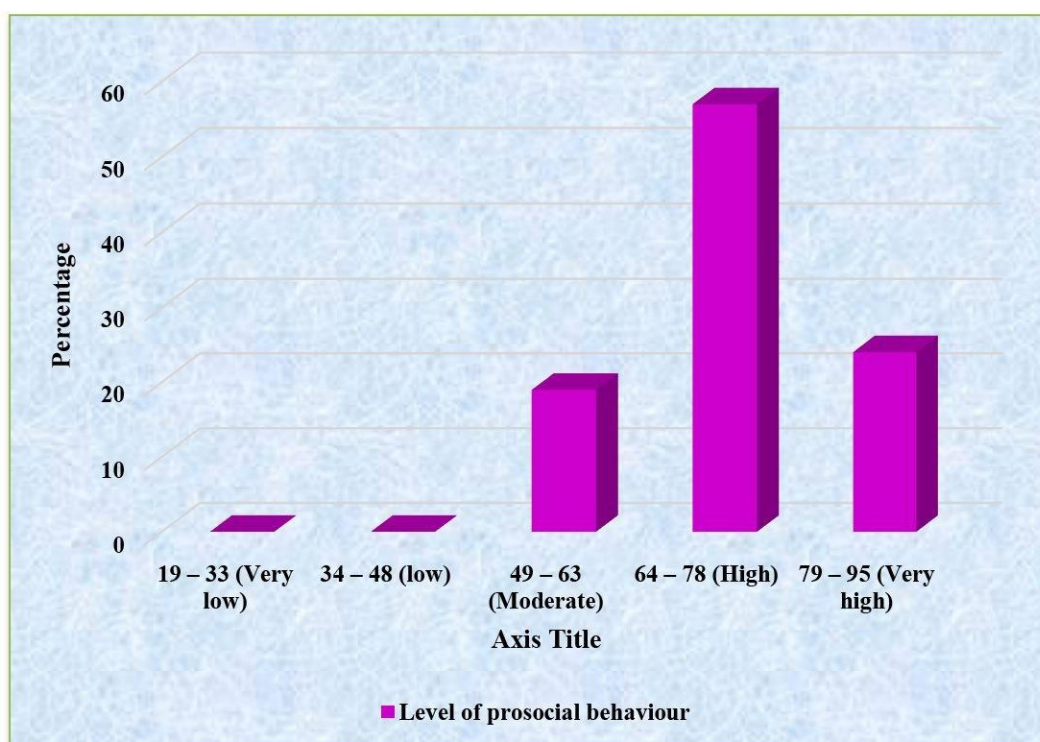
Since moderate aggression is seen natural and biological among growing boys, their aggressive acts might not be taken seriously unless there are considerable repercussions. During early adolescence, aggression which does not cause harm to others might be viewed as acts of smartness and courage by the peer group and that can reinforce aggressive behaviours. Some boys who exhibit leadership skills might exercise their ways by being slightly aggressive and it may not be perceived by the peer group with a negative connotation.

The following study looked into the possible reasons for aggressive behaviour in children. A study done by Boulton (1993) showed that the most common reasons for children resorting to fighting were retaliations to teasing, retaliations to unprovoked assaults, disagreements over aspects of the game that was being played, because another child was disliked, and to settle dominance disputes. Evolutionary psychologists (White, Gallup and Gallup, 2010) have suggested that indirect aggression during adolescence is a strategy to compete with same-sex peer rivals for resources, status, and mating opportunities.

**Table 3: Showing the Level of Prosocial Behaviour of the Sample**

| Prosocial Behaviour | Number | Percentage |
|---------------------|--------|------------|
| 19 – 33 (Very low)  | -      | -          |
| 34 – 48 (low)       | -      | -          |
| 49 – 63 (Moderate)  | 14     | 19         |
| 64 – 78 (High)      | 43     | 57         |
| 79 – 95 (Very high) | 18     | 24         |

Percentages are rounded off



**Figure 3: Showing the Level of Prosocial Behaviour of the Sample**

Table 3 shows the level of prosocial behaviour of the student participants. It is surprising to note that all the participants of the study are moderate to very high on prosocial behaviour. Hence the null hypothesis, “There is no prosocial behaviour in the sample” is rejected.

