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Full Length Research Article

A Study to Assess and Evaluate the Effectiveness of Bibliotherapy regarding Anger Management among Adolescent Students in terms of Knowledge at Selected Schools of North Delhi, India

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ABSTRACT

The Latin word "adolescere," which means to develop or reach adulthood, is where the word "adolescence" originates. Adolescence is a phase of transition in a person's physical and psychological development that typically lasts from puberty to adulthood. Although its physical, psychological, and cultural manifestations might start sooner and conclude later, the time of adolescence is most strongly identified with the teenage years. Early adolescence and late adolescence are two distinct stages of adolescence. Early adolescence lasts from the ages of thirteen to sixteen or seventeen, while late adolescence lasts from the ages of thirteen to eighteen. During this time of growth, adolescents deal with a lot of emotional problems.

Introduction

Background of the study

"Anger and intolerance are the enemies of correct understanding." (M. Gandhi)

The term adolescence comes from the Latin word „adolescere“ meaning to grow or to grow to maturity. Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to adulthood. The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions may begin earlier and end later. The adolescent years are divided into early adolescence and late adolescence. Early adolescence extends from thirteen to sixteen or seventeen years, and late adolescence covers the period from thirteen then until eighteen. Adolescents face a lot of emotional issues during the period of development.

It is a stressful developmental period filled with major changes in physical maturity and sexuality, cognitive processes, emotional feelings, and relationships with others. They will face questions of identity, separation and relationship. This can bring more frustration and confusion that lead to anger and a pattern of reactive behavior in adolescents. Their status in school and home make them aware of the responsibilities and it motivates most adolescents to behave in a more mature manner. Adolescents can decide to get angry when the parent: teases, threatens, orders, accuses, forbids, nags, criticizes, lectures, repeats, questions, checks up on, favors another child, doesn't listen, publicly embarrasses, laughs at or breaks a confidence, invades privacy, grounds, takes away resources, or disbelieves what is told in truth.

Most adolescents displaying aggression have experienced frustration and have had violent role models during their childhood. Many teenagers are violent because of periods of over stimulation or strong desires of emotional contact. Much anxiety of adolescents is related to the fear that they may be unable to control their destructive aggression. Adolescents often have violent dreams and fantasies that they expect in theater, even though in some, the potential for violence is minimal. They require the recognition of their fear and reassurance of external limits. Their defenses against aggressive outbursts should be reinforced and supported. Focuses should be on the behavior and feared loss of control, not on the roots of anger. Anger is an automatic response to ill treatment. It is a feedback mechanism in which an unpleasant stimulus is met with an unpleasant response. When anger goes

unresolved, this physiological arousal can be the predisposing factor to a number of health problems. The external expression of anger can be found in facial expressions, body language, physiological responses, and at times in public acts of aggression. Human beings make loud sounds, attempt to look physically larger, bare their teeth, and stare.

Anger is a natural feeling that we are born with. It is a normal, healthy emotion that serves as a warning signal and alerts us to potential threat or trauma. The mild forms of human anger may include displeasure, irritation or dislike. When we react to frustration, criticism or a threat, we may become angry – and usually this is a healthy response. Anger may be a secondary response to feeling sad, lonely or frightened. When anger becomes a full-blown rage our judgment and thinking can become impaired and we are more likely to do and say unreasonable and irrational things. Anger is not just a mental state of mind. It triggers an increase in heart rate, blood pressure and levels of adrenaline and noradrenaline, anger has survival benefits, and forms part of our fight or flight brain response to a perceived threat, anger usually becomes the predominant feeling and takes over our behavior, cognition and physiology. When it is not, we will tend to act with aggression and other harmful acts. Some of these acts can physically and mentally hurt others.

American Psychological Association (2012) stated that anger is a normal, usually healthy emotion we all experience. But when anger gets out of hand, it can cause problems at home and at work. There are ways you can get control of your anger, instead of letting it control you. There are some ways to manage the anger in teenagers. Some possible ways for teens to control tension and help to relax are, exercise, listen to music, write down your thoughts and emotions, drawing practice, relaxation techniques, and avoid your triggers. (Bibliotherapy).

Statement of problem

A study to assess and evaluate the effectiveness of Bibliotherapy regarding anger management among adolescent students in terms of knowledge at a selected school of North Delhi.

The objectives of the study were to.

- *Develop a Bibliotherapy regarding anger management for the adolescent students;*
- *Assess and evaluate the level of knowledge among adolescent students before and after the administration of Bibliotherapy regarding anger management.;*
- *Determine the association between post-test knowledge scores of the adolescent students with selected demographic variables.*

Hypotheses of the study

H₁: The mean post-test knowledge score of adolescent students will be significantly higher than their mean pre-test score as evidenced by structured knowledge questionnaires at 0.05 level of significance.

