STUDY ON THE EFFECTIVENESS OF INTERVENTION IN ADOLESCENT BEHAVIOUR

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ABSTRACT

The present study “Study on the Effectiveness of Intervention in Adolescent Behaviour” was undertaken with the specific objectives viz (i) to study the level of aggressive behavior in adolescents ii) to analyze the impact of intervention on adolescent aggression. The data was collected from Kangra District of Himachal Pradesh. Standardized scale Aggression by Mathur and Bhatnagar (2012) was used to study the nature of adolescent aggressive behavior. An Intervention Programme was developed to deal with aggression of adolescents. The collected data was tabulated, processed and analyzed by employing various frequencies and the statistical technique namely the paired ‘t’ test. The results of the study indicated that male adolescents residing in rural and urban areas had high level of aggression. Significant decrease in overall aggression of male and female adolescents in both rural and urban areas were found after execution of the intervention programme. The Intervention programme was found to be effective in reducing aggression in adolescents.

KEYWORDS: Adolescent Behaviour, Aggressive, Kangra & Intervention

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INTRODUCTION

Aggression is a disorganized emotional response. It is due to frustration based on emotional disturbance and hostility. Environment is a cogent factor in arousing aggression. The latter, once aroused, may lead to hostile and destructive behavior. It is, in a sense, manifestation of a self-assertive disposition and some kind of forceful nature. If the aggressor's responses are evoked by stimuli in the situation quite often, he would show impulsive or expressive acts of behavior.

The adolescent period is marked by increased involvement in risk behaviors that may predispose young people to poor long-term outcomes. Many of these risk behaviors are relatively transitory in nature and are resolved by the beginning of adulthood. However, “there is increasing evidence of the significant level of emotional and behavioral difficulties such as depression, anxiety, conduct disorder, substance misuse and suicidal thoughts” (Sawyer *et al.* 2001). “Highly aggressive behavior often occurs along and may be predictive of poor academic performance and increased risk of dropping out of school” (Rubin *et al.* 1998). Adolescent aggressive behavior is among the most prevalent and demanding problems for parents, teachers, youth leaders, and juvenile authorities. The presence of single factors in an individual doesn't by itself cause violent behavior. Rather, multiple factors combine to contribute and shape behaviors. Schools are an important location for interventions to prevent

or reduce aggressive behavior. It is a setting in which a great deal of interpersonal aggression among children occur and the only setting with universal access to children. Many studies have documented that stimulatory intervention programme can reduce aggression in adolescents. Intervention is a system of coordinated services that promotes the child's growth and development and supports families during the critical childhood years. It is an act of imparting knowledge and training to individuals to improve their existing knowledge, capacity and efficiency regarding skills. Thomas and Cain (2011) found a significant reduction in the initial level of aggression compared to the levels of aggression the boys showed at the start of intervention. They also showed a significantly greater decrease in delinquent behavior and conduct disordered behavior. Keeping this in view the study was conducted with following objectives.

OBJECTIVES

- To study the level of adolescents' aggressive behavior.
- To analyze the impact of intervention on adolescents' aggression.

METHODOLOGY

The study was conducted in the schools of Kangra district of Himachal Pradesh. 250 adolescents each in the age group of 13-15 years from a school in Kangra district was purposively selected for the present study. The Aggression scale developed by Mathur and Bhatnagar (2012) was used to study the level of adolescent aggressive behavior. Adolescents from two schools one each from rural and urban areas were selected and assessed for aggressive behavior with the help of a standardized scale. After coding of pre-testing scores, the aggregate scores of highly aggressive adolescents' were arranged in ascending order for selecting experimental and control group adolescents. Out of one hundred and twenty aggressive adolescents', thirty each from two schools of Kangra district were taken as experimental group and thirty other adolescents' of same schools were taken as control group. Based on pretesting data, an intervention programme was developed for aggressive behavior & was divided into three parts i.e. Cognitive-Behavioral Model, Classroom-Based Child Social Skills Techniques and Parent and Teacher Education. The intervention programme included different activities for managing aggressive behavior of a particular age group. It was administered to the experimental group of adolescents for a period of four weeks in each school and the activities were conducted with adolescents approximately for 2-3 hours daily. Some activities were administered in the groups and some were done individually as they explored new and different things to learn. Then, the children from the control and the experimental group were post-tested for aggressive behavior to examine the impact of the intervention programme. Measures for the assessment of aggressive behavior at the post-testing stage was the same as it was during pre-testing. Paired 't' test was used to draw meaningful inferences.