The upbringing and the social and cultural environment might be responsible for this appreciable level of prosocial behaviour in the participants. Empirical studies of parenting style have established that responsive parental involvement,

encouragement of psychological autonomy, and demands for age appropriate behaviour combined with limit setting and monitoring as seen in authoritative parenting contribute to good psychosocial, academic and behavioural adjustment in children (Baumrind, 1995).

As prosocial behaviour would help in socialization, students low on altruism might find it less advantageous for a smooth school life and would learn ways to socialize.

**Table 4a: Showing the Grubb's Test to Identify Outliers in Aggression Scores**

| Row | Value | Z    | Significant Outlier   |
|-----|-------|------|---|
| 1   | 87.   | 0.26 |   |
| 2   | 85.   | 0.05 |   |
| 3   | 75.   | 1.01 |   |
| 4   | 66.   | 1.96 |   |
| 5   | 95.   | 1.11 |   |
| 6   | 82.   | 0.27 |   |
| 7   | 102.  | 1.85 |   |
| 8   | 100.  | 1.64 |   |
| 9   | 89.   | 0.47 |   |
| 10  | 80.   | 0.48 |   |
| 11  | 82.   | 0.27 |   |
| 12  | 90.   | 0.58 |   |
| 13  | 79.   | 0.58 |   |
| 14  | 70.   | 1.54 |   |
| 15  | 73.   | 1.22 |   |
| 16  | 107.  | 2.38 | Furthest from the rest, but not a significant outlier ( $P > 0.05$ ). |
| 17  | 86.   | 0.16 |   |
| 18  | 87.   | 0.26 |   |
| 19  | 101.  | 1.74 |   |
| 20  | 76.   | 0.90 |   |
| 21  | 87.   | 0.26 |   |

|    |      |      |  |
|----|------|------|--|
| 22 | 95.  | 1.11 |  |
| 23 | 96.  | 1.21 |  |
| 24 | 97.  | 1.32 |  |
| 25 | 98.  | 1.43 |  |
| 26 | 77.  | 0.80 |  |
| 27 | 83.  | 0.16 |  |
| 28 | 82.  | 0.27 |  |
| 29 | 81.  | 0.37 |  |
| 30 | 89.  | 0.47 |  |
| 31 | 68.  | 1.75 |  |
| 32 | 97.  | 1.32 |  |
| 33 | 88.  | 0.37 |  |
| 34 | 82.  | 0.27 |  |
| 35 | 77.  | 0.80 |  |
| 36 | 87.  | 0.26 |  |
| 37 | 99.  | 1.53 |  |
| 38 | 87.  | 0.26 |  |
| 39 | 89.  | 0.47 |  |
| 40 | 76.  | 0.90 |  |
| 41 | 85.  | 0.05 |  |
| 42 | 76.  | 0.90 |  |
| 43 | 85.  | 0.05 |  |
| 44 | 91.  | 0.69 |  |
| 45 | 94.  | 1.00 |  |
| 46 | 83.  | 0.16 |  |
| 47 | 66.  | 1.96 |  |
| 48 | 84.  | 0.06 |  |
| 49 | 79.  | 0.58 |  |
| 50 | 83.  | 0.16 |  |
| 51 | 87.  | 0.26 |  |
| 52 | 104. | 2.06 |  |
| 53 | 72.  | 1.32 |  |

|    |      |      |  |
|----|------|------|--|
| 54 | 76.  | 0.90 |  |
| 55 | 81.  | 0.37 |  |
| 56 | 94.  | 1.00 |  |
| 57 | 87.  | 0.26 |  |
| 58 | 76.  | 0.90 |  |
| 59 | 86.  | 0.16 |  |
| 60 | 87.  | 0.26 |  |
| 61 | 86.  | 0.16 |  |
| 62 | 69.  | 1.64 |  |
| 63 | 74.  | 1.11 |  |
| 64 | 74.  | 1.11 |  |
| 65 | 80.  | 0.48 |  |
| 66 | 97.  | 1.32 |  |
| 67 | 101. | 1.74 |  |
| 68 | 77.  | 0.80 |  |
| 69 | 83.  | 0.16 |  |
| 70 | 87.  | 0.26 |  |
| 71 | 83.  | 0.16 |  |
| 72 | 74.  | 1.11 |  |
| 73 | 74.  | 1.11 |  |
| 74 | 83.  | 0.16 |  |
| 75 | 74.  | 1.11 |  |