H₂: There will be a significant association between post-test knowledge scores with selected demographic variables at 0.05 level of significance.

Assumptions

- Adolescents exhibit some aggression
- Bibliotherapy helps to reduce aggression among adolescents.
- Knowledge regarding anger management among adolescents can be measured using structured knowledge questionnaires.
- Certain demographic factors that influence anger management.

Delimitations

- The study is delimited to:
 - Adolescents including boys and girls students studying in 9th standard of a selected private school of North Delhi.
 - Student's knowledge was assessed regarding anger management once before and after the administration of Bibliotherapy.
 - Assessment of knowledge limited to written responses only elicited through a structured knowledge questionnaire.
 - Administration of Bibliotherapy only once.

Operational definitions

- **Effectiveness:** Effectiveness refers to the outcome of the Bibliotherapy on anger management among students as elicited through structured knowledge questionnaires.
- **Bibliotherapy:** Bibliotherapy refers to self-help learning materials to manage the anger and emotional concern among adolescent students. It consists of reading, viewing material and to provide information regarding anger management under content area such as definition, cause, sign and symptom, factors affecting anger, goal of anger, technique of anger, advantages of anger and conclusion.
- **Anger management:** Anger management is a technique of learning to recognize signs, and taking action to calm down and deal with the situation in a positive way by using Bibliotherapy technique.

- **Adolescent Students:** It refers to the adolescents in the age group of (12-18) years who are studying in 9th standard in a selected school of North Delhi.

Conceptual framework

The conceptual model developed for the study is based on the General System Model by Ludwig Von Bertalanffy (1967). It provides a comprehensive, systematic and continuously ongoing framework for programme evaluation. System model explains the programme development, utilization and programme evaluation. The present study aimed at determining the effect of Bibliotherapy regarding anger management among adolescent students. The model consists of three areas-

Input, Process, and Output.

Input: It refers to the learner or target group with their characteristics, level of competence, learning needs and interest. In the present study, the target group refers to the adolescent's student studying in 9th standard with certain characteristics i.e. age, gender, religion, type of family, education of parents, place of living, family income per month in no. of siblings, source of information regarding anger management, have you ever experienced outburst of anger, any history of violence/ aggression in your family member, any history of exhibiting / showing aggression among your friends..

Process: - It refers to the different operational procedures in implementing the programme. It includes the factors that facilitate or block the administration of a Bibliotherapy. It refers to the different operational aspects of the development of knowledge questionnaire tools and this aspect includes.

Preparation of tool: -

Knowledge questionnaire tool, Validation of tool by experts. Tryout of tool Reliability of tool. Assessment of knowledge score regarding anger management among adolescent students before administration of Bibliotherapy. Administration of Bibliotherapy regarding anger management among adolescent students. Assessment of knowledge score regarding anger management among adolescent students after administration of Bibliotherapy.

Output:-It refers to assessment of knowledge of anger management among adolescent students who were administered Bibliotherapy to find out an adequate level of knowledge regarding anger management.

Feedback: - It emphasized the need to strengthen the input and process. In the present study, feedback is not included. It is the process by which information and response is obtained from each student and it is associated with input and process to guide its evaluation.

Methodology

Methodology includes a research approach and design, description of research setting, variables under study, population, sample and sampling techniques, development and description of tools, development and validation of Bibliotherapy, pilot study and plan for data analysis.

The purpose of the present study was to accomplish research objectives that are to develop the Bibliotherapy on anger management in terms of knowledge among adolescent students. The investigator was also interested in determining the effectiveness of the Bibliotherapy with the help of a structured knowledge questionnaire.

Research approach

The research approach for the study was an evaluative research approach aimed at finding out the effectiveness of Bibliotherapy on anger management in terms of knowledge among adolescent students.

Research design

The research design selected for this study was Pre experimental "One group pre- test and post- test design" which is best suited to assess the knowledge regarding anger management among adolescent students in St" Xavier"s school North Delhi. One group pretest-posttest design. The design is represented as: K1 X K2

Key words:

- K1- Assessment of knowledge score before the administration of Bibliotherapy regarding anger management.
- K2- Assessment of knowledge score after the administration of Bibliotherapy regarding anger management.
- X-Intervention (Administration of Bibliotherapy among adolescent students regarding anger management).

