



## Effect of Expressive Media to Reduce Aggressive Behaviour Among Adolescent Orphans

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### KEYWORDS

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Aggressive  
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### ABSTRACT:

**Introduction and Aim:** Adolescence is a common time when aggressive behavior is seen. It is also one of the adolescent mental health issues connected to several psychiatric diseases in young people, especially in orphans. The aim of the study is to determine the "Effect of Expressive media to reduce aggressive behavior among adolescent orphans".

**Material and methods:** It is a quantitative quasi- experimental study done for 30 subjects (15 in the experimental group and 15 in the control group) in the age group of 12 to 18 years who participated from Premavasam orphanage, Gerugambakkam, Chennai. The Aggression Scale is used to assess the aggressive behavior among participants and the outcome measures taken by using the Aggression Questionnaire. The experimental group received 36 sessions of Expressive media intervention, whereas the control group received conventional occupational therapy intervention for 3 months.

**Result:** After undergoing Expressive media intervention for teenage orphans, the experimental group significantly benefited, according to the statistical evaluation of the Aggression Questionnaire post-test.

**Conclusion:** The study reveals that the use of expressive media as an intervention can effectively lower the incidence of violent behavior in adolescent orphans.

### 1. Introduction

"Adolescents" are defined by the World Health Organization (WHO) as those who fall within the ages of 10 and 19. From early childhood as long as adulthood, there are major shifts in one's physical, psychological, sexual, and social development at the same time. Teenagers and kids who have lost a single parent or both of their parents are known as orphans. Youngsters who have lost both of their parents are referred to as paternal orphans and maternal orphans. Children who have at least one living parent who neglects to fulfill their parental responsibilities are referred to as social orphans. Most orphans are either abandoned by their family and raised in institutions, or they run away from their homes (Sandhiya et al., 2020). Numerous kids in India either end up losing or. In 2007, according to UNICEF estimates, there were around 25 million orphans in India. However, the COVID-19 pandemic has greatly increased

the orphan population, putting adolescents at risk for mental health issues. (Adhila Muhammed Arif, 2021).

Behavior that is intended to cause injury or damage to someone or anything acting as a replacement for a particular target is considered aggressive. A crucial characteristic of aggressive behavior, which can take the form of physical, verbal, or symbolic activity, is the intention to cause harm. Researchers who have focused on the emotional and behavioral problems that orphans face have found that orphans are more likely to experience stress, difficulty interacting with others, depression, aggression, feelings of rejection, anxiety, peer relationship issues, hyperactivity, conduct issues, low self-esteem, pro-social behavior, and academic issues as a result of exposure to parental neglect, abuse, exploitation, and neglect. According to Kaur, Vinnakota, and Panigrahi (2018), such children are frequently raised in institutions where they may not receive enough individualized care. Another study by Rahman et al.



(2012) found a high prevalence of 40.35% of behavioral and emotional problems among orphan children living in institutional homes. Therefore, better support structures are needed for orphans, both in terms of individual care and mental health services, to address the emotional and behavioral problems they may face.

Occupational therapy and expressive therapies have long been connected with the diagnosis and management of mental illness. (Higdon, 1990; Stein and Cutler, 1998; Bruce and Borg, 1993). Broadly speaking, any activity that is done freely can be expressive, encompassing visual art-making (drawing, painting, or working with clay), photographing, creative writing, music, theater, movement, sand-tray, computer graphics, and dance. (Meiklejohn A et al., 2004; Malchiodi C et al., 2005). Behavioral disorders, emotional disturbances, attention deficit and hyperactivity disorders (ADHD), long-term conditions, learning disabilities, problems with body image, abuse, eating disorders, and more can all be successfully resolved with expressive arts therapies. (Renata Martinec and Damir Miholic, 2013). The research objectives are justified by the pressing need to address mental health issues in adolescent orphans and underscore the overarching purpose of the study to provide valuable insights that contribute to the development of effective strategies for reducing aggression in this population through the thoughtful application of expressive media.

## 2. Materials And Methods

The purpose of the study is to determine the effect of expressive media on reducing aggressive behavior among adolescent orphans. It is a quasi-experimental study design with a convenient sampling technique of 30 subjects, which are divided into 15 participants in the control group and another 15 participants in the experimental group. All the participants are from Premavasam orphanage, Gerugambakkam, Chennai-Tamilnadu. The duration of this study is 3 months (12 weeks) and 36 sessions. Each session lasts 45 minutes. The independent variable of the study is expressive media, and the dependent variable is aggressive behavior among adolescents. The inclusion criteria are adolescent orphans with an age group of 12–18 years and aggressive behavior among adolescent orphans, which is screened using the Aggression Scale. The exclusion criteria include: age should not be less than 12 years and more

than 18 years; adolescent orphans who are suffering from intellectual disability and severe chronic medical illness; and juvenile delinquents.