### Descriptive Statistics

|                      |                  |
|----------------------|------------------|
| Mean:                | 84.52            |
| SD:                  | 9.45             |
| # of values:         | 75               |
| Outlier detected?    | No               |
| Significance level:  | 0.05 (two-sided) |
| Critical value of Z: | 3.28285351806    |

**Table 4b: Showing the Grubb's Test to Identify Outliers in  
Prosocial Behaviour Scores**

| <b>Row</b> | <b>Value</b> | <b>Z</b> | <b>Significant Outlier</b> |
|------------|--------------|----------|----------------------------|
| 1          | 65.          | 0.60     |                            |
| 2          | 59.          | 1.38     |                            |
| 3          | 62.          | 0.99     |                            |
| 4          | 74.          | 0.57     |                            |
| 5          | 61.          | 1.12     |                            |
| 6          | 54.          | 2.03     |                            |
| 7          | 70.          | 0.05     |                            |
| 8          | 63.          | 0.86     |                            |
| 9          | 67.          | 0.34     |                            |
| 10         | 67.          | 0.34     |                            |
| 11         | 73.          | 0.44     |                            |
| 12         | 70.          | 0.05     |                            |
| 13         | 67.          | 0.34     |                            |
| 14         | 65.          | 0.60     |                            |
| 15         | 76.          | 0.83     |                            |
| 16         | 74.          | 0.57     |                            |
| 17         | 65.          | 0.60     |                            |
| 18         | 63.          | 0.86     |                            |
| 19         | 62.          | 0.99     |                            |
| 20         | 62.          | 0.99     |                            |
| 21         | 75.          | 0.70     |                            |
| 22         | 63.          | 0.86     |                            |
| 23         | 64.          | 0.73     |                            |
| 24         | 72.          | 0.31     |                            |
| 25         | 68.          | 0.21     |                            |
| 26         | 67.          | 0.34     |                            |
| 27         | 64.          | 0.73     |                            |
| 28         | 64.          | 0.73     |                            |

|    |     |      |  |
|----|-----|------|--|
| 29 | 62. | 0.99 |  |
| 30 | 69. | 0.08 |  |
| 31 | 63. | 0.86 |  |
| 32 | 67. | 0.34 |  |
| 33 | 60. | 1.25 |  |
| 34 | 63. | 0.86 |  |
| 35 | 66. | 0.47 |  |
| 36 | 71. | 0.18 |  |
| 37 | 63. | 0.86 |  |
| 38 | 67. | 0.34 |  |
| 39 | 60. | 1.25 |  |
| 40 | 62. | 0.99 |  |
| 41 | 85. | 1.99 |  |
| 42 | 82. | 1.60 |  |
| 43 | 83. | 1.73 |  |
| 44 | 68. | 0.21 |  |
| 45 | 76. | 0.83 |  |
| 46 | 78. | 1.09 |  |
| 47 | 76. | 0.83 |  |
| 48 | 72. | 0.31 |  |
| 49 | 74. | 0.57 |  |
| 50 | 85. | 1.99 |  |
| 51 | 80. | 1.34 |  |
| 52 | 73. | 0.44 |  |
| 53 | 74. | 0.57 |  |
| 54 | 63. | 0.86 |  |
| 55 | 73. | 0.44 |  |
| 56 | 71. | 0.18 |  |
| 57 | 64. | 0.73 |  |
| 58 | 73. | 0.44 |  |
| 59 | 79. | 1.21 |  |
| 60 | 75. | 0.70 |  |

|    |     |      |   |
|----|-----|------|---|
| 61 | 71. | 0.18 |   |
| 62 | 88. | 2.38 |   |
| 63 | 85. | 1.99 |   |
| 64 | 77. | 0.96 |   |
| 65 | 73. | 0.44 |   |
| 66 | 70. | 0.05 |   |
| 67 | 80. | 1.34 |   |
| 68 | 66. | 0.47 |   |
| 69 | 76. | 0.83 |   |
| 70 | 69. | 0.08 |   |
| 71 | 45. | 3.19 | Furthest from the rest, but not a significant outlier ( $P > 0.05$ ). |
| 72 | 76. | 0.83 |   |
| 73 | 63. | 0.86 |   |
| 74 | 75. | 0.70 |   |
| 75 | 75. | 0.70 |   |

