

School Play Therapy Videos for Controlling Aggressive Behavior of Students at Secondary School Level

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Abstract

The focus of the study was to analyze the aggressive behavior among students and try to control it with the help of therapeutic techniques. The purpose of this study was to apply the play therapy videos for controlling the aggressive behavior of students at secondary school level. The study was conducted on boys in 10th grade. The anger management videos, drawing play therapy, and clay play therapy were applied to control their anger and aggressive behavior. It was an experimental research conducted for six weeks having 25 sample size. 'Aggression-problem behavior frequency' scale was used to measure the level of aggression among students. Only students with high aggression level were selected as sample of the study. The difference between the aggressive behavior of experimental group students was calculated through paired sample t-tests. The significant values of t-tests (0.000) indicated that with the application of therapeutic videos in six different sessions helped students to control aggressive behavior. The study concluded that the play therapy helped to control the aggressive behavior of the students. It is recommended that teachers should apply the play therapies in order to minimize the aggressive behavior problems among students.

Keywords: Information and Communication Technology (ICT), School Play Therapy Videos, Aggressive Behavior.

1. Introduction

Aggression is defined as intended action to offend others either bodily or emotionally (Byrne, & Cullen, 2024). Aggression means exhibition of anger and violent behavior. Aggressive behavior can be expressed in verbal, physical, and rational behavior. The main purpose of the aggression to attack someone including students, peers etc. to harm them. At the bringing up stage among students, hormonal changes occur that can cause the behavioral changes, mood disorder, and getting tense about the studies.

Aggression is defined as an intentional act meant to harm others, whether physically or emotionally (Byrne & Cullen, 2024). It manifests as expressions of anger and violent behavior, which can be verbal, physical, or rational. The primary aim of aggression is to attack others, including students and peers, with the intention to cause harm. During adolescence, hormonal changes can lead to behavioral shifts, mood disorders, and increased tension related to academic pressures (Hargreaves, 2019).

2. Aggressive Behavior

Aggressive behavior is defined as a phenomenon which is found in students that has negative impact in schools (Yuliyanto, & Astuti, 2023). Social psychologist explain that in performing aggressive behavior student have intension to harm other students. Aggression even manifests itself in the toys we buy for children. Principally our boys play with guns of all size, shape and sounds their faces tell us about the enjoyment they bring to them.

2.1. Aggressive Behavior at School

Those children who take interest in watching games, TV programs and movies which promote aggression, try to repeat the same act with their friends. Often, students engage in inappropriate games and encourage their peers to participate in activities like pretending to commit robberies, acting violently towards others, taking a friend's lunch, or threatening others to give up their belongings. These kinds of attitudes students unintentionally learn from their friends at school can them be repeated or practiced at their home. Students start taking more interest in toys like guns and start using abusive language as well. These kinds of aggression can be controlled through different therapeutic techniques. Schools should adopt techniques that could help students to learn to control their aggressive behavior.

2.2. Play Therapy

Therapy involves treating individuals who may be unstable or facing psychological issues, social challenges, or low self-esteem, all of which can hinder their ability to complete assigned tasks. Play Therapy, a type of psychotherapy, utilizes play and creative activities to help students express their emotions and thoughts while addressing their challenges. It is specifically employed to manage aggressive behavior in students (Gupta et al., 2023). Play Therapy gained recognition in the 20th century when various theorists began to view it as a means to understand children's inner emotions. Sigmund Freud utilized this approach in 1909, exemplifying it with the case of "Little Hans" (Gupta et al., 2023).

2.3. Play Therapy at Secondary Level

At the secondary level, counselors recognize that even simple conversations during play can be highly effective, as students are mature enough to discuss their problems. When addressing moderate to high levels of aggression, counselors can introduce more abstract or complex games, which help students feel relaxed and encourage them to engage in their roles effectively (Goh, Ang, & Tan, 2008). At this stage, students often prefer abstract games that support their cognitive well-being (Trammell, 2024). Additionally, role-playing games and art activities have proven to be effective tools for helping

students express themselves (Schmidt, 2012; Schmidt, Gay, d'Acremont, & Van der Linden, 2008).

3. Rationale of the Study

This study aimed to implement play therapy videos to help control aggressive behavior among secondary school students. The primary focus was on understanding how to manage students' aggression by applying the therapeutic techniques demonstrated in the videos. Various factors contribute to aggressive behavior such as low self-esteem, lack of self-control, interpersonal grudges, family issues, favoritism, low academic performance, and concerns about physical appearance.

The study sought to evaluate the effectiveness of these therapeutic videos in controlling aggressive behavior. The videos illustrate methods for managing anger through various techniques, emphasizing that play can serve as an enjoyable and therapeutic intervention. Engaging in play can help students relax, shift their mood, and gain better control over their aggression.