## 3. Research Instruments

The screening instrument for this investigation is the Aggression Scale. It is made up of eleven items that are intended to gauge middle school pupils' self-reported aggressive tendencies. The measure was administered to two separate groups of young adolescents. Construct validity is demonstrated by the comparison of each student's mean score from the three instructor ratings with their Aggression Scale scores. When teacher ratings improved, the mean Aggression Scale scores increased significantly ( $f(6,222) = 4.15, p < .001$ ), and the internal consistency of the scores (as determined by the Cronbach's alpha coefficient) was strong. A comparable Cronbach's alpha coefficient, ranging from 0.86 to 0.88, was discovered.

The pre- and post-tests for this study are conducted using the Aggression Questionnaire. It was developed by [20] of the University of Texas to assess four dimensions of violent behavior: hostility, emotion, verbal, and physical. Concurrent validity is demonstrated by the calculation of Pearson correlations between the scores on the AQ subscales and parts of the CTS2 and STAXI2 subscales. The aggression questionnaire scale has exceptionally good reliability, and all associations were statistically significant ( $p < .001$ ), ranging from minor to moderate. The measurement tool's reliability is 0.84.

These two tools are used to measure the outcome and determine the aggressive behavior of adolescent orphans.

## 4. Research Procedure

Participants are screened using “The Aggression Scale”. A total of thirty (30) participants were selected according to the inclusion criteria. The samples were divided into fifteen (15) samples in the experimental group and fifteen (15) samples in the control group. The adolescent orphan's aggressive behavior level was measured using “The Aggression Questionnaire” in the pre- and post-tests. The pre-test and post-test were collected from both the experimental and control groups. The experimental group receives expressive media intervention, whereas the control group receives conventional occupational therapy. Each session is started with a brief introduction about the activity to be done, followed by a warm-up



session and activity, and the session is also winded down with feedback.

## 5. Results

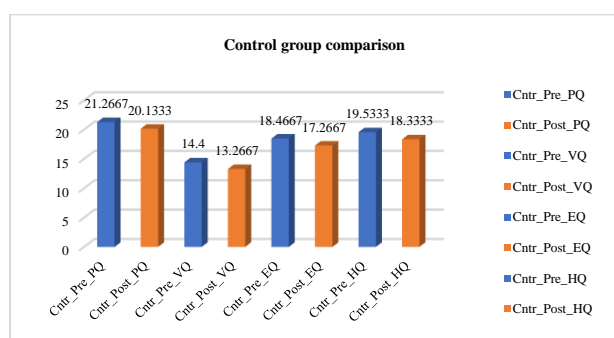
**Table 1:** Statistical analysis of pre- test and post- test in Control group

| Test         | Mean    | SD      | N  | Z value | p value |
|--------------|---------|---------|----|---------|---------|
| Cntr_Pre_PQ  | 21.2667 | 5.65012 | 15 | -3.69   | 0.00*   |
| Cntr_Post_PQ | 20.1333 | 5.73045 | 15 |         |         |
| Cntr_Pre_VQ  | 14.4    | 1.54919 | 15 | -3.69   | 0.00*   |
| Cntr_Post_VQ | 13.2667 | 1.57963 | 15 |         |         |
| Cntr_Pre_EQ  | 18.4667 | 4.05087 | 15 | -3.626  | 0.00*   |
| Cntr_Post_EQ | 17.2667 | 4.18273 | 15 |         |         |
| Cntr_Pre_HQ  | 19.5333 | 5.1251  | 15 | -3.626  | 0.00*   |
| Cntr_Post_HQ | 18.3333 | 5.09435 | 15 |         |         |

**\*Significant at 5% alpha level**(PQ – Physical Questionnaire, VQ – Verbal Questionnaire, EQ – Emotion Questionnaire and HQ – Hostile Questionnaire)

In the control group, since the p value is lesser than 0.05 (PQ, VQ, EQ and HQ), alternate hypothesis is accepted. Hence, there is statistically significant difference between pre- test and post test scores in the Control Group of the aggression questionnaire. This suggests that the intervention received by the control group had significant improvement.