Variables under study

In this present study, variables are Independent and Dependent. Independent Variable: The variable that is purposely manipulated or changed by the researcher is also called the manipulated variable. It is manipulated, measured, and selected by the experimental for the purpose of producing observable changes in the behavioral measures. In the present study, an independent variable is Bibliotherapy on anger management. In this study, the dependent variable was the knowledge score of adolescent students regarding anger management.

Setting of the study

The present study was conducted at St Xavier's School in North Delhi.

Criteria for selecting the setting:

- Research's Familiarity with the setting
- Availability of the sample subjects
- Feasibility of conducting the study
- Easy access to subjects.
- Administrative approval and expectation of co-operation for the study.
- Economy of time.

Population

The populations for the study consist of adolescent students studying in 9th standard in Schools of Delhi.

Sample

In present study samples were adolescent students studying in 9th standard in St Xavier's school North Delhi.

Sample size

40 adolescent students who were studying in St' Xavier's school North Delhi.

Sampling technique

For the present study, 40 adolescent students who were studying in 9th standard in the age group of 12-17 yrs at St Xavier's school in North Delhi were selected by using Purposive sampling technique method.

Inclusion Criteria

- Adolescent students both boys and girls, were studying in 9th Standard of St' Xavier's.
- Adolescent students who were willing to participate in the study.
- Adolescents who were available at the time of data collection.

Data collection tool and technique

TOOL	PURPOSE	TECHNIQUE
A structured knowledge Questionnaire. Section- 1: Selected Socio Demographic Variables. Section-2: Structured knowledge questionnaire.	To assess the knowledge of adolescent students regarding anger management.	Paper and pencil

Description of tool

The structured knowledge questionnaire consists of two parts.

Part – I: Consists 13 items on demographic profile data such as Age, Gender, Religion, Type of family, Education of parents, Place of living, Family income per month in No. of siblings, Source of information, Whether ever experienced outburst of anger, Any history of violence/ Aggression in family member, Any history of exhibiting / showing aggression among friends.

Part –II: Structured Knowledge Questionnaire:It consists of 30 items related to knowledge of adolescent students regarding anger management. Each correct response item was given a score of one, and an incorrect response was given a score zero. The maximum score of the structured knowledge questionnaire was 30. Minimum score-0.

Reliability of the tool

After try out on 10 students, reliability of tool was established by using - K.R- 20 formula and it was found 0.74.That means tool was reliable for the study.

Pilot study

After taking formal administrative approval from Memorial Academy School, Pilot study was conducted on 10 adolescent students. The duration was from 5/11/2013 to 12/12/2013. Purposive sampling technique was used for selection of the adolescent students.

Ethical considerations

- Written permission from Principal St Xavier's school in North Delhi was taken.

- The purpose of the study was explained to the respondents and the researcher assured them that their responses will be kept confidential and anonymity would be maintained.
- Written consent from 9th class students was taken. The samples of the study were assured of maintaining anonymity and confidentiality of their information.

Plan of data analysis

- Frequency and percentage distribution was computed to describe the sample characteristics.
- Mean, median, and standard deviation value was calculated to describe the pre- test and post –test knowledge scores
- t- Value was calculated to find out significant differences between the pre-test knowledge scores and post-test knowledge scores at 0.05 level of significance.
- Fisher's exact p value was calculated to find out the association between post- test knowledge scores with selected demographic variables at 0.05 level of significance.

Organization and presentation of data

Findings on demographic characteristics of adolescent students.

Frequency and Percentage Distribution of Adolescent Students According To Socio-Demographic Variables. Majority of adolescent students 38(95%) were in the 14-15 yrs, 1(2.5%) were in 12-13 yrs and 1(2.5%) were in 16-17 yrs As regard to gender 21(52.5%) of adolescent students were male, while 19(47.5%) were female. Religion wise 27(67.5%) adolescent students belonged to Hindu religion, while 1(2.5%) were Muslim, 11 (27.5%) were Christian and 1(2.5%) were Sikh. Most of the adolescent students i.e.27(67.5%) were living in nuclear family, and only 13(32.5%) lived in joint family. As per education of parents 25 (62.5%) had attained Post- graduation while, 13(32.5%) were graduates, 1(2.5%) was senior secondary and 1(2.5%) was illiterate. As per residence majority 37(92.5%) were residing in urban area while, 1(2.5%) was in rural and 2(5%) were living in semi-urban. In terms of family income 34 (85%) had family income of Rs20, 001 & above in per month while, 6(15%) had Rs 10,001-20,000 in per month. Most of the adolescent students had one sibling 26 (65%) maximum while, 1(2.5%) of adolescent students had in two siblings, 7(17.5%) of adolescent students had more than two siblings. As per source of information regarding anger management 20(50%) got it through T.V while, 1(2.5%) of adolescent students got information regarding anger management through Radio, 7(17.5%) of adolescent students got information regarding anger management through media and 12(30%) of adolescent students got information on anger management through professionals. As per anger outburst most 26(65%) of the adolescents had outburst of anger, while 14(35%) of adolescents had no outburst of anger. Maximum, 25(62.5%) of adolescent students had no history of violence/ aggression in their family, while 15(37.5%) of adolescent students had history of violence/ aggression in their family. 28(70%) of adolescent students had showed aggression among their friends, while 12(30%) of adolescents had no history of exhibiting / showing aggression among their friends.