### Descriptive Statistics

|                      |                  |
|----------------------|------------------|
| Mean:                | 69.63            |
| SD:                  | 7.72             |
| # of values:         | 75               |
| Outlier detected?    | No               |
| Significance level:  | 0.05 (two-sided) |
| Critical value of Z: | 3.28285351806    |

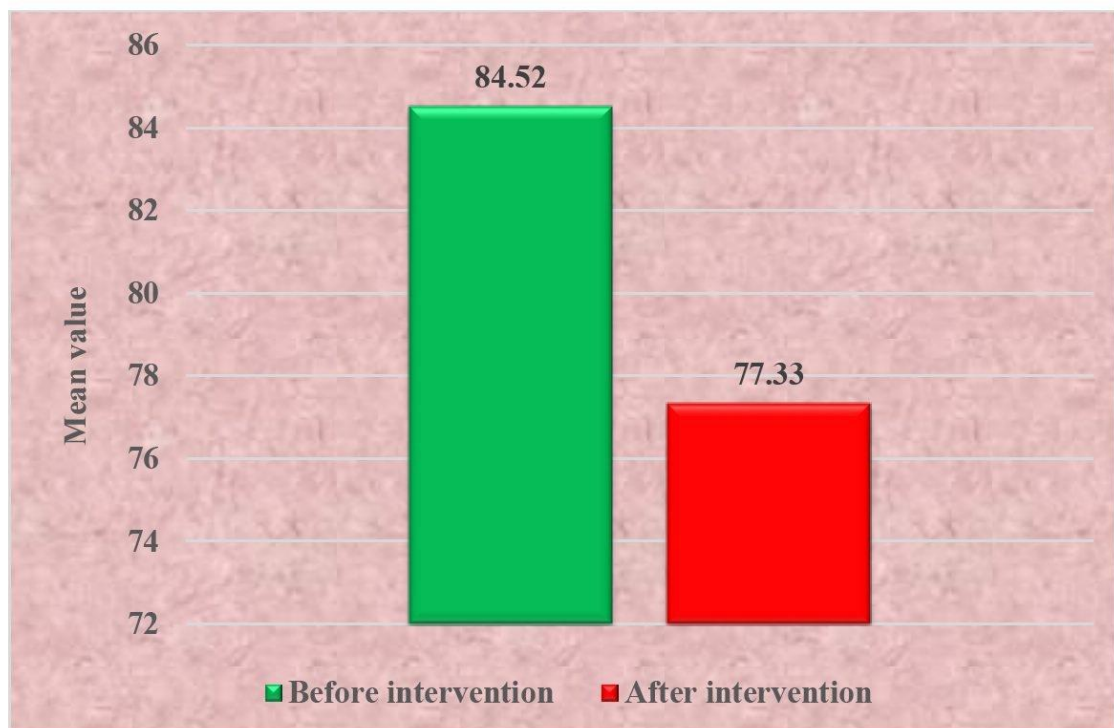
An outlier is an observation that lies outside the overall pattern of a distribution (Moore and McCabe, 1999). In statistics, an outlier is an observation point that is distant from other observations (Grubbs, 1969). The presence of outliers can lead to inflated error rates and substantial distortions of parameter and statistic estimates when using either parametric or nonparametric tests (Zimmerman, 1994, 1995, 1998).

Outliers can affect the results of T test, ANOVA and correlation. Outliers can result from data errors, intentional or motivated mis-reporting, sampling error, standardization failure and faulty distributional assumptions. Outliers can be seen as legitimate cases sampled from the correct population and as potential focus of inquiry (Osborne, Jason and Overbay, 2004).

The present action research involves statistical measures such as ANOVA and correlation. Hence the data were tested for outliers. The descriptive statistics given under tables 4a and 4b indicate that the data is free from the effects of outliers.

**Table 5: Showing the Mean and Standard Deviation in Aggression before and after Intervention**

| Mean                |                    | Standard Deviation  |                    |
|---------------------|--------------------|---------------------|--------------------|
| Before Intervention | After Intervention | Before Intervention | After Intervention |
| 84.52               | 77.33              | 9.453               | 8.06               |



**Figure 4: Mean in Aggression before and after Intervention**

Table 5 shows the mean and standard deviation in aggression before and after the intervention. According to the norms, a mean of 84.52 indicates that, before intervention, the student participants on the whole were moderate in aggression. After intervention, their aggression showed a lower trend with a mean of 77.33.