**Figure 1**



**Table2:** Statistical analysis of pre-test and post-test in Experimental group

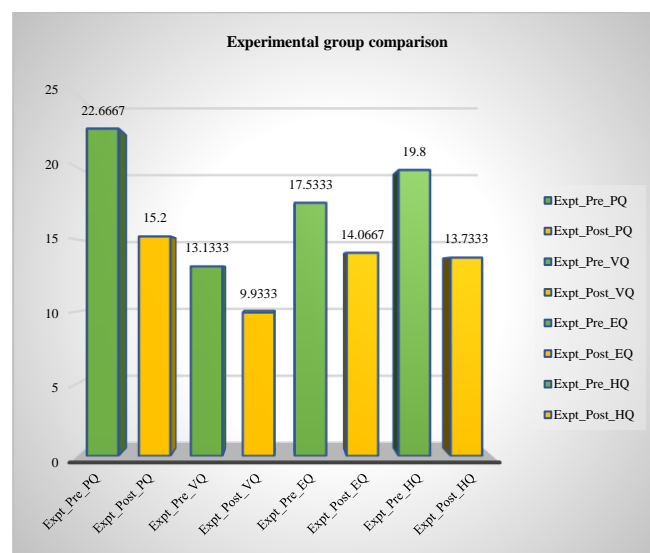
| Test         | Mean    | SD      | N  | Z value | p value |
|--------------|---------|---------|----|---------|---------|
| Expt_Pre_PQ  | 22.6667 | 5.51189 | 15 | -3.429  | 0.001*  |
| Expt_Post_PQ | 15.2    | 4.90189 | 15 |         |         |
| Expt_Pre_VQ  | 13.1333 | 2.69568 | 15 | -3.46   | 0.001*  |
| Expt_Post_VQ | 9.9333  | 2.57645 | 15 |         |         |
| Expt_Pre_EQ  | 17.5333 | 4.10342 | 15 | -3.508  | 0.00*   |

|              |         |         |    |        |        |
|--------------|---------|---------|----|--------|--------|
| Expt_Post_EQ | 14.0667 | 4.16562 | 15 | -3.477 | 0.001* |
| Expt_Pre_HQ  | 19.8    | 6.15514 | 15 |        |        |
| Expt_Post_HQ | 13.7333 | 5.62478 | 15 |        |        |

**\* Significant at 5% alpha level**

In the Experimental group, since the p value is less than 0.05 (PQ, VQ, EQ and HQ), alternate hypothesis is accepted. Hence, there is statistically significant difference in Experimental Group between pre-test and post test scores of the aggression questionnaire. This suggests that the intervention received by the experimental group had significant improvement

**Figure 2**



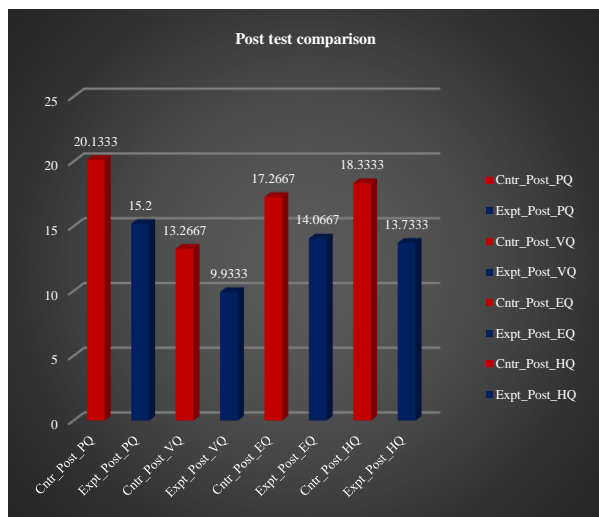
**Table 3:** Statistical analysis between the post-test scores of the Control and Experimental group

| Group        | Mean    | SD      | N  | Z value | p value |
|--------------|---------|---------|----|---------|---------|
| Cntr_Post_PQ | 20.1333 | 5.73045 | 15 | 2.343   | 0.019*  |
| Expt_Post_PQ | 15.2    | 4.90189 | 15 |         |         |
| Cntr_Post_VQ | 13.2667 | 1.57963 | 15 | 3.421   | 0.00*   |
| Expt_Post_VQ | 9.9333  | 2.57645 | 15 |         |         |
| Cntr_Post_EQ | 17.2667 | 4.18273 | 15 | 2.011   | 0.044*  |
| Expt_Post_EQ | 14.0667 | 4.16562 | 15 |         |         |
| Cntr_Post_HQ | 18.3333 | 5.09435 | 15 | 2.053   | 0.04*   |
| Expt_Post_HQ | 13.7333 | 5.62478 | 15 |         |         |

**\*Significant at 5% alpha level**



Figure 3



The result of the study showed that, Since the p value is lesser than 0.05 (PQ, VQ, EQ and HQ), alternate hypothesis is accepted. Hence, there is statistically significant difference in post test scores between Experimental and Control Group of the aggression questionnaire. This suggests that the intervention received by the experimental group which is expressive media outlets had more improvement when compared to the control group.

## 6. Discussion

The study aims to determine the effect of expressive media to reduce aggressive behavior among adolescent orphans. The study was conducted for an intervention period of 3months for adolescent orphans with aggressive behavior. A total of thirty (30) aggressive behavior among orphans were selected using the selection criteria described in the methodology and randomly allocated to the experimental and control group in each fifteen (15) samples. The age of selected samples ranged between 12 to 18years adolescent orphans. Both the control and experimental group participants were measured with the screening tool “The Aggression Scale”, and scales used to assess by “The Aggression Questionnaire”. The experimental group undergoes the expressive media intervention for a period of 3months with three sessions per week lasting for forty-five (45) minutes, whereas the control group received conventional occupational therapy. After 3months of intervention, the post-test evaluation was done for both

control and experimental groups and scores were calculated and results were analyzed.