RESULTS

Assessment of Aggression among Adolescents

Table 1 envisages the overall level of aggression among adolescents. It was found that majority of male adolescents residing in rural and urban areas had high aggression levels (53.64% and 56.60%, respectively). The findings of Akinlolu *et al.* (2011) suggest that male respondents were the main perpetrators of aggression in both urban and rural areas. Slight variation in medium level of aggression was seen in female adolescents from both the areas, i.e. rural and urban (60.72% and 54.17%, respectively). Out of the total sample, it was found that majority had medium level of aggression (47.60%).

Table 1: Level of Aggression among Adolescents

Sr. No.	Aggression		Himachal Pradesh				
			Rural (n=125)		Urban (n=125)		Total (n=250)
			Male (69)	Female (56)	Male (53)	Female (72)	
1.	Overall	Low	2 (2.80)	3 (5.35)	7 (13.22)	5 (6.94)	17 (6.80)
		Average	30 (43.48)	34 (60.72)	16 (30.18)	39 (54.17)	119 (47.60)
		High	37 (53.64)	19 (33.93)	30 (56.60)	28 (38.88)	114 (40.00)

Impact of Intervention Programme on Aggression as Per Gender and Residential Area

Pre and post-testing comparison of aggression among adolescents as per gender are presented in Table 2. Regarding male experimental group adolescents of rural area, mean scores at post-testing stage significantly decreased in overall aggression ($M = 219.88$) in contrast to the pre-testing stage ($M = 220.11$). Similar trends were found in overall aggression ($M = 219.00$ and 218.81) among female adolescents. However, in the adolescent urban male experimental group, the mean scores of overall aggression ($M = 220.85$ and 220.64) also significantly decreased. In the female experimental group, overall aggression ($M = 220.11$ and 219.91) also significantly improved at the post testing stage. Data regarding the control group of male and female adolescents residing in rural and urban areas showed non-significant differences in overall aggression at pre and post-testing stage. Spoth *et al.* (2010) showed that family competency-training interventions can reduce aggressive and hostile behaviors in adolescents' interactions with parents and adolescent aggressive behaviours outside of the home setting. Several findings indicated that problem solving skills training reduced aggression and anxiety, increased self-confidence, assertiveness and improved social relations (McGuire, 1984; Allen *et al.*, 1964). Therefore, various researches confirm the effect of training in problem-solving skills, increase confidence, reduce aggression and anxiety. Edmondson and Conger (1996) suggested that relaxation, cognitive-relaxation, or social skills training would be effective in the treatment of clients who need to change the way they express their anger. Dykeman's (2000) study demonstrated that students who displayed inappropriate expressions of anger benefited from a cognitive behavioral intervention program. Deffenbacher, Huff, and Thwaites (1995) studied cognitive relaxation groups and found less trait and general anger, less anger response to various situations, and lower anger-related physiological arousal than in members of the control group.

Table 2: Gender and Area Wise Pre and Post-Testing Comparison of Aggression

Aggression	Himachal Pradesh					
	Pre-Testing Mean±SD	Post-Testing Mean±SD	Paired 't' Value	Pre-Testing Mean±SD	Post-Testing Mean±SD	Paired 't' Value
Rural	Male experimental group (n=18)			Female experimental group (n=12)		
Overall aggression	220.11±9.85	219.88±10.02	2.20*	219.00 ±13.07	218.81±13.08	1.86*
	Male control group (n=19)			Female control group (n=11)		
Overall aggression	220.10±9.85	220.13±9.82	1.00	220.16±11.00	220.25±11.02	1.25
Urban	Male experimental group (n=16)			Female experimental group (n=14)		
Overall aggression	220.85±7.34	220.64±7.34	2.14*	220.11±11.00	219.91±11.01	1.91*
	Male control group (n=14)			Female control group (n=16)		
Overall aggression	220.00±10.77	220.03±10.81	1.00	220.81±10.90	220.75±10.94	1.00

CONCLUSIONS

Significant improvements were noticed in overall aggression among experimental group adolescents after execution of intervention programme. So it can be concluded that aggression was significantly reduced in adolescents during post-testing stage.

Development of psychological problems like aggression, stress, anxiety etc in the earlier years of life shows delinquent behaviour and other problems in later life. Early interventions will certainly reduce the prevalence of such problems. So, it is important to consider multiple factors during the preparation of intervention programmes for adolescent with aggression. Teachers and parents are the key change agents for adolescents, therefore they should be trained for giving proper stimulation and encouragement to help the adolescents to deal better with aggression.

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