Findings related to the level of knowledge of adolescent students before and after the administration of bibliotherapy

35(87.5%) were having good knowledge whereas 4(10 %) were having average knowledge and 1(2.5%) was having excellent knowledge. And in post-test majority i.e. 37(85 %) were having excellent knowledge whereas 3(15%) were having good knowledge.

Findings related to effectiveness of Bibliotherapy regarding anger management

There is decrease in the standard deviation from pre- test (2.55) to post- test (1.95).The post- test knowledge scores are more homogeneous than the pre- test knowledge scores. The mean and the median are different from each other in both the pre- test and post –test. It is inferred that there is gain in knowledge score of adolescent students in the post- test, rather than pre-test. Adolescent students' level of knowledge regarding anger management in Pre-test majority of the adolescent students 35 (87.5 %) had good knowledge whereas 4 (10 %) had average knowledge and 1(2.5%) had excellent knowledge. And in Post- test majority of the adolescent students 37(85 %) had excellent knowledge score whereas 15% (3) had good knowledge score. The mean Post-Test knowledge score (25.6) of adolescent students after the administration of Bibliotherapy regarding anger management was significantly higher than their Pre -Test Knowledge Score (18.77).The mean difference (6.83). The obtained mean difference is found to be statistically significant as evident from,, t^{''} value (14.75) for df (39) which is greater than the table value (2.01) for df (39) at 0.05 level of significance. This shows that the obtained difference was a true difference and not by chance. Hence, null hypothesis H₀₁ was rejected and research hypothesis H₁ was accepted. So, it can be inferred that Bibliotherapy on anger management was an effective method for enhancing the knowledge of adolescent students.

Findings Related To Association Between Post Test Knowledge Score And Selected Demographic Variables:

There was no significant association between post-test knowledge score and selected demographic variable.

Discussion

The study was conducted on 40 adolescent students of St" Xavier"s school, North Delhi. In this section the investigator discuss the result of the study. The findings of the study have been discussed according to the objectives of research study. Present study showed that Bibliotherapy techniques are very effective in enhancing the level of knowledge regarding anger management among adolescent students. In support of the above study Femiano AC, (2008), a study was conducted to develop and evaluate an anger management intervention for fourteen 13-14 year old boys in Boston. The intervention was developed to incorporate aspects of cognitive behavioral therapy used in previous anger management intervention along with how the process of gender role

socialization contributes to boy's expression of anger. The study concluded that the cognitive behavioral therapy was effective in anger management.

In support of the above study Sandra Jo Wilson and Mark W. Lipsey, (2007) conducted a Meta-analysis study, to find out the effectiveness of school based psychosocial preventive programme. 249 experimental and quasi experimental studies of school based programme with outcome representing aggressive and disruptive behavior was obtained. The results show that, there was an overall positive intervention effects found on aggressive and disruptive behavior. Different intervention modalities (e.g. behavioral, cognitive, and social skills) showed a reduction of aggressive behavior. Outcome was larger for better intervention and those involving students at higher risk for aggressive behavior.

Conclusion

On the basis of findings of the present study, the following conclusions can be drawn:

- The Post- test knowledge score of the adolescent students was significantly higher than pre-test knowledge score.
- In pre-test adolescents level of knowledge regarding anger management was majority of the samples i.e. 35 (87.5 %) were having good knowledge, 4 (10%) were having average knowledge and 1 (2.5%) were having excellent knowledge. In post-test majority i.e. 37 (85 %) were having excellent knowledge and 3 (15%) were having good knowledge.
- The Bibliotherapy was found to be effective strategy in enhancing the knowledge scores of adolescent students regarding anger management.
- There was no significance association between post-test knowledge score and demographic variables.
- The findings conclude that the Bibliotherapy on anger management was found to be effective in enhancing the knowledge of adolescent students regarding anger management.

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