The following study indicates how an aggressive environment can negatively influence behaviour in youth. Going by the same rule, a positive environment can promote positive behavioural changes. A study conducted by Forster, Grigsby, Unger and Sussman (2015) on associations between gun violence exposures, gang associations, and youth aggression: implications for prevention and intervention programs showed the association of neighbourhood violence exposure, gang associations, and social self-control in a sample of minority youth. Boys having friends in gangs were associated with past week aggression.

**Table 6: Showing the Significance of Difference in Aggression before and after Intervention**

|                | <b>SS</b>  | <b>Df</b> | <b>MS</b> | <b>F</b> | <b>P</b> |
|----------------|------------|-----------|-----------|----------|----------|
| <b>Between</b> | 1,938.604  | 1         | 1,938.604 | 25.121   | 0.000**  |
| <b>Within</b>  | 11,421.081 | 148       | 77.169    |          |          |
| <b>Total</b>   | 13,359.685 | 149       |           |          |          |

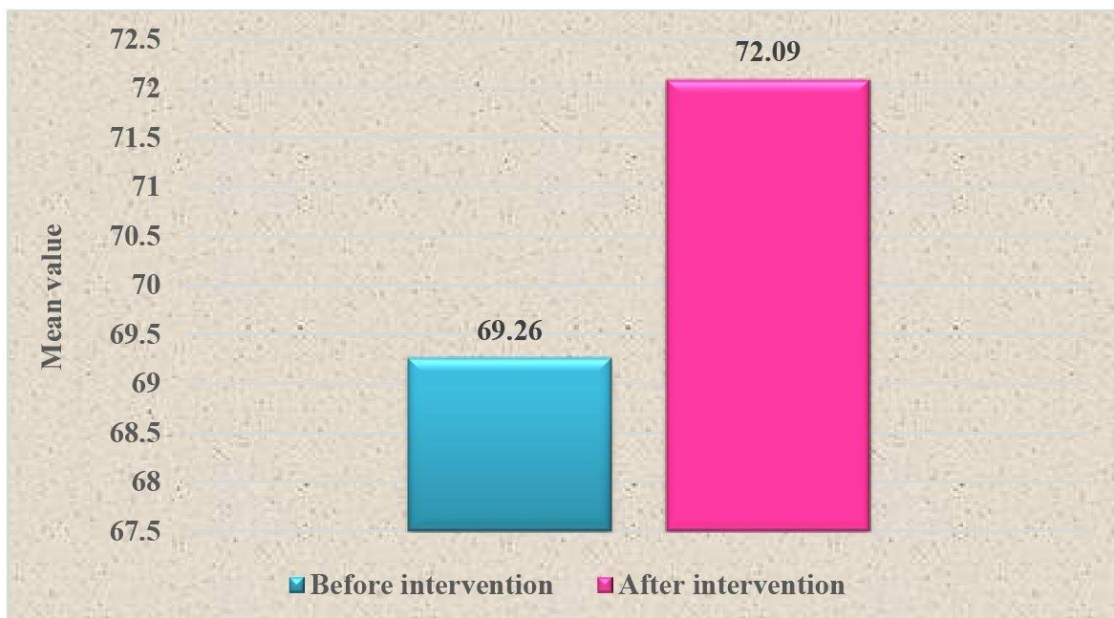
\*\* significant at 0.01 level

Table 6 throws light on the effect of the intervention on the aggression of the student participants. It could be noted that the difference in aggression before and after intervention 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 following study supports the results of the present study. Stoltz, Londen, Dekovic, De Castro and Prinzie (2013) conducted study on Effectiveness of an Individual School-based Intervention for Children with Aggressive Behaviour: A Randomized Controlled Trial on elementary school-children with aggressive behaviour problems. The intervention was found to be effective in reducing reactive and proactive aggressive behaviour as reported by children, mothers, fathers or teachers.

**Table 7: Showing the Mean and Standard Deviation in Prosocial Behaviour before and after the Intervention**

| Mean                |                    | Standard Deviation  |                    |
|---------------------|--------------------|---------------------|--------------------|
| Before Intervention | After Intervention | Before Intervention | After Intervention |
| 69.626              | 72.093             | 7.715               | 7.273              |



**Figure 5: Showing the Mean and Standard Deviation in Prosocial Behaviour before and after the Intervention**

Table 7 indicates that the student participants were high on prosocial behaviour before intervention with a mean of 69.626 and it continued to get better in terms of the scores with a mean value of 72.093.