4. Research Objective

To find out the effectiveness of school play therapy in the control of students' aggressive behavior.

4.1. Research Questions

How the play therapy is used in treating aggressive behavior among students at secondary level.

4.1.1. Hypothesis

The application of school play therapies help to control aggressive behavior among students at secondary level.

4.2. Methodology

The study was experimental in nature.

4.2.1. Research Design

The research utilized an experimental design, specifically one-group pre-test and post-test design. This approach aims to determine the effect of school play therapy videos to control students' aggressive behavior. By comparing pre-test and post-test scores, the study evaluates the improvement in students' aggressive behavior through intervention.

4.3. Sample of the Study

The sample of the study consisted of the students in grade 10 from a public school in Rawalpindi city. Through purposive sampling techniques the sample of 25 students was selected for the experiment.

4.4. Research Instrument

In this research, the 'Aggression-problem behavior frequency' scale developed by Henry and Farrell (2004), was utilized for students to measure their intensity of aggressive behavior. The Aggression-problem behavior scale have 18- items to measure the behavior of the students in three aspects. The scale is divided in three parts; 'Physical aggression', 'Non-physical', and 'Relational'. The students were required to indicate on a 5 point Likert scale, how frequently they were engaged in the range of the aggressive behavior from last month such as 'pushed another student' (physical), 'picked on someone' (non-physical), and 'spread a false rumour about any other student' (relational). The range of the reliabilities of the subscales is between .70 and .87 in studies such as (Miller-Johnson et al., 2004). Likewise, a Bulgarian study highlighted Cronbach's alphas ranging between .83 and .87 (Bilic, 2012).

4.5. Pilot Testing

Adapted Standardized Likert scale questionnaire 'Aggression-problem behavior frequency' scale developed by (Henry & Farrell, 2004) was pilot tested. This scale was pilot tested for its reliability analysis to determine whether it is reliable for use in the Pakistani context. Ten students were recruited as a sample for the pilot study. The internal consistency reliability was calculated through Cronbach's alpha, that has mostly denoted like alpha coefficient of reliability (Cohen, et al., 2007). The scale's reliability was tested through the Cronbach Alpha reliability coefficient, the value of alpha coefficient was .79 which is reliable value. This coefficient values showed that the scale was reliable to measure the aggressive behavior among students at secondary level in a public school in Pakistani context.

Table 1: Cronbach's Alpha Reliability

Cronbach's alpha coefficient values for Standardized Likert scale questionnaire Scale	Number of Items	Cronbach's Alpha Reliability
Standardized Likert Scale Questionnaire	18	.79

4.6. Validity of the Tool

The validity of the scale was evaluated by three experts and two secondary school teachers, who confirmed that it effectively measures aggressive behavior among secondary school students.

4.7. Experiment

The experiment was conducted in a school for a duration of four weeks. For the experiment, first of all, the school play therapy videos were selected. At the beginning of the experiment, the pre-test conducted with students in order to know the level of their aggressive behavior. Only 25 students were selected as the sample of the study because according to the scale they have high level of aggressive behavior in class. We built a trustable relationship with the participants to keep them relaxed and ease them into sharing the incidents and reasons for their aggressive behavior. Then the experiment started. In six sessions, the school play therapy videos were shown to the students.

Through practice, we began implementing play therapy and offered students the choice between drawing play therapy and clay play therapy. Some students selected drawing play therapy and others selected clay play therapy and started practicing these techniques. They really enjoyed these therapies. In six sessions, through anger management videos, they learnt different therapeutic techniques. Each technique included different steps to control their anger and memorize these techniques easily. This scale was utilised for pre- and post-testing of students' level of aggressive behavior in class. This intervention lasted for six week. The experimental group students were post-tested after the experiment was completed. The data obtained from pre-test and post-test was quantitative i.e., students' responses on the scale.

5. Data Analysis

The t-test (paired sample) was calculated to find out whether the pre-tests' mean scores of an experimental group were significantly different from the post-tests' mean scores of the experimental group. Results of paired sample t-test for the experimental groups determine whether the post-test mean scores were significantly different from the pre-test mean scores.

Results presented in Table 2 compare experimental group's pre- and post-test scores. In order to find the significant difference between the experimental group's pre- and post-test scores, a paired sample t-test was calculated. The results of t-test show that the experimental group's post test scores ($M = 66.75$, $SD = 2.76$) were higher than those of the pre-test ($M = 32.00$, $SD = 1.83$) and the difference

was statistically significant ($p=.000$). This indicated that with the help of the play therapy techniques the level of aggression in students' behavior decreased.

