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Effectiveness of thought-stopping technique on level of aggression and its influencing factors among the selected school students at Coimbatore

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Abstract
A behavior disposition that is strong, confrontational, or offensive is commonly referred to as aggression. This conduct might be the result of reprisal, or it might simply happen out of the blue. Effectiveness of thought stopping technique on level of aggression and its influencing factors among the selected school students at selected school students in Coimbatore. Objectives are intended to evaluate the pretest severity of the aggression and its influencing factor among selected school students, to determine the effectiveness thought stopping technique on level of aggression among the school students, to evaluate the posttest the degree of hostility among the school students after the thought stopping technique and to determine the correlation between post test score of level of aggression with their selected demographic variables. The design adopted was quasi experimental, one group pre-test and post-test design. Sample was collected by random sampling technique was used to select the sample (n=40) and level of aggression was assessed among school students by modified buss-perry aggression scale. After pre-test thought stopping technique was practiced. On the 15th -day post-test was done. The level of aggression among school students were analyzed by student paired 't' test. Results: The paired 't' value was (2.94) This, at the p-value of 0.05, is significant above the table value of 2.023. The study reveals that effectiveness of thought stopping technique significantly reduces the aggression among school students.

Keywords: Aggression, thought stopping technique, influencing factor, school students

Introduction
Back ground of the study
Mental health is an integral part and becomes the most important element in human life. It consists of a number of distinct phases that each must go through. Every stage of a person's life is significant and special because it involves distinct phases of mental and physical development [1].

Every day, millions of people battle mental health problems, but nobody wants to consider the possibility that these problems could impact kids. It is your duty as a parent to identify and meet your child's needs. This entails recognizing problematic behaviours in your child and getting assistance when necessary [2].

According to the National Alliance on Mental Health, more than 19% of American adults—roughly 1 in 5 adults—experience mental illness on a yearly basis. According to the According for Children's Mental Health, 1 in 5 children have a diagnosable emotional, behavioural, or mental health disorder [3]. Destructive, hurtful, or damaging physical or verbal acts directed against other people, property, or oneself are referred to as aggression. Aggression, which is aimed inward, may be demonstrated as self-injurious behavior [4].

Thought stopping has a One of the cognitive behavioral therapies with a long history of success is number 5. In order to stop problematic or upsetting ideas from leading to further sequences or chains of issue responses, thought stopping a cognitive self-control technique, should be performed. as part of cognitive behavioral treatment. a method created to get rid of bothersome, undesired thoughts. The person practices telling himself to "stop" when they are thinking negatively and changing their ideas to ones that are deemed positive and desired [5]. can be used well, although not every therapist recommends it. Some individuals believe that attempting to suppress bad ideas simply strengthens them. Some people find it tough to stop thinking. Consult your doctor or therapist if you think that your negative thoughts are too overwhelming. You will be given access to all of your therapy alternatives and will learn coping mechanisms as a result [6].

Thought pausing should not be practiced on your own; rather, it should be supervised, as with all therapeutic approaches, by a counsellor or mental health expert. It must be used in conjunction with other tactics in order to be fully effective [7].

As a result, the thought-stopping method works better to lessen student aggressiveness.

Statement of the problem
"Effectiveness of thought stopping technique on level of

aggression and its influencing factors among the selected school students at Coimbatore".

Objectives
- To determine the effectiveness of thought stopping technique on level of aggression among the school students.
- To evaluate the posttest level of aggression among the school students after the thought stopping technique
- To evaluate the pretest level of aggression and its influencing factor among selected school students.

Hypothesis
H0: There will be no significant variation in the degree of Aggression among school student previous to and following the thought stopping technique

H1: There will be significant association between the posttest level of aggression and their selected demographic variables.

Delimitations
This research is restricted to
1. Selected school students.
2. Who were studying in Alchemy public school, Coimbatore district

Research methodology
Research Design
Quasi-experimental research design-one group pre-test and post-test design.

Variables
Independent variable: thought stopping technique.
Dependent variable: Aggression and its influencing factor

Sample Size
There were forty pupils from Alchemy Public School in the entire sample.

Sampling Technique
Simple Random sampling technique.

Selection Prerequisites
Requirements for Membership
- Students that are eligible to participate in this study, both male and female
- The students of age group (12-16) year

The criteria for exclusion
Students who are absent and physically unwell throughout the data collection period

An explanation of the tool
- The tool comprises of demographic factors in its initial section, which include age, gender, educational status, dwelling location, family type, number of siblings,

number of friends, and school arrival time.
- It consists of modified buss-Perry aggression scale It is made up of fifteen items that measure how aggressive pupils are. The score has a minimum of 10 and a maximum of 60.