**Table 1 and Figure 1** showed that the statistical analysis of the pre-test and post-test of The Aggression Questionnaire in the control group. The mean value of pre-test of PQ – 21.2667, VQ – 14.4, EQ – 18.4667 and HQ – 19.5333, the mean value of the post-test of PQ – 20.1333, VQ – 13.2667, EQ – 17.2667 and HQ – 18.3333, the Z value of PQ (-3.69), VQ (-3.69), EQ (-3.626) and HQ (-3.626) and the p value of PQ, VQ, EQ and HQ is 0.00 which is lesser than 0.05, there is a significant improvement in the control group on the application of the conventional occupational therapy intervention as progressive muscle relaxation between pre-test and post-test scores of the Aggression Questionnaire. This study has been accordance with another study reviewed by Christopher Lopata (2016):The study finds out the effectiveness of Progressive Muscle Relaxation (PMR) as a proactive intervention for reducing physical aggression in elementary students with emotional disabilities. A total of 24 students participated, age between 6 – 9 years who were classified as having emotional or behavioral disorders. The Aggression find out using two methods, 1) a frequency count of aggressive incidents of participants and 2) teacher rating scores on the Aggression scale from the Child Behavior Checklist tool used. The results of the study showed that Progressive Muscle Relaxation technique reduced short-term aggression among elementary students with emotional or behavioral disorders.

**Table 2 and Figure 2** showed that the statistical analysis of the pre-test and post-test of The Aggression Questionnaire in experimental group. The mean value of pre-test of PQ – 22.6667, VQ – 13.1333, EQ – 17.5333 and HQ – 19.8, the mean value of the post-test of PQ – 15.2, VQ – 9.9333, EQ – 14.0667 and HQ – 13.7333, the Z value of PQ (-3.429), VQ (-3.46), EQ (-3.508) and HQ (-3.4.77) and the p value of PQ, VQ, HQ is 0.01 and EQ is 0.00 which is less than 0.05, there is a statistical improvement on the experimental group on the application of expressive media (visual-art making) intervention between pre-test and post-test scores of The Aggression Questionnaire. This study is in accordance with another study reviewed by Rainbow T.H et., al (2020): The study examined the effects of expressive arts-based interventions on emotional and behavioral



well-being of adults with intellectual disabilities. A total of 109 participants splits into control group (54) and experimental group (55) using stratified randomization. The result of the study showed that expressive-arts based intervention (experimental group) have different effects on the emotional and behavioral well-being of male and female participants.

**Table 3 and Figure 3** showed the statistical analysis of post-test of The Aggression Questionnaire in control and experimental group. The post mean value of control group of PQ (20.1333), VQ (13.2667), EQ (17.2667) and HQ (18.3333), the post mean value of the experimental group of PQ (15.2), VQ (9.9333), EQ (14.0667) and HQ (13.7333), the Z value of PQ (2.343), VQ (3.421), EQ (2.011) and HQ (2.053) and the p value of PQ (0.019), VQ (0.00), EQ (0.044) and HQ (0.04) is lesser than 0.05, alternate hypothesis is accepted. Hence, there is a highly significant difference in post-test scores between control and the experimental group of The Aggression Questionnaire after the application of both conventional occupational therapy as well as the expressive media intervention. This study has been accordance with another study reviewed by Shiva Zarezadeh Kheibari et., al (2014): The study conducted to find out the effect of expressive arts therapy in reducing anxiety among orphaned girls. Twenty-six female children between the ages of 10 to 13 voluntarily attended a ten session expressive arts group. Participants were randomly assigned to either the art-making group or the control group. The state-trait Anxiety Inventory was given for pre and post scores. The experimental group showed a significant decrease in both state and trait anxiety scores, while the control group did not. These findings suggest that expressive therapy could be an effective method for helping orphaned children to cope with stress and anxiety.

## 7. Conclusion

The results of the present study showed that there was a high significant difference between the post scores of control and experimental group. It indicated that there is a high significant improvement in experimental group as because of expressive media reduced aggressive behavior. Through creative outlets such as art, music, storytelling, and other expressive medias can better cope with the emotions and experiences of adolescents, leading to improved emotional well-being and a decrease

in aggressive tendencies. From this study, the results proved that the effect of expressive media in reducing aggressive behavior among adolescent orphans.

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**ETHICAL CLEARANCE:** Approval obtained from Institution Scientific Review Board (ISRB) of Saveetha College of Occupational Therapy.

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