The following study shows how a positive environment can motivate individuals to be positive and social. A study done by Kennedy (2013) on the relationship between prosocial music and helping behaviour and its mediators found that exposure to prosocial music increased helping behaviour. These results indicate the importance of prosocial music in creating cooperative social scenarios.

A high-quality friendship is characterized by high levels of prosocial behaviour, intimacy, and other positive features, and low levels of conflicts, rivalry, and other negative features. Friendship quality has been assumed to have direct effects on many aspects of children’s social development, including their self-esteem and social adjustment (Berndt, 2002). Empathy, self-control in anger-provoking situations, and affection in family relationships were found to be the best predictors of prosocial behaviour (Mestre, Samper, Nacher, Tur and Corté, 2006).

**Table 8: Showing the Significance of Difference in Prosocial Behaviour before and after Intervention**

|                | <b>SS</b> | <b>Df</b> | <b>MS</b> | <b>F</b> | <b>P</b> |
|----------------|-----------|-----------|-----------|----------|----------|
| <b>Between</b> | 226.935   | 1         | 226.935   | 4.037    | 0.046*   |
| <b>Within</b>  | 8,320.056 | 148       | 56.217    |          |          |
| <b>Total</b>   | 8,546.991 | 149       |           |          |          |

\*Significant at 0.05 level

Prosocial behaviour is a voluntary behaviour intended to benefit another (Eisenberg and Nancy; Fabes and Richard; Spinrad and Tracy, 2007). Evidence suggests that prosociality is central to the well-being of social groups across a range of scales (Helliwell and Putnam, 2004; Joseph, LaRose and Davenport, 2009). Empathy is a strong motive in eliciting prosocial behaviour, and has deep evolutionary roots (Decety, 2011). Prosocial behaviour fosters positive traits that are beneficial for children and society. It may be motivated both by altruism and by self-interest, for reasons of immediate benefit or future reciprocity. Encouraging prosocial behaviour may also require decreasing or eliminating undesirable social behaviours (Helliwell and Putnam, 2004; Joseph, LaRose and Davenport, 2009).

Table 8 indicates an improvement in prosocial behaviour of the student participants after the intervention. It can be noted that the difference in prosocial behaviour before and after intervention 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.

Research findings suggest that promoting prosocial behaviour may serve to counteract aggressive conduct and enhance academic achievement during adolescence (Caprara et al., 2014).

Individuals can be compelled to act prosocially based on learning and socialization during childhood. Operant conditioning and social learning positively reinforces discrete instances of prosocial behaviours. Helping skills and a habitual motivation to help others is therefore socialized, and reinforced as children understand why helping skills should be used to help others around them (Grusec, Goodnow and Kuczynski, 2000). An interventional study to enhance prosocial behaviour in school children was found to be beneficial in improving mood and mental health (Alden and Trew, 2013). People are generally much more likely to act pro-socially in a public setting rather than in a private setting. One explanation for this finding has to do with perceived status, being publicly recognized as a pro-social individual often enhance one's self-image and desirability to be considered for inclusion in social groups (Ariely, Bracha and Meier, 2009).

Psychologists have shown that helping others can produce "feel-good" neurotransmitters such as oxytocin and that, similar to any other pleasurable activity, the act of volunteering, giving and behaving pro-socially can become addictive (Van der Linden, 2011; Keltner, Kogan, Piff and Saturn, 2014).

**Table 9: Showing the Correlation between Aggression and Prosocial Behaviour of the Sample**

| <b>Variables</b>           | <b>Statistical Analysis</b> | <b>Aggression</b>    | <b>Prosocial Behaviour</b> |
|----------------------------|-----------------------------|----------------------|----------------------------|
| <b>Aggression</b>          | Pearson correlation         | 1.000                | 0.1318 <sup>ns</sup>       |
|                            | Sig. (2 -tailed)            |                      | 0.2637 <sup>ns</sup>       |
|                            | N                           | 75                   | 75                         |
| <b>Prosocial Behaviour</b> | Pearson correlation         | 0.1318 <sup>ns</sup> | 1.000                      |
|                            | Sig. (2 -tailed)            | 0.2637 <sup>ns</sup> |                            |
|                            | N                           | 75                   | 75                         |

ns- not significant

Table 9 indicates that in the present study, the aggression scores do not correlate with the prosocial behaviour scores. Hence the null hypothesis, “There is no relationship between aggression and prosocial behaviour in the sample” is accepted.