Scoring Procedure of Level of Aggression

Normal	0% - 10%
Mild	11% - 20%
Moderate	21% - 40%
Severe	41% - 60%

Data analysis and interpretation
Data Analysis
The following parts provide the data analysis:

Section -A

Distribution of student frequency and percentage based on demographic parameters. (N = 40)

S. No.	Demographic Variables	f	%
	Years of Age		
1.	a.　13 Years	10	25
	b.　14 Years	30	75
	c.　15 Years	-	-
	d.　16 Years	-	-
	Gender		
2.	a.　Male	16	40
	b.　Female	24	60
	Standard		
3.	a.　8th Standard	15	37.5
	b.　9th Standard	25	62.5
	c.　10th Standard	-	-
	d.　11th Standard	-	-
	Area of Residence:		
4.	a.　Urban Area	3	7.5
	b.　Semi-Urban Area	28	70
	c.　A rural region	9	22.5
	Family Types		
5.	a.　Joint Families	7	17.5
	b.　Nuclear Families	33	82.5
	c.　Adjacent Family	-	-
	Number of Siblings		
6.	a.　Zero	8	20
	b.　One	30	75
	c.　Two	2	5
	d.　Three or More	-	-
	Number of Friends		
7.	a.　Zero	-	-
	b.　One	-	-
	c.　Two	4	10
	d.　Three and More	36	90
	Reaching time of School		
8.	a.　Before 8.45 am	12	30
	b.　9am to 9.15 am	28	70
	c.　After 9.30 am	-	-

Section- B

The frequency and percentage distribution of the amount of aggression among a sample of schoolchildren as measured by pre- and post-test scores.

S. No	Variables	Maximum Score	Pre test		Post test		Mean difference	"T"	"df" (n-1)
			Mean	Standard deviation	Mean	Standard deviation			
1	Aggressive Behavior	60	28.5	4.98	14.5	3.29	14	2.94*	39

Section-C

Mean difference, standard deviation, and mean comparison in the effectiveness of thought stopping technique among school students before and after the intervention

Variables	Mean		Mean difference	Standard deviation	
	Pre test	Post test		Pre test	Post test
Level of aggression	28.5	14.5	14	4.98	3.29

Comparison of paired 't' test value of the level of the aggression and its influencing factor among school students before and after the intervention.

Variable	Calculated 't' value	't' value	Df	Level of significant
Aggression level	2.94	2.023	39	Significant

Discussion

To evaluate the aggressiveness of the pretest and its influencing factor among selected school students. The level of aggression was assessed by using modified Buss-purry aggression scale. The present study finding reveals that among 40 samples pre-test score reveals 1 (1.6%) had a mild aggression, 38(63.3%) had a moderate aggression,1(1.6%) had a severe aggression. The posttest assessment score was 3(5%) of them had a normal behavior, 5(8.3%) had a mild aggression, 32(53.3%) had a moderate aggression. To ascertain the efficacy of thought stopping technique on level of aggression among the school students. The analysis shows that 't' value (1.57) is greater than table value (1.304) at ($p<0.05$) level of significance. Hence the thought stopping technique is more effective in reducing aggression.

To evaluate the posttest level of aggression among the school students after the thought stopping technique Among 40 students, in pretest mean score was 33.3 and In the post test the mean score was 30. Paired't' testing was done to find difference between the pre and posttest score was significant. The analysis showed that the't' value (1.57) is greater than the table value (1.304) at ($p<0.05$) level of significance. Hence the thought stopping technique is more efficient in lowering the aggression. Therefore, hypothesis H0 was rejected.

To find out the association between post test score of level of aggression with their selected demographic variables. There is significant association between age, living place, number of siblings, type of family, number of friends, school time and aggression and there is no significant association between genders, class with the aggression. Therefore hypothesis H1 was accepted.

Conclusion

In pretest 18(45%) of them had normal behavior, 16(40%) had a mild to moderate aggression, 6(15%) had a severe aggression. In the post-test 23(57.5%) of them had a normal behavior, 17(42.5%) had a mild to moderate aggression. In pretest the mean score of aggression was 28.5 (± 4.98) and,

In the post test the mean score of aggressive behavior was 14.5 (± 3.29).

The Paired 't' test was used to find difference between the pre and posttest score was significant. The analysis showed that the 't' value (1.57) is greater than the table value (1.304) at ($p<0.05$) level of significance. Hence the thought stopping technique is more effective in reducing the aggression.

Recommendations

- A large sample size and different settings can be used to duplicate a comparable study.
- One may do a comparable investigation to determine the efficacy of mind stopping methods in adult populations.
- It is possible to compare pupils enrolled in technical courses with those in professional courses.

Conflict of Interest

Not available

Financial Support

Not available

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