Table 2: Results of paired sample t-test for experimental group's pre- and post-test scores ne. ($n=25$)

Group	Mean	SD	t-value	df	p
Experimental Group (pre-test score)	32.00	1.83	19.33	24	.000
Experimental Group (post-test score)	66.75	2.76			

6. Discussion

The focus of the study was to analyze the aggressive behavior among students and try to control it with the help of therapeutic techniques. The purpose of this study was to apply the play therapy videos for controlling the aggressive behavior of students at secondary school level.

A one-group pre- and post-test research design was chosen to determine the difference in aggressive behavior among secondary-level students before and after the experiment. The group was compared based on their pre- and post-test scores. The results of the paired sample t-test ($p = .000$) (Table 2) indicated a significant difference between the experimental group's pre- and post-test scores. This indicated that in six sessions, play therapy facilitated to reduce the level of aggression among secondary school students. These findings are akin to previous research (Bagès, Hoareau, & Guerrien, 2020) wherein, they utilized role play games in order to reduce the bullying and aggressive behavior among students. Results indicated role play therapy could be utilized in real classroom settings in order to manage the aggressive behavior of the students.

Applying therapeutic techniques facilitates the modification of aggressive behavior in students. The study demonstrates that play art therapy not only helps relax students but also proves effective, leaving them amazed at the benefits and importance of such therapies. This study examines the relationship between students' aggressive behavior and the outcomes of applying play therapies. The findings indicate that utilizing videos and therapeutic techniques can lead to positive results. Analysis of questionnaire data revealed that students who exhibited high levels of aggression in the pre-test benefited significantly from the intervention. The application of video and play therapy practices helped these students learn to manage their aggression effectively. The post-test results indicated lower levels of aggression. These outcomes demonstrate the effectiveness of the therapeutic techniques, suggesting that they can be further practiced to help students control their anger.

Applying therapeutic techniques helps modify students' aggressive behavior. The study demonstrates that examples of play art therapy can relax students and show the effectiveness of play therapy, leaving them amazed at its benefits and the importance of such approaches. These videos serve as a crucial tool for illustrating how effective these therapies can be. A well-known counselor provides valuable insights into using videos to enhance mental health. Additionally, the importance of information and communication technology (ICT) is highlighted as it raises awareness among individuals about how these videos can assist with various behavioral issues.

The t-test results indicated a significant difference between the pre- and post-test scores of the experimental group, demonstrating the effectiveness of the play therapy technique in helping students manage their aggression. Prior to the implementation of play therapy, students exhibited high levels of aggression; however, following the therapeutic interventions, their aggression levels decreased, reflecting a positive outcome.

Results showed that those who attended 16 sessions exhibited improvements in their Attention Deficit Hyperactivity Disorder ADHD characteristics, underscoring the significant role of client-centered therapy in addressing hyperactivity disorders. Therefore, this study further emphasizes the importance of ICT and its effective application through anger management videos to help control aggression. The findings of this study reveal that therapeutic technique videos assist students in controlling their anger and aggressive behaviors. Schmidt (2008; 2012) conducted valuable research highlighting the effectiveness of role-playing games and art drawing for students. Additionally, Ray, Schottelkorb, and Tsai (2007) conducted a study in 60 elementary schools involving students diagnosed with ADHD who participated in client-centered play therapy.

7. Conclusion

The purpose of this study was to apply the play therapy videos for controlling the aggressive behavior of students at secondary school level. The study concluded that students require more attention and that teachers should spend additional time with them. The teachers should implement checks and balances to identify students needing extra guidance. Building trust with students is essential, as it enables them to share the reasons behind their aggressive behavior.

At the secondary level, while students may exhibit aggression, they can learn to manage their anger effectively. The introduction of play therapy provided students with engaging strategies to control their emotions. Results indicated that play therapy videos led to positive behavioral changes among students. After practicing these techniques, the effectiveness of the therapies was clearly demonstrated, and teachers reported noticeable improvements in student behavior. Additionally, when teachers earn students' trust, they can play a crucial role as counselors, helping to mitigate misbehavior. This therapy will certainly prove beneficial when students apply it in the future. It is recommended that teachers familiarize themselves with play therapies, enabling them to conduct sessions and allocate time for these practices in their classrooms. The results of t-test show that the experimental group's post test scores ($M = 66.75$, $SD = 2.76$) were higher than those of the pre-test ($M = 32.00$, $SD = 1.83$) and the difference was statistically significant ($p = .000$). This indicated that with the help of the play therapy techniques, the level of aggression in students' behavior decreased.

Contribution

In schools, play therapy videos were used to address the aggressive behavior of students at the secondary level. To the best of my knowledge, this experimental study is the first of its kind in the Pakistani context, aimed at controlling and managing aggressive behavior among secondary school students.

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