In the student participants of the study, the factors leading to aggression and prosocial behaviour may be varied and may not follow a general pattern. A study done by Wang (2011) showed contradicting results. It was found that prosocial behaviour moderated aggression is relation with adolescents’ friendships.

Contradicting the finding of the present study, numerous studies have shown that aggressive behaviour and prosocial behaviour are negatively correlated concurrently at different stages of development (Eivers et al. 2012; Krahé and Möller 2011). In a longitudinal study of 800 participants at ages 8, 19 and 30, Eron and Huesmann (1984) found that prosocial behaviour was negatively related to aggressive behaviour consistently at each point in time.

**Table 10: Showing the correlation between Aggression and Prosocial Behaviour and Demographics of the Sample**

| <b>Variable</b>            | <b>Statistical Analysis</b> | <b>Birth Order</b> | <b>Type of Family</b> | <b>Aggression</b> | <b>Prosocial Behaviour</b> |
|----------------------------|-----------------------------|--------------------|-----------------------|-------------------|----------------------------|
| <b>Birth Order</b>         | Pearson Correlation         | 1.000              | -0.0535               | -.0263            | -.1454                     |
|                            | Sig. ( 2 – tailed)          |                    | .711                  | .904              | .190                       |
|                            | N                           | 75.000             | 75                    | 75                | 75                         |
| <b>Type of family</b>      | Pearson Correlation         | -.0535             | 1.000                 | -.1396            | -.0056                     |
|                            | Sig. ( 2 – tailed)          | .711               |                       | .232              | .962                       |
|                            | N                           | 75                 | 75.000                | 75                | 75                         |
| <b>Aggression</b>          | Pearson Correlation         | -.0263             | -.1396                | 1.000             | -.131                      |
|                            | Sig. ( 2 – tailed)          | .904               | .232                  |                   | .264                       |
|                            | N                           | 75                 | 75                    | 75.000            | 75                         |
| <b>Prosocial Behaviour</b> | Pearson Correlation         | -.1454             | -.0056                | -.131             | 1.000                      |
|                            | Sig. ( 2 – tailed)          | .190               | .962                  | .264              |                            |
|                            | N                           | 75                 | 75                    | 75                | 75.000                     |

Table 10 do not indicate statistically significant correlation between aggression, prosocial behaviour and demographic variables like birth order and type of family. Hence the null hypothesis, “There is no relationship between aggression, prosocial behaviour and the demographic variables of the sample” is accepted.

Though the correlations are statistically insignificant, they are of negative nature; i.e., aggression and prosocial behaviour are negatively correlated with birth order and family type. The existing demographics of the participants are negatively contributing to aggression and prosocial behaviour. With regard to birth order, single born constitute more than half (57%. Refer Table 1) of the total sample. The participants on the average have moderate aggression (Refer Table 4). So being single born is negatively contributing to aggression. The participants on the average were high on prosocial behaviour (Refer Table 6). Hence being single born has in reality positively influenced prosocial behaviour. More than half (63%) of the participants belong to joint families (Refer Table 1). Aggression seems to be contributing to such a family system and prosocial behaviour, vice versa.

In a study, teachers rated boys and girls in mother-alone families as more aggressive relative to mother-father families. Among low-income families, the protective effects for mother-father families were not apparent, and mother-male partner families were associated with an increased risk for teacher-rated aggression for boys (Pearson, Lalongo, Hunter and Kellam, 1994).

In a research, after taking into account family income, urban area, and fourth-grade aggressive behaviour, boys in both mother—father and mother—male partner families were significantly less likely than boys in mother-alone families to be rated as aggressive by teachers. No significant relations between family structure and teacher- or parent-rated aggression were found for girls (Kearnan, Llango, Pearson and Kellam, 1995). Findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment (Lopez, Perez, Oacha & Ruiz, 2008).

On the whole, the results of this study could indicate that, Multimodal Approach of intervention might have helped reduce the aggression and enhance the prosocial behaviour of the middle school children who served as the sample. Multimodal Approach might also have helped them identify their level of aggression and deal with it accordingly, to help them stay less aggressive and to adhere to the behavioural assignments, expecting good prosocial behavioural outcomes.